



Personal Planning K to 7
Career and Personal Planning 8 to 12

Curriculum Review Report

2001

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Executive Summary

This report compiles, analyzes and summarizes the information collected for the British Columbia Personal Planning/Career and Personal Planning curriculum during phase one of the curriculum review cycle. The analysis, recommendations and workplan arising from this report complete phase two of the cycle, and outline the work required to complete phases three and four.

The review incorporates both formal and informal information gathered since the implementation of the curriculum in 1995, the first review in 1996, and subsequent revisions in 1997 (Grades 8 to 12) and 1999 (Grades K to 7), with an emphasis on information received since September 2000.

Consultation has been extensive and inclusive, involving many groups and education partners:

- parents
- teachers
- students
- administrators
- other ministries
- post-secondary institutions
- community agencies.

The review also included:

- a review of current research related to health and career education and standards
- a review of relevant reports and recommendations from other public bodies and government agencies
- a review of PP/CAPP teacher training and certification in BC and other provinces
- an investigation of other jurisdictions in terms of similar curricula
- the administration and analysis of a provincially distributed K to 12 survey
- an analysis of the IRP and related correspondence and data.

The extensive information and feedback gained from all of these sources was analyzed to determine recurring themes and issues and to make recommendations based on these key findings.

All of the sources consulted in this review agree on the importance of addressing the many and varied health and social issues facing children and youth. Although topics relevant to these issues are covered in PP/CAPP, the issues extend beyond the classroom. While schools play a significant role in the education of youth, parents and community play a much larger role in shaping the perceptions, opinions and behaviours of youth.

In acknowledging the importance of health and career education, the system should demonstrate a strong commitment to the continued implementation of PP/CAPP and encourage the participation of parents and community agencies in this implementation. The learning outcomes in PP/CAPP deal with human and social development and career development, areas that are the shared responsibility of schools, the family and

community. This requires that schools develop partnerships with parents and social agencies in their communities. The Ministry of Education and local school boards should play a leadership role in supporting PP/CAPP teachers.

While overall support for the curriculum is perceived to be growing, there continues to be a mixed reaction among all education partners as to the effectiveness of the implementation of PP/CAPP. The rationale and content of the curriculum are generally recognized as valuable and worthwhile for students; however, there are still concerns about issues of accountability, repetition, lack of ministry and district support and teacher training.

The curriculum review did not identify a need to alter the basic organization of the curriculum organizers; however, minor revisions to the both the Personal Planning K to 7 IRP and the Career and Personal Planning 8 to 12 IRP are indicated in terms of prescribed learning outcomes, instructional strategies and recommended learning resources. Recommendations are included for specific changes to the learning outcomes regarding the topics of HIV/AIDS prevention education and the Ministry has already committed to including learning outcomes related to road safety. Revisions to the instructional strategies are needed to support Branch initiatives and to ensure alignment with what research shows to be effective health education instruction. This report also includes recommendations that address expressed concerns about learning resources in terms of the lack of resources that help teachers deal with sensitive topics in the classroom; and the lack of comprehensive resources for teaching PP/CAPP across the grades. In terms of the concerns regarding the datedness and format of the 8 to 12 grade collection, the Ministry has already committed to its revision.

Key Findings and Recommendations

A number of key findings emerged during this curriculum review, resulting in two types of recommendations:

1. Recommendations specific to the curriculum, including minor revisions to both the Personal Planning K to 7 and Career and Personal Planning 8 to 12 IRPs. Included with these recommendations are details regarding revisions to which the Ministry has already committed. In addition, two resource developments are recommended for consideration: comprehensive K to 12 teacher/student materials, including a suggested scope and sequence chart, and performance standards.
2. Recommendations that propose strategies to support implementation of the curriculum.

Required Areas of Study

Recommendation 1: Personal Planning and Career and Personal Planning should be continued as required areas of study.

- Research shows that for children and youth, Canadians value the importance of being physically and emotionally healthy, safe and secure; successful at learning; and socially engaged and responsible.
- All Canadian provinces and territories include health, career and physical education curricula that support students in acquiring knowledge, skills, and attitudes in these important areas.
- Personal Planning and Career and Personal Planning (PP/CAPP) is the curriculum in B.C. that assists students in addressing the many and varied issues that they face in their daily lives. The curriculum provides a forum within the school setting where youth practice intellectual, emotional and social competencies, and continue to develop important skills and attitudes needed for adult life.
- The K to 10 level of the curriculum is generally considered to be important and relevant for students.
- Concerns have been noted with CAPP 11 and 12 in terms of redundancy and the perception that the CAPP requirement is a barrier to students achieving their academic goals.
- Since CAPP 11 and 12, including Work Experience and the Student Learning Plan, are strongly linked to other aspects of the graduation program any changes to CAPP 11 and 12, including the Work Experience component, should only occur in the context of an overall review of graduation requirements.
- Note: A review of the graduation program is currently underway.

Revisions to the Learning Outcomes

Recommendation 2: The Ministry of Education should consider making revisions to the prescribed learning outcomes as follows:

- develop age appropriate learning outcomes related to the prevention of communicable diseases, including HIV/AIDS, for every grade level in the Personal Planning K to 7 IRP.
- modify the current learning outcomes related to communicable disease and specifically HIV/AIDS prevention for each grade level in the Career and Personal Planning 8 to 12 IRP.

Note: The Ministry of Education has committed to developing learning outcomes related to road safety for the Personal Planning K to 7 IRP and the Career and Personal Planning 8 to 12 IRP.

- Recommendations from research and consultation conducted by the Ministry of Health and the HIV/AIDS Education Working Group Subcommittee indicate that HIV/AIDS prevention education should begin in Kindergarten and continue through Grade 12. For Grades K to 7, age appropriate learning outcomes should include an understanding of the nature of how communicable diseases are contracted, spread and prevented. Furthermore, learning outcomes should address tolerance and empathy for people who are afflicted with a communicable disease, and they should also address

sexual and general health. For Grades 8 to 12, the learning outcomes need to be worded differently at each grade level to avoid repetition and to support age-appropriate information and skills development to prevent the spread of communicable disease, including sexually transmitted infections and HIV/AIDS.

- Based on recommendations from The Children’s Commission, the Office of the Coroner and the BC Youth Parliament, as well as findings from the survey, specific learning outcomes related to road safety should be added from K to 12. The Ministry has already made a commitment to do this in the next curriculum revision.

Recommendation 3: Learning outcomes related to money management and financial planning should be examined by the Curriculum Overview Teams for appropriate inclusion in the curriculum.

- Survey responses from teachers and parents as well as recommendations from the BCBEA point to the need to expand the topic of financial literacy in CAPP 8 to 12.
- There are currently learning outcomes related to this topic in the curricula for Mathematics, Business Education and CAPP.

Revisions to Instructional Strategies

Recommendation 4: The Ministry of Education should consider broadening the instructional strategies as required to support Curriculum Branch initiatives, to incorporate a wider range of student-centred PP/CAPP instruction methods and to provide suggestions for ways to effectively involve parents and the community.

- The Curriculum Branch, in support of the Ministry priority for improving student achievement, is currently promoting the integration of Aboriginal Education and the integration of Information and Communications Technology. The review indicates the need to augment these areas in the PP K to 7 and the CAPP 8 to 12 IRPs.
- Although knowledge about health and healthy behaviours among the adolescent population is generally high, many youth continue to engage in a number of risky behaviours which suggests that current health promotion strategies may not be as effective as they could be.
- Updating of the instructional strategies is required to support sound pedagogy in terms of effective health education. School-based programs can help to influence healthy behaviours. Research indicates their effectiveness depends on a variety of factors, including the involvement of students in planning their learning, parent involvement, and community support.
- In the review, a common message from teachers and parents is that communication with and involvement of parents is important to the effective delivery of PP/CAPP and should be increased.
- Students have indicated that they find CAPP classes more interesting and relevant when they are actively engaged in their learning.

Learning Resources

Note: The Ministry of Education has committed to updating and republishing the Grade Collection for CAPP 8 to 12 in the standardized format.

- Grade collection information in CAPP 8 to 12 IRP is not in the standardized format of the other IRPs, making the information less accessible to teachers. At least 50% of the resources currently listed in the CAPP 8 to 12 IRP grade collection are dated or no longer available.
- The B.C. Office of the Auditor General recommended that the Ministry of Education should re-organize the grade collection for CAPP 8 to 12 to assist secondary teachers in ranking the usefulness of listed resources, and should notify teachers when it is available.

Recommendation 5: The Ministry of Education should consider the development of a comprehensive learning resource for teaching PP/CAPP K through 12, that may include teacher and student materials and a sample scope and sequence chart that could be adapted to meet local needs.

- While numerous resources dealing with individual health or career topics are available, sequential programs are more effective in changing behaviour than are occasional programs on single health topics.
- Teachers strongly support the need for ready-made lessons, organized by grade level, to assist them with teaching PP/CAPP.
- Teachers frequently reported the need for suggestions about how to teach sensitive topics. Where teachers experience a lack of comfort with a topic, they tend to ignore it or cover it superficially at best. Standardized lessons, particularly for these topics, are suggested. Several teachers requested the re-issue of the Family Life Education resource, as an example.
- A few resources have been developed by government agencies or non-profit organizations to support specific aspects of PP/CAPP; however, no comprehensive, developmental grade-by-grade resource covering all of the learning outcomes at each grade level currently exists for PP/CAPP.
- Concerns are still being raised about the perception of repetition in the curriculum. In some cases this is actually the repetition of activities from year to year, rather than the repetition of learning outcomes. Lack of planning at the school level often results in a duplication of topic emphasis or activities used across a range of grades. Conversely, some learning outcomes/topics are omitted altogether, or receive insufficient emphasis to ensure adequate skill-building or concept attainment.
- A frequent suggestion has been that the ministry produce a sample “scope and sequence” chart for the curriculum that would provide suggestions for specific and different topic emphasis at each grade. This would provide consistency, eliminate repetition and/or topic omission and facilitate the sharing of resources. It would still allow schools the flexibility to choose additional or different topics, based on student and parent input

Accountability and Standards for Student Performance

Recommendation 6: The Ministry of Education should consider including performance standards in the PP/CAPP IRPs.

- Across the province, PP/CAPP implementation is varied, with a number of different organizational and instructional models.
- Opinion varies widely as to the degree of flexibility that should be accorded to the delivery of CAPP and mandating a specific delivery model is not advised.
- There are inconsistencies in depth and range of topics covered in PP/CAPP.
- There are different expectations for students in terms of participation and assessment in PP/CAPP classes.
- These differences raise concerns among students, parents and staff.

Support

Recommendation 7: The Ministry of Education should consider the importance of continuing to clarify and communicate the purpose, intention, relevance and value of the PP/CAPP curriculum and should consider encouraging school districts to do the same locally.

- This review highlights the need for clear and consistent messages of support from the Ministry of Education and from school district administrators to emphasize a continued commitment to the rationale, value and importance of the curriculum. Students are more likely to perceive PP/CAPP as valuable and relevant when their teachers and parents clearly understand the value and relevance of the curriculum.
- The B.C. Office of the Auditor General noted the ministry has developed suitable curriculum to promote socially responsible behaviour, but teachers need more support to implement it.

Teacher Certification

Recommendation 8: The Ministry of Education should consider entering into discussion with the universities and the College of Teachers to ensure that CAPP becomes a recognized teaching major and be included in the pre-service courses for teacher education.

- There is little available to education students in B.C. in terms of health education or career education “methods” courses.
- The College of Teachers does not recognize CAPP as a teaching major.
- Teacher certification in most other Canadian provinces surveyed requires health teachers to have a background or specialization in health education.
- The B.C. Office of the Auditor General recommended that the Ministry of Education should call for meetings with the province’s universities and the College of Teachers

to emphasize the need for mandatory pre-service courses for teachers on classroom strategies for dealing with difficult behaviours and for delivering Personal Planning and Career and Personal Planning curriculum.

Teacher In-service

Recommendation 9: The Ministry of Education should consider facilitating the development of an electronic-based network for sharing information about best practices and other in-service opportunities, including access to community-based resources.

- The most frequently mentioned reason for effective delivery of PP/CAPP was teacher dedication and commitment.
- Teacher comfort level with the curriculum enhances their ability to make it interesting and relevant for students.
- In some cases, PP/CAPP is taught by teachers who are not interested and/or do not have a background in the program.
- PP/CAPP teachers have indicated a strong need for specialized teacher training, both pre-service and in-service.
- There are numerous and diverse topics in the PP/CAPP curriculum, requiring a broad range of background expertise that not all teachers assigned to PP/CAPP possess. Many expressed difficulties in presenting the sensitive topics in PP/CAPP.
- There is a need to facilitate the sharing of information among teachers about best practices.
- Teachers also need access to current information about the many community agencies in B.C. that provide CAPP-related resources, workshops and other instructional support.

Collaboration

Recommendation 10: The Ministry of Education should consider facilitating connections with, and communication about, community and government organizations that provide PP/CAPP-related programs and services.

- Elementary teachers in particular perceive the most significant barriers to implementation as being insufficient learning resources, money and time to plan for and implement the curriculum.
- As there exist numerous ministry, district and community initiatives and resources that support PP/CAPP, there is a need to communicate information about these initiatives more effectively. These initiatives include violence prevention, social responsibility, citizenship and diversity, as well resources such as *Road Sense*, *bc.tobaccofacts*, the Safe School Centre and many others.
- Improved inter-ministry and inter-agency coordination could eliminate duplication of effort and resources.

Background

Provincial Curriculum Cycle

The focus of the curriculum cycle is the review of Integrated Resource Packages for the purpose of determining what action, if any, should be undertaken in terms of IRP renewal and to follow through with the appropriate action to bring about the renewal. The intent is to make meaningful changes to the IRPs where and if, needed, but not to significantly alter the structure or format of the IRP. The curriculum cycle comprises four phases: review/needs assessment; recommendations and planning; curriculum development/production; and implementation.

This report constitutes the conclusion of phases one and two of the curriculum review cycle for Personal Planning K to 7 and Career and Personal Planning 8 to 12.

Personal Planning K to 7 and Career and Personal Planning 8 to 12

Overview of Curriculum

The Personal Planning K to 7 and Career and Personal Planning 8 to 12 curriculum (PP/CAPP) is a required area of study for students from Kindergarten to Grade 12. It is designed to help students develop, maintain and reinforce skills, attitudes and behaviours that can enhance their personal well being throughout their lives and prepare them to deal with a world of complex, ongoing change. It complements the rest of curriculum by focussing on students' personal development and on how their schooling and extra-curricular activities relate to their future plans thereby making a unique contribution to the development of students as well-rounded individuals.

Requiring that students take PP/CAPP from Kindergarten to Grade 12 recognises that emotional and social development are as important to the development of healthy and active educated citizens as are academic achievement and the development of intellectual and physical skills. This inclusion also recognises the need for students to understand the personal relevance of their studies, and to acquire the knowledge, skills and attitudes that can help them make appropriate personal decisions and manage their lives more effectively.

In Personal Planning K to 7, students are encouraged to show initiative and accountability in decision making and to develop planning skills such as time management, self-assessment, goal setting and seeking support. These skills apply to their work in other subject areas and to the activities they will undertake following graduation.

Career and Personal Planning 8 to 12 is an extension of the Personal Planning K to 7 curriculum. It provides a context for implementation of the personal planning and work experience initiatives described in the K to 12 Education Plan, serves as a vehicle for instruction related to personal development topics in Grades 8 to 12 and draws together work that students undertake in connection with career preparation programs, co-

operative education, apprenticeship programs, mentorships and other school-community partnerships. This curriculum also requires that students develop and regularly maintain Student Learning Plans beginning in Grade 9 and complete 30 hours of Work Experience during their Grade 11 or Grade 12 years. Students must complete CAPP 11 and CAPP 12 in order to satisfy graduation requirements.

Organization

PP/CAPP is organized under three major headings: The Planning Process, Personal Development and Career Development.

The Planning Process component has the following goals: to develop students' abilities to plan and make decisions systematically; gather and record the information needed to carry out educational, career and personal plans; and to put plans into effect, monitor and evaluate them and make refinements as necessary.

The Personal Development component is made up of the majority of the former Learning for Living and Health curricula and is divided into six sub-headings with the following goals:

Healthy Living - to encourage students to value and adopt a healthy lifestyle.

Mental Well-Being - to develop in students an appropriate sense of personal worth, potential and autonomy as well as a sense of their relationships with others.

Family Life Education - to develop students' understanding of the role of the family and the capacity for responsible decision making in their personal relationships.

Child Abuse Prevention - to develop in students the capacity to assess, prevent and resolve abusive situations.

Substance Abuse Prevention - to develop in students the ability to make responsible decisions regarding substance abuse as they develop a healthy lifestyle.

Safety & Injury Prevention - to develop in students the ability to apply principles of safety to all aspects of their lives.

At the K to 7 level the Career Development component is designed to develop students' awareness of personal attributes, skills and successes and how these relate to potential careers. At the 8 to 12 level the Career Development component is divided into three subheadings with the following goals:

Career Skills Awareness - to develop students' understanding and appreciation of personal characteristics and how these relate to potential careers.

Career Exploration - to enable students to take advantage of community resources in order to relate their learning and skills to education, career and personal roles in a changing world.

Career Preparation - to practise academic, teamwork and practical skills needed to be successful in the workplace.

History

The Personal Planning K-12 curriculum was first introduced in September 1995. It was based on the Learning for Living curriculum, the development of which began in

1986 as a revision of the existing Health/Guidance/Family Life Education curriculum. There was a need to develop a comprehensive program that integrated a number of topics such as health, guidance, relationship skills, family life education, drug abuse prevention and career education. The process of revision in this direction was given added impetus with the release in August 1988 of *British Columbia's Report of the Royal Commission on Education*.

At the same time as PP/CAPP was introduced, new graduation requirements were outlined as part of the K to 12 Education Plan. These requirements represented a shift from previous program policy in which all courses were equal in length. Courses now may have a value of one to four credits and students need 52 credits to satisfy the minimum requirements for graduation. New policies were also developed around equivalency, challenge, independent-directed study, partial course credit and external credentials.

PP/CAPP was the focus of intensive implementation activities in 1995, 1996 and 1997. Career and Personal Planning A Resource for Schools ("CAPP in a Box") was developed and provided to all schools. Regional plans, summer institutes, school and district based activities became ministry priorities. Staff were seconded to the Ministry with specific provincial responsibility for implementation support.

Tri-university courses were originally offered to support the implementation of Learning for Living and were funded by the Ministry of Education. They consisted of summer institutes, followed by implementation components in the fall and spring. The funding for these courses was discontinued in 1996.

CAPP implementation was extremely varied across the province with a number of different organizational and instructional models.

In 1996, the Minister of Education directed that CAPP be reviewed, with significant student input. In 1995 and 1996 a parent group and several individuals expressed concerns about perceived invasions of CAPP requirements into family values and responsibilities as well as into privacy. These concerns were directed to the Privacy Commissioner. The Working Committee on Curriculum Implementation produced a set of recommendations incorporating the major recommendations of the Privacy Commissioner, the student forums, and parent feedback. These recommendations guided the revision of CAPP 8-12 in 1997. The identification of grade collection resources was piloted as part of this version of the IRP. In 1999 a revised Personal Planning K-7 curriculum was produced, incorporating the major recommendations of the student forums, the Privacy Commissioner and the current model of grade collection information.

Methodology

This curriculum review incorporates both formal and informal information that has been gathered since the implementation of the curriculum in 1995 and subsequent revisions in 1997 (CAPP 8 to 12) and 1999 (PP K to 7), with an emphasis on information received since September 2000.

Part 1: Consultation

Consultation has been extensive and inclusive, involving the following groups and education partners:

- British Columbia College of Teachers (BCCT)
- British Columbia Confederation of Parent Advisory Councils (BCCPAC)
- British Columbia Student Voice
- British Columbia Teacher's Federation (BCTF)
- British Columbia Ministry for Children and Families
- British Columbia Ministry of Education
 - Aboriginal Education
 - Applied Skills Curriculum Overview Team
 - Data Management and Student Certification Branch
 - Special Programs Branch
 - Student Assessment and Program Evaluation Branch
- British Columbia Ministry of Health
- HIV/AIDS Education Working Group Subcommittee
- Directorate of Agencies for School Health (DASH)
- Focus Groups
 - Coast Metro Safe and Caring Schools Team
 - North Island CAPP Team
- School Districts
 - Regional Field Services Coordinators
 - West Vancouver School District
 - Kootenay Lake School District
 - Langley School District
- Schools
 - John Oliver Secondary School (Vancouver)
 - Seycove Secondary School (North Vancouver)
- Post-Secondary Institutions
 - Malaspina College
 - Simon Fraser University
 - University of British Columbia
 - University of Victoria

A record of correspondence relevant to PP/CAPP, including Minister's Letters, e-mail questions, concerns and comments posted on the Branch web site, was analyzed for recurring concerns and/or suggestions.

Part 2: Formal Survey

The first draft of the PP/CAPP survey was based on the Science Questionnaire. This draft was focus tested in October with a subgroup of the Coast Metro Region Safe and Caring Schools Team. Aboriginal Education Branch was consulted regarding a portion of the survey that was intended to investigate the extent to which Aboriginal culture and perspective is included in the curriculum. Aboriginal Education Branch will provide advice regarding follow-up to the resulting information.

The final survey was distributed in December 2000 to all schools in the province, in English and French, with instructions to the principal to share with all PP/CAPP teachers. A copy of the survey is included in this report as *Appendix 1*. Participation was voluntary and anonymous and the deadline for return was February 16, 2001. The survey was also posted on the Ministry web site. In addition to the standard distribution, the survey was shared either electronically or in print with the following groups:

- Applied Skills Curriculum Overview Team
- BCCPAC
- B.C. Student Voice
- BCTF
- Career Education Society
- Central Vancouver Island Health Region North
- DASH
- Elphinstone Secondary School students
- Graduation Program List Serve
- Ministry of Health
- Regional Tobacco Reduction Coordinators
- Ministry for Children and Families
- Public Health Nursing Council
- School Health Committee
- PP/CAPP Provincial Learning Resource Evaluators
- Regional Field Services Coordinators
- Teen Action Team

The objectives of the survey were to determine:

- The usefulness of the components of the PP/CAPP IRPs
- Whether topics needed to be added or deleted
- Grade level emphasis for curriculum organizers
- The principal learning resources, instructional and assessment strategies being used
- The range of delivery models
- The current level of support for the curriculum and the main supporters
- Reasons for successful implementation
- Barriers to implementation
- Suggestions for overcoming the barriers to implementation
- How and where ICT tools are being used
- Whether Aboriginal content, culture and perspective are being integrated
- Work experience models
- How the SLP is managed
- The strengths of PP and CAPP
- Additional questions, concerns and suggestions related to PP/CAPP.

Part 3: Curriculum Analysis

The PP/CAPP curriculum coordinator and a co-op student conducted a variety of activities related to the PP/CAPP curriculum.

The learning outcomes for other IRPs were analyzed to determine the extent of overlap with learning outcomes in PP/CAPP. A search was conducted of the learning outcome database using the following typical Personal Planning/CAPP topics as keywords: abuse, bias, co-operation, decision(s)/decision making, disease, diversity, family, goal(s), health, HIV/AIDS, money/finance/budget/tax/credit, nutrition, planning, prevention, problem solving, respect, responsibility and safety.

The grade collection for CAPP was reviewed to determine currency and availability of the resources. This review included input from the Ministry of Health specific to the

HIV/AIDS prevention resources. Staff from the Special Programs Branch were consulted as many of their initiatives have direct relationship to PP/CAPP, e.g., Safe Schools, Diversity, Chronic Health Impairments and Child Abuse Prevention. Information about resources produced by Special Programs is incorporated into the grade collections as appropriate.

The results of the Review of Learning Outcomes project, produced in 1998, were checked. One of the intents of this project was to gather the information about learning outcomes related to what K to 7 teachers perceive as important for students to learn and develop.

Various branches within the Ministry of Education were consulted for data related to the PP/CAPP curriculum, including the number of students enrolled in CAPP, their average final marks, the number of challenges to CAPP and details from the school accreditation process regarding school growth plans.

The British Columbia College of Teachers was contacted for information regarding teacher certification related to PP/CAPP. The Faculties of Education at B.C. post secondary institutions were contacted to determine the extent of teacher training for PP/CAPP available as either pre-service or in-service. The BCTF web site was visited to determine availability of in-service for PP/CAPP.

Curricula from other provinces that cover British Columbia's PP/CAPP content were summarized and compared to the B.C. curriculum. The intent of this comparison was to determine whether B.C. is neglecting current and/or significant topics. Information about materials provided by other provinces in support of their curriculum was examined. Provinces were also polled to determine the relationship between career/health/physical education and graduation requirements as well as any teacher certification standards for these subject areas.

Part 4: International, Federal and Provincial Research

A variety of international, federal and provincial organizations were contacted for reviews and research findings pertaining to health and career education issues and standards. This research was analyzed for potential implications for the PP/CAPP curriculum. Provincial documents were separated into those with specific recommended actions for the PP/CAPP curriculum and those considered supporting documentation.

International

World Health Organisation

Federal

American Association for Health
Education

American School Health Association

Canadian Association for Health,
Physical Education, Recreation and
Dance (CAPHERD)

Canadian Association for School Health

Canadian Centre for Disease Control

Canadian Public Health Association

Centre for Addiction and Mental Health

Center for Disease Control and
Prevention

Center for Substance Abuse Prevention

Council of Minister's of Education,
Canada

Federal, Provincial and Territorial
Advisory Committee on Social Policy
Renewal

Federal, Provincial and Territorial
Council of Ministers on Social Policy
Renewal

Health Canada

Joint Committee on National Health
Education Standards

Mid-continent Research for Education
and Learning (McREL)

National Children's Alliance

National Clearinghouse for Alcohol and Drug
Information

National HIV/AIDS Clearinghouse

National Life/Work Centre

National Occupational Information
Coordinating Committee (NOICC)

U.S. Department of Defense Education
Activities

Provincial

B.C. Children's Commission

B.C. Coroners Service

B.C. Ministry of Education

B.C. Ministry of Health

B.C. Youth Entrepreneurship
Development Partnership

B.C. Youth Parliament

McCreary Centre Society

Office of the Auditor General of B.C.

Findings

Part 1: Consultation

The following summarizes the information gathered in extensive consultation with various groups and education partners.

British Columbia Teachers' Federation

The British Columbia Teachers' Federation (BCTF) was invited to participate via individual teachers responding to the formal survey. In addition, invitations to provide feedback were given to the Provincial Specialist Associations for Business Education, Home Economics, Physical Education and School Counsellors, since there is currently no PSA specific to Personal Planning/CAPP. Individual teacher responses to the survey are included in the section *Summary of Formal Survey Results* (p.21) and *Appendix 2: PP/CAPP Detailed Survey Results*.

The British Columbia Business Education Association executive responded to the invitation to provide feedback with unanimous support for the inclusion of more business/consumer education learning outcomes/topics in future revisions of CAPP. They also suggest emphasising job search skills and résumé writing in Grade 9 and the possibility of including a keyboarding component in Personal Planning Grades 3 to 5. The formal recommendation related to additional learning outcomes is included in the section *Specific Recommendations for the Curriculum* (p. 47).

Parents

The British Columbia Confederation of Parent Advisory Councils (BCCPAC) received the formal survey electronically for distribution to their District Associates. An additional list of eight questions was posted to the District Forum web site, circulated to local Parent Advisory Councils and discussed at a breakout session during the May 11, 2001 BCCPAC Conference. These questions are included in *Appendix 5*, along with a detailed compilation of the responses.

Parents frequently suggested the addition of topics related to money management and financial planning skills. Major concerns related to the curriculum were inconsistent delivery and lack of parent awareness and understanding. Parents would like a higher level of accountability attached to the curriculum and they would like to be more involved.

A discussion with a small group of parents at the May 2001 conference resulted in suggestions pertaining to respecting parent's wishes regarding "alternate delivery", accountability and improved communication.

The Directorate of Agencies for School Health

The Directorate of Agencies for School Health (DASH) includes a diverse membership with representatives from various groups: students, parents, youth workers,

educators, counsellors, administrators, support staff, school trustees, health workers and various not-for-profit organisations (termed Associate Members in DASH) and Government bodies, departments and people working directly for government ministries (termed Affiliate Members in DASH; non-voting members). The mission of DASH is to promote comprehensive school health.

At the Wednesday, February 07, 2001 DASH meeting, members responded individually and in groups on “how to improve the structure of the IRP while maintaining the important topics and ensuring age appropriateness.” A summary of the discussion is included as *Appendix 6*.

DASH members strongly support the PP/CAPP curriculum and provide in-service and workshops, develop resources and school programs, and advocate for the importance of the curriculum.

Students

B.C. Student Voice members were given copies of the formal survey as well as a shorter questionnaire that they shared with students across the province. This questionnaire asked for student feedback regarding their favourite and least favourite CAPP lessons as well as which activities they prefer. Students indicated that they were very pleased to have an opportunity for additional feedback as they had been expecting this as a follow-up to the 1996 student review of CAPP. A copy of the questionnaire is included as *Appendix 3*.

The total number of responses to the student questionnaire was 265. A detailed summary of the responses is included as *Appendix 4*. The top three activities that students would like more often are games and simulations (160 votes); guest speakers (130 votes) and videos (97 votes). Only seven students voted to have more worksheets.

Focus Groups

Coast Metro Safe and Caring Schools Team

This group acted as a focus group for the construction of the actual survey and also provided curriculum feedback to the review. The implementation concerns identified include the inconsistency of delivery and standards both within and between districts as well as concerns with the lack of teacher training. Some members of the group feel that repetition is still an issue.

North Island CAPP Team

The North Island CAPP Team comprises teachers, CAPP coordinators and district staff with a commitment to CAPP. Participants in a May 2001 focus group meeting felt strongly about the need for more accountability regarding the delivery of sexuality education. They have provided specific recommendations related to learning outcomes, resources and teacher training which are listed in the section of this report *Specific Recommendations for the Curriculum* (p. 47).

Telephone Interviews

The PP/CAPP Coordinator conducted telephone surveys of schools in districts that did not respond to the formal survey, to ensure feedback was representative of all areas of the province. In addition, some random telephone surveys were conducted to explore in more depth some of the questions on the survey.

Discussions with the CAPP teachers confirmed the comments, concerns and suggestions provided by the survey respondents. Delivery models vary widely and the success of the program is largely dependent on administrative support and teachers who are willing and able to teach the course. Generally it was noted that resistance to the course is gradually decreasing and there is a wish to have more consistent expectations for students.

District and School Reviews

The Regional Field Services Coordinators provided names of CAPP contacts for their regions, as well as information about district policies and issues related to alternate delivery.

West Vancouver School District provided a copy of an external review of PP/CAPP conducted in 1999. Kootenay Lake District provided detailed notes from a CAPP Roundtable, April 2000. Langley School District used the provincial survey as a format to conduct its own review of CAPP.

The results and recommendations from the school district reviews of PP/CAPP confirm the comments, concerns and suggestions noted in the Ministry survey:

- There is a mixed reaction among all stakeholders to PP/CAPP
- There has been continual improvement in delivery
- CAPP is well received by students when teachers are committed and interested
- There is a critical need to understand the philosophy of the curriculum more fully
- Criticism of the program includes issues of repetition, relevancy, delivery method and teacher suitability and commitment.
- Difficulty arises when students and their parents see CAPP as a waste of time; this is compounded when CAPP is not supported by administrators, teachers or counsellors
- Teachers need additional resources and assistance from outside experts, particularly in the area of sensitive topics
- Teachers need ongoing in-service.

West Vancouver School District notes an acceptance and appreciation for PP/CAPP throughout the District, which is largely due to:

- The introduction of a district-based leadership team
- A scope and sequence with on-going consultation
- In-service and workshops
- Support in terms of leadership and release time for teacher planning.

Their current district initiatives mirror many of the suggestions from survey respondents as constructive ways to enhance the implementation of CAPP.

John Oliver Secondary School submitted approximately 100 student essays, written in 2000, describing the value of CAPP. Seycove Secondary School provided a summary of an evaluation conducted with 97 students in 1998 and 1999. The school reviews confirm the responses received from the survey and other consultation, notably in the area of topics for increased emphasis. Testimonials in support of CAPP reflect classroom experiences for students that have been interesting, relevant and delivered by staff who are excited about teaching CAPP.

Applied Skills Curriculum Overview Team

The Applied Skills Curriculum Overview Team is comprised of members from education partners such as BCTF, BCCPAC, school superintendents and trustees, the Career Education Society and B.C. Business Council. The Team meets as needed to provide feedback to the Ministry on initiatives related to the curriculum cycle. The Team was asked for feedback on both the review process and the formal survey.

Members of the Overview Team provided some practical suggestions regarding the design and administration of the formal survey, which were implemented (e.g., follow up with districts where response is minimal or nil).

In addition, the Team recommended that the Ministry should provide more implementation support for PP/CAPP. Some suggested activities were:

- Determine ways to increase district support
- Develop resource modules, with a training package
- Ministry should “market” CAPP more positively
- Develop an accompanying scope and sequence for different delivery options
- Consolidate and share “best practices”
- Investigate opportunities on the web portal
- Provide demonstrations (with students) of good teaching practices.

HIV/AIDS Education Working Group Subcommittee

The HIV/AIDS Education Working Group Subcommittee involves the Ministry of Education (Special Programs and Curriculum Branch) and Ministry of Health (HIV/AIDS Division). The subcommittee has been conducting a review of how

HIV/AIDS is being addressed in schools across Canada as well as collecting information about current resources to support sexual health education, including the prevention of HIV/AIDS. The committee also reviewed the currently recommended resources for CAPP 8 to 12 specific to HIV/AIDS prevention education to determine their continued usefulness.

The subcommittee has determined that B.C. does not have the level of detail and specificity in the learning outcomes from Grades K to 12 that support consistent instruction of HIV/AIDS prevention education. The subcommittee has also concluded that all of the currently recommended resources for HIV/AIDS prevention education Grades 8 to 12 are dated and should be withdrawn from the grade collections. They have also done an extensive search for comprehensive K to 12 sexual health education resources and have found none that are appropriate for the grade collections.

A co-op student working in Special Programs conducted a random telephone survey of CAPP contacts in schools across B.C. to determine current teaching practices in the area of HIV/AIDS prevention, including areas for improvement. A complete summary of the survey findings is included as *Appendix 10*.

The majority of teachers interviewed expressed the need for HIV/AIDS curriculum to be easier for teachers to use, by making it straightforward and complete with prepared lesson modules. Responses indicate the need for accessible, affordable, up-to-date material.

The majority of responses to this survey also suggest that parent involvement in HIV/AIDS education is minimal to non-existent. Most respondents stated that newsletters about classroom lessons go home to parents, but the few respondents who attempt to involve parents in information sessions found there to be a lack of interest. Some responses suggest that if parents are to become involved at all, it is to voice concern about the explicitness of lesson content.

Respondents were asked what they thought students should know about HIV/AIDS in Kindergarten to Grade 7, what they should know by Grade 8 and what they should know by Grade 12. There was a significant discrepancy between the amount of information a student is expected to know in Grade 7 vs. Grade 8.

Summary of Correspondence

The majority of PP/CAPP-related correspondence addressed to the Ministry from parents, teachers and students referred to both the inclusion and presentation of sensitive material, particularly sexuality education. A significant area of concern for parents was the misconception that the curriculum is intended to teach specifics about homosexuality. In contrast, several letters and e-mails supported the idea of increased understanding and tolerance, in particular to enhance the safety and self-esteem of gay and lesbian students in schools.

Other correspondence typically asks the Ministry to include resources, programs, presenters and a variety of special topics into the curriculum. Also received are requests for financial support for some of these and other programs.

A few letters supported the notion of removing letter grades for Personal Planning in the intermediate grades, due to the expressed difficulty of assessing this curriculum.

Part 2: Summary of Formal Survey Results

The information from the provincial survey was entered into a FileMaker Pro database and then analyzed to identify patterns and trends. Similarities and differences in responses were identified and a summary of common responses is provided in this section. A more detailed and comprehensive summary, including charts and graphs, is found as *Appendix 2*. Also available is a separate document with all of the individual comments and a variety of reports representing the data.

Demographics of Questionnaire Respondents

A total of 1156 surveys was received (Personal Planning K to 7 = 606; Career and Personal Planning 8 to 12 = 583; both = 32). The majority of respondents were teachers, with a range of teaching experience from a few months to 40 years (mean = 16 years). Only four districts did not participate in the survey. There were 12 responses to the French versions of the IRPs.

General IRP Questions

All of the surveys for the various curricula shared a common first page, with questions relating to IRPs in general.

Respondents were asked to indicate the IRP versions (print, CD-ROM and Web (html)) that they have used and the version of the IRP that they prefer. There was overwhelming support for the print version of the IRP.

Respondents to the questionnaire were asked to rate the different components of IRPs in general. Findings show that Appendix A, which lists the prescribed learning outcomes, was considered either useful or very useful by the largest number of respondents (671), with the main body being the second choice (585). The introduction to the IRP and Appendix B and D received similar ratings for usefulness. Appendix C which contains cross-curricular interests received the highest “not useful” rating of 27%. Previous studies have indicated that Appendix C is considered to be the least useful part of the IRP and will not be included in future IRP revisions.

There appears to be general consensus among the respondents in regards to the organization of content, readability of the IRPs and IRP design: over 80% of the respondents rated these elements of IRPs as good or better. In comparison to the previously mentioned three elements, respondents were not quite as satisfied with the ease of use and the currency of the IRPs.

Usefulness of Components in PP/CAPP

Respondents were asked to comment on the usefulness of sections of the PP K to 7 and CAPP 8 to 12 IRPs. Overall, teachers are slightly more satisfied with the components of the K to 7 IRP than the 8 to 12 IRP. Both K to 7 and 8 to 12 teachers find Appendix A to be the most useful component and Appendix C the least useful.

Component Ratings Presented in Order of Popularity:

Personal Planning K to 7 IRP

1. Appendix A

Appendix A was considered by 92% of the respondents to be either very useful or useful. There were some suggestions to have it organized by grade level and some teachers indicated that they have created their own “scope and sequence charts.”

2. Instructional Strategies

This component was also well rated by teachers; 79% of K to 7 teachers found it to be either very useful or useful. Comments reflect a request for “more variety” or to have the instructional strategies be “more developed.”

3. Assessment Strategies

No strong consensus was evident in this section. Comments ranged from “quite extensive” to “too few.” Some respondents commented that the assessment strategies are too time consuming.

4. Appendix D

Comments were varied; generally there were requests for more strategies and/or more variety.

5. Appendix B

A number of comments referred to lack of availability and lack of funding. Several teachers noted that the resources are often out of print or difficult to get.

6. Appendix C

This was considered to be the least useful component by respondents.

Career and Personal Planning 8 to 12

1. Appendix A

Appendix A was considered by 77% of the respondents to be either very useful or useful. There were some suggestions to have it organized by grade level, particularly as a check list and some teachers indicated that they have created their own “scope and sequence charts.”

2. Instructional Strategies

This component was also well rated by teachers; 70% of 8 to 12 teachers found it to be either very useful or useful. Similarly to K to 7, comments reflect a request for “more variety” or to have the instructional strategies be “more developed.”

3. Appendix B

A recurring theme noted in the comments is that the resources need updating.

4. Assessment Strategies

No consistent theme regarding assessment strategies emerged from the comments.

5. Appendix D

Comments reflected a desire for more samples. One suggestion was to have the additional samples available online.

6. Appendix C

This was considered to be the least useful component by respondents.

Curriculum Organizers

Respondents were asked to note the grades for which the curriculum organizers should receive emphasis. A very small number of respondents suggested removing one or more of the curriculum organizers in both the PP K to 7 and CAPP 8 to 12. The majority of respondents indicated that all of the areas in the curriculum are important; however, respondents also feel that it is difficult to find time to cover them all adequately.

Personal Planning K to 7

Generally, respondents felt that Healthy Living and Safety and Injury Prevention should receive the most emphasis overall and that this should be from Kindergarten to Grade 7. The curriculum organizer identified as being the most important for K/1 students was Child Abuse Prevention, with emphasis decreasing slightly to Grade 7. It was suggested that Career Development receive much less emphasis for elementary students, particularly from Grades K to 5. Substance Abuse Prevention should receive less emphasis in the primary grades, with the focus being Grades 6 and 7. The Planning process should also receive less emphasis in the primary grades. Family Life Education should receive less emphasis from Kindergarten to Grade 4. Emphasis on Mental Well-being was noted as moderate, with a slight increase from Kindergarten to Grade 7.

Career and Personal Planning 8 to 12

In the Grade 8 to 12 IRP, Career Development is further subdivided into 3 sections: Awareness, Exploration and Preparation. Respondents felt strongly that Exploration and Preparation were not as important for Grades 8 and 9 but very important for Grades 11 and 12. Little difference among grade levels was observed for the other organizers, although there was slightly more emphasis given to the importance of Child Abuse Prevention and Substance Abuse Prevention in Grade 8, with this emphasis declining in Grades 11 and 12.

Topics to Be Added, Emphasized, De-emphasized or Removed

Respondents were given the opportunity to indicate whether specific topics should be added, emphasized, de-emphasized or removed from the various curriculum organizers. Suggestions were usually singular, made by only one respondent, with the following exceptions:

Personal Planning K to 7

Topics related to bullying. Several respondents suggested that this be added to Child Abuse Prevention, Mental Well-being, or Safety and Injury Prevention. It should be noted that learning outcomes dealing with anger management, relationship skills including empathy and components of safe schools already exist within the curriculum.

Topics related to goal setting, nutrition, basic first aid, assertiveness and substance abuse. Several respondents felt that these topics should receive emphasis.

Learning outcomes related to human sexuality and reproduction. Several respondents felt that these should be de-emphasized for primary students. A small number of respondents suggested that these topics are better taught by parents.

Career and Personal Planning 8 to 12

More emphasis was suggested for topics related to sexuality education, healthy relationships and lifestyles, bullying, substance abuse prevention, time management and risk-taking behaviour. Topics related to money management should be added and/or emphasized. Some parents have proposed the addition of safe driving to the curriculum.

Instructional Strategies

Personal Planning K to 7

Respondents typically identified more than one instructional strategy as being used. The top five most frequently used strategies: discussions; group work and co-operative learning; role play; videos; and guest speakers. Elementary teachers identified worksheets, case studies and lectures as the least frequently used instructional strategies.

Career and Personal Planning 8 to 12

Respondents typically identified more than one instructional strategy as being used. The top four most frequently used strategies identified: presentations using guest speakers and community resources; group work; discussion; videos. Secondary teachers do not indicate any preference for class meetings, learning centres, or using literature and stories to teach CAPP.

Teachers indicated a preference for using guest speakers and videos and students also identified these strategies as ones they would like to see teachers use more frequently. Most students did not want to see more use made of worksheets. Only 19 teachers in the survey indicated that they utilized worksheets in their lessons.

Assessment Strategies

Personal Planning K to 7

Respondents typically identified more than one assessment strategy as being used frequently. The top five most frequently used strategies were journals, posters, rubrics, Draft Social Responsibility Performance Standards and observation. The elementary teachers surveyed do not use attendance for assessment purposes.

Career and Personal Planning 8 to 12

Respondents typically identified more than one assessment strategy as being used frequently. The top five most frequently used strategies were written assignments, including projects, essays and reports; journals; posters; rubrics and class participation.

The curriculum coordinator has heard informally that some students are assessed in CAPP based solely on attendance. Attendance was identified infrequently in the survey as being a factor for assessment.

Principal Learning Resources

Respondents were asked to list the principal learning resources used for instruction. In some cases, comments regarding the lack of availability were included here as well.

The most frequently mentioned resources in order of popularity were:

Personal Planning K to 7

1. Second Step
2. Lions Quest, including Skills for Adolescents and Skills for Growing
3. Bullying Prevention materials (Bully Smart, Focus on Bullying)
4. Literature, picture books, novel studies, library books and stories (Judith Viorst, Patricia McLaughlin, Franklin, Berenstain Bears, Dr. Seuss, I'll Always Love You, etc., were some of the specific authors and titles mentioned)
5. CARE Kit
6. Teacher made, personally developed or purchased
7. bc.tobaccofacts
8. B.C. Life Skills
9. HeartSmart Kids (Heart and Stroke Foundation)
10. Videos

Career and Personal Planning 8 to 12

1. Choices
2. Videos
3. Bridges
4. Expanding Your Horizons
5. Internet
6. Personally purchased and/or developed
7. District produced
8. Newspapers and magazines
9. IRP lesson plans
10. Web sites: e.g., B.C. Opportunities, ICBC, Opening Doors, Master Card, kiersey.com, bridges.com, Job Futures, B.C. Workfutures,

Who Is Teaching PP/CAPP

At the elementary level, the majority of regular classroom teachers teach Personal Planning. At the secondary level, primarily CAPP-designated teachers were identified as delivering the program. The next most frequent instructors are school counsellors.

Various Delivery Models

The most frequently employed delivery models differ between elementary and secondary teachers. For Grades K to 7, one of the most commonly identified methods of delivering Personal Planning is to integrate it within other subject areas. Also very common is a combination of integration with other subject areas and some stand-alone classes for certain topics. For secondary teachers, stand-alone CAPP classes were indicated as being a common option. Many elementary and secondary teachers rely on outside experts to deliver some aspects of the curriculum.

Reasons for Effective Delivery

Overall, the most frequently listed reason for effective delivery was teacher commitment and dedication. Another major reason identified was existing support for PP/CAPP by the school and district, and by parents and students. Other identified reasons include usefulness of the IRP, effective planning and coordination and sharing of information and best practices.

Perceived Support for PP/CAPP

Respondents were asked to indicate how they perceived the level of support by various groups. Administrators and teachers are perceived to be strong supporters of Personal Planning and CAPP. PSAs are perceived to be the least supportive.

Respondents were asked if they thought support for PP/CAPP was increasing, decreasing or staying the same. A majority feel that support is increasing.

Barriers to Successful Implementation

For Personal Planning K to 7, the most consistently mentioned barrier to implementation was insufficient resources (time, money and/or learning resources), followed by the need for specialized training and difficulty presenting sensitive topics. For Career and Personal Planning 8 to 12, the biggest issue was repetition, followed by the need for specialized training and more resources.

Suggestions for Improvement

Respondents were asked to provide suggestions for improving PP/CAPP and overcoming barriers to implementation. Their responses have been organized separately as they pertain to the IRP and to implementation.

Personal Planning K to 7 IRP

The general themes emerging from the suggestions at the K to 7 level were to simplify the format of the IRP, allocate grade specific topics, prioritize and reduce the content and reconsider whether certain social issues are better done in the home. Several respondents would like to eliminate the current requirement for the assessment of Personal Planning K to 7, as they have difficulties with assessing this IRP.

Elementary teachers feel that they need suggestions about how to deal with the sensitive issues and that detailed lesson plans would be very helpful.

Generally, the respondents suggested that resources listed in the grade collections should be more current and available. There were also suggestions for more funds targeted to learning resources and the need for some specific types of resources.

Career and Personal Planning 8 to 12 IRP

There was consistent support for making the IRP more specific and for more increased accountability in terms of consistent standards for the curriculum, even though

the opinions differed as to whether the delivery model should be mandatory, flexible or integrated. Only seven respondents suggested eliminating the course. There were suggestions to reduce repetition and to reduce and reorganize content. Respondents also had specific suggestions for the Ministry of Education to increase support for CAPP, in terms of promotion, funding, in-service and resource development.

Respondents provided a variety of suggestions to make lessons more interesting and less repetitive, suggesting more use of technology and guest speakers.

The suggestions pertaining to grade collection resources were mainly to improve currency and availability. Some suggestions were included as to specific types of resources.

The responses related to assessment represented widely different opinions, ranging from not assessing or evaluating CAPP at all to applying a provincial exam to the course.

Personal Planning K to 7 Implementation

Respondents generally stressed the importance of better communication about the rationale, value and importance of PP K to 7. Positive “PR” and keeping parents well informed were also seen as very important. In addition, respondents indicated the value of sharing information and best practices.

The respondents’ suggestions for delivery options stressed integration as a good model for elementary schools. There were also suggestions to have packaged lessons for each grade. More community and parent involvement was seen as valuable and the need for specialized training to handle sensitive topics was highlighted.

Specific areas for funding were identified, including professional development and learning resources. In addition, several respondents suggested that funding should be targeted specifically for Personal Planning activities.

Suggestions were consistent about the need to have easy to use and/or grade specific lesson plans. Other suggestions included the need for standardized resources for sensitive topics and the provision of a scope and sequence chart to assist with instruction and reduce repetition.

A consistent suggestion by elementary teachers was the need for more school planning.

Respondents were consistent about the need for assistance with teaching sensitive topics. Their suggestions were mainly in the areas of better communication with parents, specialized training and/or delivery and elimination of some of the topics. Standardized lesson plans were also recommended.

Respondents strongly supported the need for teacher training, pre-service and, in particular, in-service. In addition, several respondents suggested the establishment of a Provincial Specialist's Association.

Respondents made some suggestions for school districts to provide additional support in terms of leadership, staffing, in-service and funding.

Career and Personal Planning 8 to 12 Implementation

Respondents consistently indicated the need for better communication about the rationale, value and importance of CAPP. Also, teachers could benefit from shared information about best practices. Several respondents suggested that communication with and involvement of parents was important and should be increased.

The respondents suggested very different models for delivery, ranging from a stand-alone course to full integration with other subjects. Also, differences of opinion were noted as to whether the course should be optional or mandatory. Other proposals included delivering the course at different grade levels, rather than every year.

Specific areas for funding were identified: professional development, technology, staffing and resources. In addition, several respondents suggested that funding should be targeted specifically for activities related to the implementation of CAPP.

Numerous respondents suggested, in various ways, the development of a scope and sequence chart. Generally this meant the assignment of specific topics to specific grades. The major reasons cited for this were that it would provide for consistent delivery of CAPP, eliminate repetition and/or topic omission, standardize the course and allow for sharing of resources.

Suggestions were provided in terms of increased administrative support, staffing and coordination.

There are many sensitive and potentially controversial topics in CAPP and teaching these topics appropriately was often listed as one of the main difficulties for teachers. Suggestions were mainly in the areas of better communication with parents and specialized training and/or delivery. Standardized lesson plans were also recommended.

Respondents strongly supported the need for teacher training, pre-service and, in particular, in-service. In addition, several respondents suggested the establishment of a Provincial Specialist's Association.

Incorporation of Aboriginal Perspective

The promotion of Aboriginal education is a priority of the Ministry of Education. Educators were asked whether or not Aboriginal content, culture and perspective were being integrated into their PP/CAPP instruction. They were also asked to provide examples of how this was accomplished and/or reasons as to why not.

Less than one-third of K to 7 teachers and only 15% of CAPP teachers surveyed incorporate an Aboriginal perspective into their PP/CAPP instruction. Based on the examples provided, the fact that more Aboriginal content, culture and perspective is incorporated at the elementary level appears to be due to integration with Social Studies. For both levels much of the overall integration of Aboriginal content is facilitated by the availability of First Nations support workers.

When asked what would be required to assist in the integration of Aboriginal content, culture and perspective, the most common responses were in-service and appropriate learning resources. Respondents raised the issue of relevancy.

Use of Information and Communications Technology

Respondents were asked to indicate how students use information and communications technology (ICT) tools for various activities in PP/CAPP. More use is made of ICT tools in CAPP than in Personal Planning. In some cases the respondents did not understand what ICT was, based on the nature of their replies (the examples they provided described other types of classroom activities.) For PP this applied to 93 responses; for CAPP, 36.

The most common use of ICT at both K to 7 and 8 to 12 is to conduct research. As indicated by examples provided, this research is primarily related to careers. The next most common use of ICT is word processing.

Software programs most commonly named for PP K to 7 were *KidPix* and *Hyperstudio*; for CAPP 8 to 12, *Choices* and *Bridges*.

The most common reasons given for not incorporating ICT include lack of time and resources.

Work Experience

The CAPP curriculum requires that students complete 30 hours of Work Experience that relates to their career, educational and personal goals as described in their Student Learning Plans. Respondents were asked a series of questions to determine how this requirement was viewed and how students were completing their work experience.

The majority of students are using part time employment as part or all of their 30 hours.

Types of CAPP Work Experience

The Work Experience Handbook describes the types of placements that qualify as community-based work experience to meet the requirements of CAPP 11/12. The diversity of options allows students and schools a broad flexibility in how they address the learning outcomes.

Respondents familiar with CAPP 11 and 12 were asked to rank the types of work experience that were used most frequently in their schools. The top four most frequently used types of work experience are:

- student paid employment
- volunteer community service
- school arranged, community-based work placements
- job shadows.

Few respondents indicated that electronic work experience, career mentoring or entrepreneurship are being used.

Other CAPP Work Experience Activities

Respondents identified various other activities that are used for work experience:

- Multicultural camp
- Orchestral playing
- Overseas-helping Third World Countries
- Party Program
- Peer tutoring
- Cafeteria Assistant
- Real Game career simulation program
- Rotary sponsored tours
- Take Your Kids to Work (Grade nine only)
- School secretaries, Refs, Leadership activities
- Skills training (Super Host, Food Safe, CPR, First Aid, Serving it Right)
- Spirit Day
- Students answer phones for the school
- University tours
- Working at summer camp
- Working with parents.

Where Students Are Completing Their Work Experience

Respondents were asked to indicate whether students complete their Work Experience inside or outside the timetable. A high proportion (71%) of students complete their Work Experience outside of the timetable. This finding is consistent with the finding that student paid employment was ranked as the most widely used individual Work Experience activity.

Who Arranges CAPP Work Experience?

Respondents were asked whether the majority of the CAPP Work Experience in their school was school arranged. Only 41% responded in the affirmative. The comments reflected some of strategies employed by schools in arranging work experience as well as some of the challenges.

Additional Comments

Respondents were asked if they had any additional comments regarding CAPP Work Experience. The responses were categorized according to whether the comments came from students, parents, teachers, administrators, counsellors and other staff. The majority of students see the value of CAPP Work Experience. Many feel that the school should have played a greater role in helping them find placements or by offering a wider variety of career exploration activities. Parents could see the value in a required work experience, but have a variety of concerns as to how it is being implemented. These concerns often relate to the efforts that the schools are making to help students complete

quality CAPP Work Experience placements. Teachers are divided on the issue of the value of CAPP work experience. Some feel that the work experience is valuable for student career exploration and career skills development; whereas, others see it as unnecessary and difficult to implement. Implementation seems to be more of a challenge in small communities and large schools.

Student Learning Plan

Respondents were asked to describe how their school manages the Student Learning Plan (SLP). Completion of the Student Learning Plan is required for graduation and the IRP suggests that students begin this project in Grade 9.

Responses varied widely. In some cases students complete their SLPs during a one-on-one interview with the CAPP teacher; in other cases, students are solely responsible for maintaining their SLPs. Updating varies, e.g. every class, once per week, twice a year, never; the majority being either once a year or once a semester.

Strengths

Respondents were asked to identify the strengths of PP/CAPP. The most frequently identified strength by all of the different groups is the relevance of the curriculum to students, both now and in their futures. PP/CAPP covers important topics and issues that are not covered in any other area and provides a venue within the school for addressing social issues.

Comments/Concerns/Suggestions

Information provided in this section has been incorporated into the summary of findings for the questions that deal with barriers to implementation and suggestions for overcoming these barriers (Question 21 and 22).

Part 3: Curriculum Analysis

The following summarizes the results of the various investigative activities related to the PP/CAPP curriculum.

Overlap in B.C. IRPs

A search was conducted of the learning outcome database using typical Personal Planning/CAPP topics as keywords. A list of the topics and the corresponding IRPs in which they are found is included as *Appendix 11*. The majority of the topics were found in several other IRPs.

In some instances the context was unique and therefore repetition is not an issue. For example:

“Safety” LO in Fine Arts Grade 4 is “identify ways in which safety, fitness and health affect movement.”

“Safety” LO in Personal Planning Grade 4 is “apply safety guidelines to protect themselves and others from abuse.”

In other cases, however, repetition is evident. For example:

“Family” LO in Social Studies, Grade K/1 is “describe how families can be similar and different.”

“Family” LO in Personal Planning, Grade K/1 is “identify a variety of family groupings.”

Status of Grade Collection Resources

Since 1997, newly recommended resources have been added to the grade collections as follows: CAPP 8 to 12 = ten; PP K to 7 = seven. There are currently no comprehensive resources recommended for PP/CAPP. There are no recommended sexual health resources that provide sequential lesson plans for PP/CAPP. There are several recommended resources for career education.

The grade collection for CAPP 8 to 12 was the result of a Ministry pilot for narrowing the choice of resources to those with the most significant fit to the learning outcomes. Subsequent grade collections, including Personal Planning K to 7, utilize a different format for publishing the information, making it more accessible to teachers.

At least 50% of the resources currently listed in the CAPP 8 to 12 IRP are either older than ten years, out of print, or, in the case of video, the rights have expired. ICBC has produced new road safety materials for use in Grades 8 to 12. Workers’ Compensation Board has produced work safety resources for use in Grades 8 to 12. Special Programs Branch has a newly created resource for Grades 8 to 12: *Focus on Intimidation and Harassment: A Resource for Secondary Schools*. The Ministry of Health has produced *bc.tobaccofacts* resources for Grades 8 to 12. The HIV/AIDS Education Working Group Subcommittee has reviewed the resources for HIV/AIDS prevention education and has determined that all of them should be withdrawn. This group also tried to identify

potential comprehensive sexual health education resources, but to date could not identify any appropriate K to 12 learning resources.

Review of Learning Outcomes Project 1998

Included is a summary of recommendations prepared by Infometrix Research Associates for the Program Standards and Classroom Assessment Unit, Ministry of Education, that are relevant to the PP/CAPP review:

- Learning outcomes related Human and Social Development were included in the “top ten” for importance
- The Ministry should illustrate ways that teachers can deal with the overlap within and across subject areas
- The Ministry should review learning outcomes to ensure the province can realistically expect teacher accountability for student learning related to goals of shared responsibility
- The Ministry should clarify expectations for learners.

Ministry of Education PP/CAPP Data

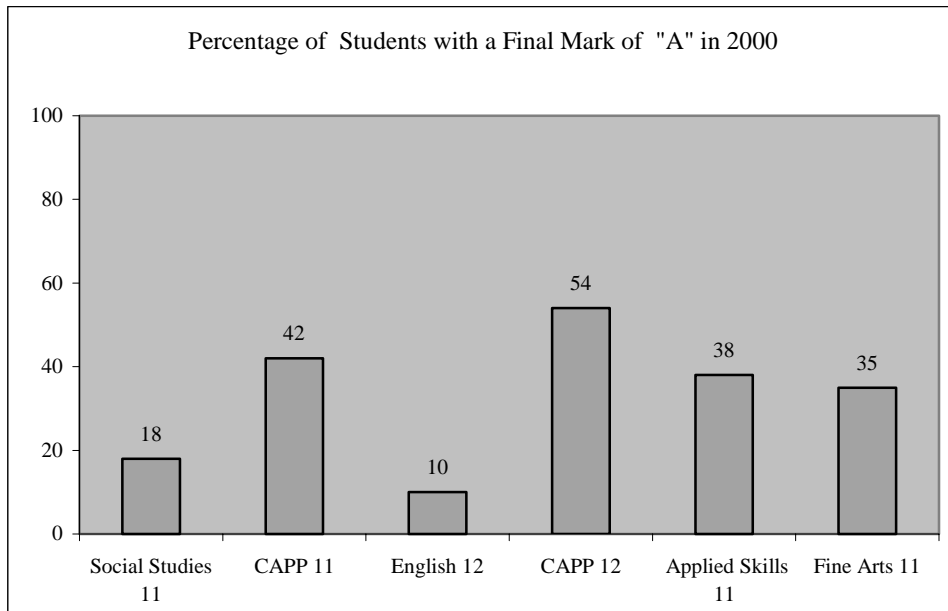
Graduation Numbers and Final Grades

Annually, Data Management and Student Certification Branch provides information for Grades 11 and 12 regarding the number of students graduating from CAPP and their average marks. Since the implementation of CAPP, there has been little change in students’ final marks. After its’ implementation year, enrolment in both CAPP 11 and 12 experienced a sharp increase. Since then there has been a steady increase of approximately 2000 and 6000 students for CAPP 11 and CAPP 12, respectively. This reflects the overall growth trend in secondary schools. A total of 208,411 students have completed CAPP 11 and 169,213 students have completed CAPP 12.

A summary of student numbers and final grades in CAPP 11 and 12 since the initial implementation year (1995/96)

Year	Course	# of Students	A %	B %	C+ %	C %	C- %	F %
1995/96	CAPP 11	34121	41	28	9	9	10	3
	CAPP 12	2710	40	30	11	8	9	2
1996/97	CAPP 11	40162	43	26	9	8	10	3
	CAPP 12	37133	52	26	8	7	6	2
1997/98	CAPP 11	40347	41	27	9	9	10	3
	CAPP 12	41742	55	24	7	6	5	2
1998/9	CAPP 11	39757	42	27	9	9	10	3
	CAPP 12	41832	54	25	7	6	6	2
1999/2000	CAPP 11	42160	43	26	9	8	10	3
	CAPP 12	43851	55	24	7	6	6	3
Average ¹	CAPP 11	40606	42	27	9	9	10	3
	CAPP 12	41140	54	25	7	6	6	2

1. The average for number of students was calculated over the past 4 years, excluding the first year that CAPP 11/12 was offered.



In the school year 2000/2001 an unusually high percentage of students received a final mark of “A” for CAPP 11 (42%) and for CAPP 12 (54%) compared to Social Studies 11 (18%) and English Language Arts 12 (10%).

When comparing CAPP to other 2-credit courses such as Applied Skills 11 and Fine Arts 11, the discrepancy is smaller. The percentage of students who received an “A” for Applied Skills was 38% and for Fine Arts 11 was 35%.

Challenge

Information regarding the number of students who have challenged CAPP since initial implementation was obtained from the Data Management and Student Certification Branch. Course challenge is the process of receiving credit for a Ministry-Authorized course or a locally developed course taught within the school district through an assessment of a student's undocumented prior learning. Since the initial implementation of PP/CAPP in 1995, 17 students have challenged CAPP 11 and 23 have challenged CAPP 12.

Accreditation

School Accreditation is a mandatory process that leads public schools through a six-year cycle of activities focused on continuous school improvement. The process involves school self-assessment and planning, external review and assessment, annual reporting and the development of a five-year growth plan. The information collected to fulfill accreditation requirements informs the Ministry and the community about success in the education system, areas to be improved, and future planning.

Community involvement in the accreditation process is encouraged by offering students in Grades K to 12 and their parents the opportunity to provide feedback on their schools by responding to a survey. These surveys are included as *Appendix 7* and *Appendix 8*.

Both schools and other participants in the accreditation process are asked specifically about student performance in PP/CAPP, as well as other indicators of student performance in areas such as personal development and social responsibility.

The Student Assessment and Program Evaluation Branch provided a summary of schools that identified PP/CAPP related issues in their School Growth Plans for 1999/00. Of the 250-260 schools accredited, data was available for 230. Of the 230 schools:

- 15 had growth plan goals related to the PP/CAPP curriculum itself
- 64 had goals related to “Critical Reasoning/ Problem Solving”
- 51 had goals related to “social responsibility”
- 45 had goals related to “tolerance and respect”
- 20 had goals related to “self-confidence and personal initiative”
- 7 had goals related to “life long learning”
- 6 had goals related to “setting goals”
- 4 had goals related to “employment/future education”
- 2 had goals related to “co-operative and team skills”

Appendix 9 provides a sample of the goals in each of the above areas. Objectives and performance indicators are included where they seem relevant to the explanation of the goal.

Status of Teacher Training in British Columbia Related to PP/CAPP

The British Columbia College of Teachers is the professional regulatory body for teachers in British Columbia. The College establishes standards for the education of teachers in public schools, issues teaching certificates, conducts certificate reviews and, where necessary, suspends or cancels certificates. It is also responsible for maintaining the register of members of the College.

In B.C., teachers in both elementary and secondary programs have to complete a teacher education program. Elementary teachers are considered generalists first and require a baccalaureate degree in Education or a major teaching area. In contrast, secondary teachers are considered specialists and require a major teaching subject (completing 30 credits or 10 courses in that subject area) or a combination of a teaching major and a teaching minor (18 credits or 6 courses). In some instances, certification will be granted with two teaching minors. CAPP is not considered a teaching major and must normally be combined with a teaching major. It may also be combined with Drama or Physical Education, which are teaching minors.

A more detailed description of the pre-service and in-service opportunities for Personal Planning and CAPP teachers in B.C. is included as *Appendix 12*. Currently, there are no PP/CAPP methods courses in the undergraduate Faculties of Education in BC, but there are in-service diploma programs available that specialize in PP/CAPP instruction.

Teacher Tuition Rebate Program

This is a provincial initiative to support B.C. teachers wishing to enhance their teaching skills. In the second and expanded year of the Rebate program, PP/CAPP was identified as one of the priorities for funding purposes. In order to be approved under the tuition rebate program courses should be designed to:

- Provide strategies to assist teachers in overcoming their reluctance and discomfort in teaching sensitive issues
- Examine strategies for involving families and community groups in sensitive subjects related to health and lifestyle
- Develop strategies for engaging youth in health promotion activities
- Develop strategies for teaching age-appropriate refusal skills
- Provide teachers with practical classroom strategies for teaching sexual development, substance abuse prevention, child abuse prevention, healthy living, injury prevention, personal responsibility and social awareness
- Provide an understanding of the issues related to freedom of information and privacy
- Illustrate current career and life planning programs and related high quality learning materials

There are currently 20 courses related to PP/CAPP instruction that have been approved as part of this expanded initiative. Since January 2001, four teachers have been approved for the rebate and thirty five have expressed an interest for the upcoming school year.

Teacher Training in Other Provinces

B.C. and Ontario are the only two provinces that have professional associations for the certification of teachers: The B.C. College of Teachers and The Ontario College of Teachers, respectively. All other provinces certify teachers through the Provincial Ministry responsible for Public Education. The requirements for specializing in any field range from three to ten courses in that area. Some provinces combine Health Education with either Career Education (i.e., B.C. and Alberta) or with Physical Education (i.e., Manitoba and Ontario). All of the provinces surveyed accept their relevant combination of Physical/Health/Career (P/H/C) Education as an area for specialization (major or minor).

In general, teachers can choose to instruct in elementary or secondary schools (some provinces also offer middle level certification). Elementary teachers teach a broad range of subject material, and their training reflects this required breadth of knowledge. Secondary teachers specialize in at least one subject area, and often two or three. Regardless of the educational level being taught, teachers of Health Education in all of the other provinces surveyed must possess some level of specialization in Health Education.

Universities that offer teacher training in other provinces offer methods and curriculum courses that deal specifically with P/H/C Education. Except in B.C., all elementary teachers are required to take between one and four courses in P/H/C

Education. In provinces where elementary teachers are required to specialize, teachers must take four or six courses for a teachable minor or major, respectively. In other provinces, specialization in P/H/C Education at the secondary level requires five or six courses for a minor, and eight or ten courses for a major. Alberta accepts P/H/C Education as a teachable minor, and Saskatchewan, Manitoba and Ontario allow P/H/C Education as a major or minor teachable area.

Health and Career Education Curricula in Other Provinces

The curricula that deal with PP/CAPP content in the Northwest Territories, Ontario, Manitoba, Saskatchewan and Alberta were reviewed and compared to the B.C. IRP. British Columbia has the fewest number of total learning outcomes in total related to Career and Health Education but unlike the other provinces has learning outcomes related to both Health and Career Education at all grade levels.

Manitoba and Saskatchewan have integrated career education into all subject fields instead of creating a specific career education curriculum. The Yukon follows the B.C. IRPs with some adaptations to make them more relevant to the northern populations. NWT has developed a comprehensive School Health Program for K – 9 and has adopted the Albert *CALM 20* course for Senior Career Education content. While there are some differences among the provinces, the focus and direction of Health and Career Education is similar across all provinces surveyed. Many provinces require Health and Physical Education and Career Education only to the Grade 10 level and offer optional courses through to graduation. B.C. has expanded these requirements through the combination of Health and Career Education (PP/CAPP) through Grade 12. Additional major differences are outlined below.

A summary of the graduation requirements in Career, Health and Physical Education, including planning processes, course requirements and work/volunteer experience

Province or Territory	Planning Process ¹	Graduation Requirements			Work Experience
		Career Education	Health Education	Physical Education	
B.C. and Yukon	SLP starting Gr. 9	— CAPP 11 & 12 —		PE 10	30 hours
Alberta	no requirement	— CALM 20 —		PE 10	no requirement
Northwest Territories	CPP starting Gr. 9	— CALM 20	NWT School Health 9	PE 10	25 hours Community Service
Saskatchewan	no requirement	Career Guidance 9		One of <i>PE 20, PE 30, or Wellness 10</i>	no requirement
Manitoba	School specific ³	Curriculum framework to Gr. 12 ²		— PE/HE 10 —	School Specific ^{3,4}
Ontario	AEP starting Gr. 7	Civic and Career Studies 10		1 Senior credit in HPE 1 Additional credit in HPE or Arts or Business Education	40 hours Community Service

1. B.C.'s Student Learning Plan (SLP) is similar to the NWT Career and Program Plan (CPP) and the Ontario Annual Education Plan (AEP)

2. Manitoba has chosen to adopt the *Blueprint for Life/Work Designs* as the curriculum framework for career education in their schools, providing room for the school/district level to develop its own curriculum or graduation requirements in Career Education.

3. As Manitoba has no provincial curriculum in Career Education, it is the choice of individual schools to implement an elective or required course that may contain the planning process or work/volunteer experience as part of the course (e.g., Portfolio development).
4. Work Education is an option for the delivery of learning outcomes for any subject area. While not a requirement, it does provide an opportunity for students to accumulate work experience.

A comparison of Learning Outcomes relating to the B.C. PP/CAPP curriculum (Health and Career Education) by Grade Level for the Western provinces and Ontario

Province/Territory	Learning Outcomes (LOs) by Grade													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
B.C. and Yukon	22	21	29	25	27	28	32	40	38	31				293
Alberta	25	35	26	34	47	62	43	49	41	41	-	30		433
Northwest Territories ¹	46	84	80	76	105	90	114	122	138	139	-	-	-	994
Saskatchewa ⁿ	-			53			91	103	88	102	82	213		732
Manitoba ³	35 (55)	28 (47)	45 (67)	27 (49)	36 (62)	41 (71)	36 (60)	39 (65)	36 (58)	42 (70)	44 (69)	-	-	409 (673)
Ontario ⁴	-	17 (28)	19 (31)	16 (27)	16 (25)	17 (29)	14 (25)	19 (31)	19 (30)	80 (91)	83 (93)	186 (194)	146 (178)	632 (782)

1. The Northwest Territories have a curriculum that deals specifically with school health. Only the LOs from this curriculum are represented here.
2. Saskatchewan's Foundational and Learning Objectives are similar to the B.C. Learning Outcomes. At the Elementary level (Gr. 1-5), Foundational and Learning Objectives are not specific to grade levels. Learning Objectives have been equated to Learning Outcomes for the purpose of this comparison.
3. Manitoba combines Health and Physical Education. Only outcomes that relate specifically to Health Education are noted. Total number of LOs are in brackets. As MB has no Career Education curriculum, there are no career related LOs represented in the data for MB.
4. At the secondary level, Ontario has two streams containing Health and Career information: Health and Physical Education (also offered at the elementary level) and Guidance and Career Education. Outcomes from either of these streams that relate specifically to Health or Career Education are noted, with total LOs from both streams in brackets.

Alberta

Similar to B.C., Alberta combines health and career education. At the elementary level this is a course called Health and Life Skills K to Grade 9. While B.C. combines learning outcomes for Grades K/1 and 2/3, Alberta has specific learning outcomes from K to Grade 9. However, the senior requirement in health and career education in Alberta is a single course, CALM 20. There is no work experience associated with the required senior career education. Optional courses in Career and Technology provide this experience.

Sexuality education is introduced at Grade 4 and HIV/AIDS education is covered in Grades 5, 7 and 10 only. It is recommended that teachers fully inform parents regarding the objectives and resources that will be used in teaching the sexuality and HIV/AIDS content. Parents may withdraw their children from sexuality education and HIV/AIDS education by submitting a letter to the school indicating their intention to do so.

Northwest Territories

There is a comprehensive School Health Program in the NWT from K to Grade 9. While there are many common topics between the B.C. IRP and the NWT Program, there are additional topics in the NWT that address specific Northern concerns, e.g., dental health. Sexuality education is covered under the Family Life theme in the NWT, starting in Grade 1 and continuing through to Grade 9, when the School Health Program ends.

HIV/AIDS content appears restricted to Grade 6, a full two years earlier than in B.C., but limited to the single year. The NWT also recognizes the rights of parents to guide the education of their children. Parents have the discretion to request exemption for their children from the Family Life theme, in which case the school will provide alternate arrangements under the supervision of another teacher during that time. The school then assumes that the family will take responsibility for the teaching of that information.

Career Education is introduced at the senior level and students take Alberta's CALM 20 as a requirement for graduation. In addition to this, students start and maintain a Career Preparation Plan in Grade 7 and must complete 25 hours of community service.

Saskatchewan

Saskatchewan splits their public system into three sections: Elementary, Middle and Senior. Health Education begins at the elementary level in Grade 1 and Career Education begins at the middle level (Grade 6).

Career Education learning objectives are the same at each grade in the middle level. Similarly, the learning objectives are the same across all grades in elementary Health Education. Variety across grades is achieved by different sub-topics for each grade, these sub-topics being suggestions only. At the middle level, there are a number of common topics at each grade as well as topics unique to each grade. Sexuality education is introduced briefly in Grade 2 with the topic "Preventing Sexual Abuse", but the majority of sexuality education is addressed in Grades 5 to 10. HIV/AIDS issues begin in Grade 1 and are carried through each grade as a required portion of the Health Education program. Despite this requirement, the content of the sexuality education unit must be approved each year at the local level. Schools are also encouraged to have a parent information session to inform parents of the content of the Health Education curriculum. Parents have the right to withdraw their children from HIV/AIDS education and sexuality education.

At the senior level the required course Wellness 10 combines Health and Physical Education, while Career Education is covered by the optional Life Transitions 20 and 30. In addition to the established courses that deal specifically with Career Education, Saskatchewan has begun to incorporate career related learning objectives into all aspects of their curricula, following the *Blueprint for Life/Work Design*. This has been completed for the Practical and Applied Arts and is being extended to all other subject areas

One significant difference of the Saskatchewan curriculum is the provision of additional support for teachers for delivery (i.e., sample units, context, supporting documentation.) A second difference is the extension of HIV/AIDS education to lower grade levels.

Manitoba

Manitoba combines their Health and Physical Education curricula. Three components of HPE deal most directly with health education, while two components

primarily address physical education. There is no mandated instruction related to career education. Rather, the *Blueprint for Life/Work Designs* has been accepted as policy for their schools.

Sexuality education begins in Grade 2 and continues for as long as HPE is a requirement (to Grade 10). HIV/AIDS specific content is included in Grades 7, 9 and 10, in keeping with Manitoba's strategy of shifting topic emphasis with grade levels. Parents have the right to choose school-based or alternative delivery (e.g., home education, professional counselling) for their child where the content is in conflict with family, religious and/or cultural values.

Ontario

Ontario also combines Health and Physical Education from Grades 1 to 12. Sexuality education begins in Grade 5 and HIV/AIDS content is introduced in Grade 8. As with all other provinces surveyed, there are allowances for parents who wish to exempt their children from classes in which sensitive issues are being taught. Through the Ontario Education Act, the principal of a school has the authority to excuse students in response to a parent's request.

Guidance and Career Education is introduced at the senior level (Grades 9 to 12). Students must complete and update an Annual Education Plan starting in Grade 7 and complete 40 hours of community service to graduate. As with most provinces, both HPE and Career Education are required areas of study to Grade 10. Additional optional courses are offered through to graduation.

Part 4: International, Federal and Provincial Research

Recognized Standards in Health and Career Education

Currently, there are no national or international assessments related to the PP/CAPP curriculum; however, there are some relevant standards and guidelines to which PP/CAPP can be compared. Health Canada has produced national guidelines for Comprehensive School Health and for Sexual Health Education. There is a national framework for Career Education, *The Blueprint for Life/Work Designs*, which has a sister document in the U. S. The B.C. Ministry of Education has produced a set of performance standards in reading, writing, numeracy and social responsibility. There are U.S. National Standards for Health Education, McREL Standards for Health Education, Behavioral Studies and Life Skills, and U.S. Department of Defense Education Activity Health Education Performance Standards.

These documents all indicate that the key to effective career and health education, including sexuality education, is a comprehensive and sequential program, involving students, parents and the community. The intent and design of the PP/CAPP curriculum is to provide this framework. Effective implementation of the curriculum is the responsibility of individual schools and districts.

The curriculum rationale and structure, as well as the breadth of topics covered in PP/CAPP, compare favourably to the above noted Canadian standards and guidelines. Comprehensive School Health (CSH) suggests an instruction component that is well reflected in the PP/CAPP curriculum, in particular the Personal Development section. Comparisons with other aspects of CSH rely on how effectively PP/CAPP is being implemented, particularly how well the school combines instruction with environmental, social and service support. PP/CAPP aligns closely to the Personal Management and Life/Work Building competencies as outlined in *The Blueprint for Life/Work Designs*. While the match is still quite close to the Learning and Work Exploration competencies, a few topics are not detailed in PP/CAPP, in particular those dealing with how work contributes to individuals and the community as well as how societal and economic needs influence the nature and structure of work.

The Social Responsibility Performance Standards (currently in draft) are applicable to some areas of PP/CAPP, including valuing diversity, solving problems and conflicts peacefully and developing responsible behaviours. In particular, they can serve as useful tools for teachers in assessing student performance in these areas of PP/CAPP.

The Personal Development organizers of PP/CAPP also match closely to the U.S. Health Standards, particularly in terms of health literacy. When PP/CAPP is compared to the both the McREL Standards and the DoDEA Health Performance Standards, a difference in the level of specificity is noted. The Standards from both McREL and DoDEA are more topic specific, and provide more detailed examples than do the PP/CAPP learning outcomes.

For example:

**PP/CAPP
Grade K-1**

There are two learning outcomes in the Healthy Living curriculum organizer

- identify foods and activities that contribute to good health
- demonstrate an awareness of the influence of family on their attitudes and values regarding healthy living

**McREL
K-2**

There are ten standards for health and the following six standards are comparable to the Healthy Living curriculum organizer in PP/CAPP:

- knows sources and causes of pollution (e.g., air, ground, noise, water, food) in the community
- classifies foods and food combinations according to food groups
- knows basic personal hygiene habits required to maintain health (e.g., caring for teeth gums, eyes, ears, nose, skin, hair, nails)
- knows the signs and symptoms of common illnesses (e.g., fever, rashes, coughs, congestion, wheezing)
- knows community health service providers and their roles (e.g., paramedics, dentists, nurses, physicians, sanitarians, dieticians)
- knows the roles of parents and the extended family in supporting a strong family and promoting the health of children (e.g., the limits parents set for their children, the values or religious beliefs taught, behaviours and values noted)

**DoDEA Health
Performance Standards
K**

There are four standards for Health Education; each of which is subdivided into major concept areas with accompanying performance descriptions. Two examples are provided.

1. Recognizes appropriate personal health care practices
 - proper hand washing techniques
 - appreciating clean bodies, clothes, and hair
 - valuing proper rest, water consumption, and physical activity
 - describing proper dental care
 - describing proper sun protection
2. Recognizes how people become sick
 - recognizing that some germs spread from others' coughing and sneezing
 - recognizing that some germs spread from touching a contaminated object and then touching oneself with transmitted germs
 - recognizing that some illnesses are not spread from others and are noncommunicable

General Implications from Health and Career Education Research

The following recent reports on the health and career status of Canadians were considered for this review in order to determine consistent observations and recommendations that have implications for PP/CAPP:

Organization	Title of Report or Review	Electronic Access
British Columbia Ministry of Health	A Report on the Health of British Columbians: Provincial Health Officer's Annual Report. 1999.	http://www.hlth.gov.bc.ca/pho
	Sun Awareness and Skin Cancer Prevention Action Plan for British Columbia. 2000.	http://www.hlth.gov.bc.ca/rpteb
British Columbia Youth Entrepreneurship Development Partnership	A Youth Entrepreneurship Strategy for British Columbia: A Blueprint for Action. 2000.	http://www.youth.gov.bc.ca/downloads/entrepreneurship_eng.pdf
The Canadian Association for Health, Physical Education, Recreation and Dance	Towards Healthy, Active Living Through Quality School Health: A Position Paper of CAHPERD. 1996.	http://www.cahperd.ca
Canadian Public Health Association	Survey of Canadian HIV/AIDS Prevention Policy and Program Priorities. 2000.	http://www.cpha.ca
Centre for Addiction and Mental Health	Alcohol and Drug Prevention Programs for Youth: What Works? 1999.	http://www.camh.net
Council of Ministers of Education, Canada	Schools, Public Health, Sexuality and HIV: A Status Report. 1999.	http://www.schoolfile.com/aidsreport/title.htm
		or http://www.cmec.ca
Health Canada	A Report from Consultations on a Framework for Sexual and Reproductive Health. 1999.	http://www.hc-sc.gc.ca/hppb/srh
Federal, Provincial and Territorial Advisory Committee on Population Health	The Opportunity of Adolescence: The Health Sector Contribution. 2000.	http://www.hc-sc.gc.ca/hppb/childhood-youth
	Toward a Healthy Future: Second Report on the Health of Canadians. 1999.	http://www.hc-sc.gc.ca
Federal, Provincial and Territorial Council of Ministers on Social Policy Renewal	Public Dialogue on the National Children's Agenda – Developing a Shared Vision. 1999.	http://unionsociale.gc.ca/nca_e.html
McCreary Centre Society	Healthy Connections Listening to B.C. Youth. Highlights from the Adolescent Health Survey II. 1998.	http://www.mcs.bc.ca
World Health Organization	Designing Life Skills Education for Schools: Guidelines for Curriculum Developers. 2000.	http://www.icichildren.org

Key Themes

The implications for PP/CAPP noted in these reports support other findings that have emerged during this review. They can be organized under seven broad themes:

Curriculum

- Schools can play a significant role in changing student behaviour through education and skill building.
- Continual learning throughout the adolescent period about health and health practices can assist adolescents in making informed decisions about their behaviour.
- Health-related education programs should be comprehensive and on-going from K to 12.
- They should incorporate with broad messages related to self-esteem, mutual respect, conflict resolution and problem-solving.
- Educational approaches should be matched to their target audiences, based on age, gender, level of use, attitudes, etc. They should combine accurate, factual information and strategies for developing skills such as communication, decision-making and conflict resolution.

Need for Support at the Government Level

- In education, policy support from local, provincial/territorial and federal governments is required to encourage curriculum development and delivery in elementary and secondary schools.
- Sustained support for the implementation and maintenance of sexuality education and adolescent preventive sexual health services is required if policy goals are to be met continually through ongoing programs and professional practices.

Accountability

- Ongoing methods to assess the relevance, availability, and effectiveness of health education programs should be developed.
- There is a significant need for better monitoring and reporting mechanisms in both the school systems and public health systems relative to sexual health promotion and prevention of HIV and STD.

Coordination Among Organizations

- The Children's' Commission believes that more efforts are needed by all ministries and agencies that provide services for children to coordinate their services with those of others, particularly at the local level, but also at the provincial level.
- CAHPERD believes a common understanding of the comprehensive school health framework among educators, teacher educators, health professionals, social workers and community support groups is necessary.
- Public health and school systems would maximize the use of their limited resources if their policies and programs were coordinated more effectively.
- There should be greater use of existing community-based resources and organizations to support school-based sexuality education.

- There is concern about a lack of coordination among organizations involved in HIV/AIDS prevention. Ministry decision-makers in the school and public health systems need to review and strengthen their capacity to work together in promoting sexual health and preventing HIV and STD. As well, school district and public health unit decision-makers need to review and strengthen their capacity to work together in promoting sexual health and preventing HIV and STD.
- Collaboration should be supported between health and education professionals to promote school-based peer support programs.
- More effective interministry/interagency communications, more use of active interagency committees, and more dissemination of research and best practices as well as more staff support for coordination could all be used to improve coordination.
- The ties between schools and the local health centres should be strengthened.
- Agencies can work with the education sector to enhance curriculum related to many of the topics in PP/CAPP.

Youth Involvement

- Youth need to be directly involved in policy, program planning and implementation.
- Elementary school populations will need different approaches, but the common denominator is the importance of involving youth directly rather than simply making presentations to them.
- Youth should be involved in the development of information campaigns and prevention programs.
- Youth could help their peers, create supportive social environments and advocate for programs and services.
- Adolescents have expressed frustration with the narrow scope of the sexuality education they currently receive. Many have expressed a need for a broader approach, including topics such as sexual orientation, date rape, negotiation with sexual partners and sex behaviours.

Teacher Training

- Teacher discomfort hampers the delivery of sensitive topics. If teachers are not comfortable with the material they have to cover, their ability to make it interesting and relevant to students will be reduced.
- There is a lack of HIV/AIDS prevention training among service providers and educators.
- The education and qualifications required of teachers and public health staff could be defined and promoted in pre-service and in-service training programs.
- Adolescent health and development should be incorporated as a separate educational component for professionals who are in training and in continuing education curriculum.
- Teachers report not being “well” or even “adequately” prepared to discuss sensitive topics with their students. This has been reported as a lack of suitable resources available to support their efforts; however, it is likely also influenced by a need for teacher in-service training in how to use those that are available.
- In-service is needed for the Personal Development section of the curriculum. Teachers need more assistance with this part of the curriculum, in particular teaching about

sexual health and dealing with sensitive issues. An example of one of the topics to be included in this in-service is a “what to say and do” and “what to NOT say and do” in various circumstances.

- Decision-makers must investigate the low cost strategies that help to deliver higher levels of teacher in-service on a regular basis. These may include pooling of resources, distance education, seeking corporate support and working more closely with community-based organizations.
- Improvement is needed in professional education, including standards for teaching sexual and reproductive health in relevant professional education programs.
- Although knowledge about health and healthy behaviours among the adolescent population is generally high, many youth continue to engage in a number of risky behaviours which suggests that current education strategies may not be as effective as they could be.

Family and Community Support

- For school-based programs to have the greatest impact, it is also important that anything taught in the school be reinforced in the community by parents, the media and health policies.
- Research has shown that parents can be involved in health promotion in a variety of ways. More support, in the form of workshops and access to targeted information could help parents in initiating dialogue with their children and in responding to specific situations.
- Parents should be supported in becoming involved in sexuality education. The implementation networks of teachers and others that have been established by many health and education ministries and agencies could be strengthened.
- Ministries, school districts and public health units need to strengthen their communications with parents and the general public about sexual health and the prevention of HIV and STD.
- The variety of successful activities for involving parents in sexuality education should be described and disseminated.
- Adults, including parents, educators, service providers and policy makers need to be informed about drug education.

Specific Recommendations for the Curriculum

A number of organizations have made specific recommendations relating directly to the PP/CAPP IRP in both internal documents and in published reports.

British Columbia Business Education Association

The British Columbia Business Education executive, during their teleconference meeting June 2001, unanimously approved that the Ministry of Education incorporates the following topics into Career and Personal Planning 8 to 12:

- Financial decision-making in relation to long-term career goals
- E-Banking services, chequing privileges and personal financial accounting services (student loans)
- Credit rights and responsibilities
- Debt and bankruptcy
- Savings, budgeting and impulse spending
- Consumer rights and responsibilities
- E-commerce and purchasing on-line
- Mortgages, rental agreements and home buying
- Consumer contracts and legislation
- Customer services and moral and ethical responsibilities
- Alternative modes of transportation and car purchasing
- Business communication and letter writing
- Investing, retirement and life insurance (alternative investments options, RRSPs/Mutual Funds, Bonds, stocks and the stock market.

For Personal Planning K to 7, the BCBEA also recommend keyboarding be added to Grades 3 to 5.

British Columbia Children's Commission

The Children's Commission Annual Report. 1999.

The annual reports of the B.C. Children's Commission are available online at <http://www.childservices.gov.bc.ca/reports/AnnualReports.htm>.

In the 1999 report, the Commission recommended that the Insurance Corporation of B.C. (ICBC) develop a targeted program to increase seatbelt compliance among youth, and the resulting resources are now provincially recommended for CAPP.

The report also indicated that more efforts are needed by all ministries and agencies that provide services for children to coordinate their services with those of others, particularly at the local level, but also at the provincial level and that the ministries of Education and Attorney General must continue their joint efforts to reduce violence and bullying in schools.

File Number: 99-00300

In July 2000, The Deputy Commissioner and Chief Investigator of the Children's Commission made a specific recommendation to revise the CAPP curriculum:

That the Ministry of Education take immediate steps to include road safety as a mandatory outcome of the CAPP program and work with ICBC to ensure that all necessary curriculum materials are in place for the September 2000 school year.

The Ministry of Education responded to the letter from the Children's Commission indicating its intent to add required learning outcomes on road safety in the CAPP 8-12 IRP with the next set of curriculum changes.

British Columbia Coroners Service

In April 2001 the Chief Coroner of British Columbia forwarded two recommendations to the Ministry of Education in accordance with the B.C. Coroners Act. The recommendations arose out of a Coroner's Judgement of Inquiry resulting from the death of a child who was struck by a taxi while in-line skating. The death was classified as 'Accidental' and the following two recommendations were addressed to the Ministry of Education:

- ***It is recommended that ICBC and the Ministry of Education consider developing videos on safety issues, including wearing helmets, of in-line skate, skateboards and micro-scooters for use in the elementary, middle and secondary schools.***
- ***It is recommended that the ministry consider adding to the Career and Personal Planning and Physical Education Programs for Grades 8 to 10 that students access***

dangers associated with high risk activities such as in-line skating, skate boarding and use of micro scooters.

The Ministry response at that time indicated the current process for evaluating learning resources such as videos, as well as the Ministry intent to give priority to investigating resources that deal with contemporary safety issues. The response also pointed out the *Safety and Injury Prevention* organizer which specifically addresses the dangers of high risk activities and unsafe situations.

British Columbia Ministry of Education

A Review of Special Education in British Columbia. 2000.

This review is available online at <http://www.bced.gov.bc.ca/specialed>.

PP/CAPP is mentioned in the Review of Special Education in B.C. in the context of assisting in School Transitions.

Transition points, when not carefully managed, are opportunities for disruption and dislocation. These transition points occur when a student enters school, changes classes, changes schools, enters the workplace or enrolls in a post-secondary institution.

Career counselling, especially for individuals with special needs, is critical for smooth transition into post-secondary institutions or other environments. Youth with special needs leaving school must have the skills and the opportunities to find employment, engage in further education, and/or to function in the community.

The Review Team recommends:

- ***The Minister of Education should direct that the delivery of Career and Personal Planning curriculum for students who have special educational needs contain information related to workplace or post-secondary transition issues.***

The Ministry of Education has subsequently produced *Career/Life Transitions for Students with Diverse Needs A Resource Guide for Students* RB 0103. This is available online at <http://www.bced.gov.bc.ca/specialed/docs.htm>.

Career and Personal Planning Review 1996

The summary of the recommendations from The Working Committee on Curriculum Implementation is included as *Appendix 13*. CAPP was revised in 1997, Personal Planning in 1999, to incorporate these recommendations, specifically the suggestions pertaining to course content. The majority of the other recommendations continue to reflect outstanding concerns.

British Columbia Office of the Auditor General

Auditor General's Report 1. Fostering a Safe Learning Environment: How the British Columbia School System is Doing. 2000/2001.

The details outlined here include PP/CAPP specific recommendations, noted in bold font, as well as key findings that align with other findings in this review. An electronic version of the complete report is available at <http://bcauditor.com/AuditorGeneral.htm>.

Relevant Key Findings:

- The ministry has developed suitable curriculum to promote socially responsible behaviour, but teachers need more support to implement it.
- More in-service training [is] needed, along with clarification of what resources are available to assist teachers in discussing sensitive topics such as substance abuse, suicide and depression, and sexual orientation.
- There are no required pre-service courses with specific instruction in PP and CAPP. The B.C. College of Teachers does not recognize the teaching of PP or CAPP as a specialty area. Given that all elementary teachers and many new secondary teachers are expected to deliver the PP/CAPP curriculum, it is important related basic courses be made mandatory. For those planning to specialize in the delivery of [the secondary] CAPP curriculum, further courses would likely be appropriate, but would not need to be mandatory for all teachers. Conversations on this matter would likely move forward if the ministry were to arrange meetings between the associate deans of education in the province's universities and those administrators in charge of the College of Teachers.
- Significantly large numbers of teachers reported to us that they do not feel prepared to address the more sensitive topics included in the curriculum—substance abuse, suicide and sexual orientation. Although some in-service is provided, it is not extensive enough to meet teacher needs in these areas.

Recommendations:

The Ministry of Education should re-organize the grade collection for Career and Personal Planning [Gr. 8-12] curriculum to assist secondary teachers in ranking the usefulness of listed resources, and notify teachers when it is available.

The Ministry of Education should call for meetings with the province's universities and the College of Teachers to emphasize the need for mandatory pre-service courses for teachers on classroom strategies for dealing with difficult behaviours and for delivering Personal Planning and Career and Personal Planning curriculum.

The Ministry of Education should identify or develop suitable resources for teachers and students to recognize and report student depression and suicidal gestures.

The Ministry of Education and school districts should provide teachers with suitable guidance for encouraging tolerance and respect for students of same sex orientation.

Some beginning steps in this regard have been taken with the development and implementation of two resources—*Focus on Bullying: A Prevention Program for*

Elementary School Communities and the soon to be completed *Focus on Intimidation and Harassment: A Resource for Secondary Schools*.

British Columbia Youth Parliament

A Private Members' Resolution entitled "Road Safety Curriculum in Schools," attached as *Appendix 14*, indicates the support of the B.C. Youth Parliament for the introduction of road safety into the Grade 8 to 12 CAPP curriculum.

HIV/AIDS Education Working Group Subcommittee

Recommendations from this group include specific changes to the learning outcomes at both the K to 7 and 8 to 12 level:

Personal Planning K to 7 should have age appropriate learning outcomes related to prevention of communicable diseases, including HIV/AIDS. These learning outcomes should include an understanding of the nature of how communicable diseases are contracted, spread, and prevented. Furthermore, ***learning outcomes should address tolerance and empathy for people who are afflicted with a communicable disease,*** and they should also address sexual and general health. Appropriate instructional strategies, assessment strategies and learning resources should also be identified to support teachers in the delivery of these concepts.

The learning outcomes related to communicable disease and specifically HIV/AIDS prevention in the Career and Personal Planning 8 to 12 IRP should be worded uniquely for each grade level to avoid repetition and to support age-appropriate information and skills development. The learning outcomes should support the development of skills to prevent the spread of communicable disease, including STI (Sexually Transmitted Infections), HIV/AIDS, through enhancing awareness of sexual and general health. Appropriate instructional strategies, assessment strategies and learning resources should also be identified to support teachers in the delivery of these concepts.

The committee has also identified the need to ***develop a comprehensive K to 12 sexual health education resource that includes an HIV and AIDS prevention component.***

North Island CAPP Team Recommendations

Learning Outcomes

- ***More specific language should be included in the learning outcomes re sexual health so that it cannot be avoided.***

Resources

- ***Ministry should actively seek to evaluate and recommend, or if necessary, produce some comprehensive sexuality education resources.*** These resources should be modelled on the original Family Life "binder" concept, in particular the sequential development of concepts and lessons, the completeness of the package and the strong in-service and training component.

- ***The Ministry should develop two or three sample optional scope and sequence charts as models for districts to use or adapt, as well as a model process for creating a scope and sequence chart.***

Teacher Training

- ***In-service needed for the Personal Development section of the curriculum.*** Teachers need more assistance with this part of the curriculum, ***in particular teaching about sexual health and dealing with sensitive issues.*** An example of one of the topics to be included in this in-service is a “what to say and do” and “what to NOT say and do” in various circumstances.

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Workplan

Pending approval of recommendations

Appendices

Appendix 1

PP/CAPP Provincial Survey

This survey is part of the ongoing curriculum review cycle. Information from this survey will be used to determine the need for any future curriculum revisions. The questionnaire can also be downloaded from the Ministry web site at <http://www.bced.gov.bc.ca/branches/pser/whatsnew.htm>. Thank you for your participation.

PLEASE RETURN BY FRIDAY, FEBRUARY 16, 2001 TO:

Leslie Thompson, PP/CAPP Curriculum Coordinator, British Columbia Ministry of Education
By Fax: (250) 387-1527 or By Mail: PO Box 9152 Stn. Prov. Govt. Victoria, BC V8W 9H1

Questions or comments?

E-Mail: Leslie.Thompson@gems1.gov.bc.ca

Phone: (250) 387-5647

1. Please indicate which of the following primarily applies to you:

- | | |
|-------------------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> teacher | <input type="checkbox"/> student |
| <input type="checkbox"/> parent | <input type="checkbox"/> school counsellor |
| <input type="checkbox"/> district PP/CAPP coordinator | <input type="checkbox"/> administrator |
| <input type="checkbox"/> community agency | <input type="checkbox"/> other _____ |

2. If you are a teacher, please indicate:

a) grade level(s) and subject area(s)

b) how many years you have been teaching

3. Please give school district name and number:

4. Please indicate if your school is:

- a public school an independent school a First Nations school

5. Please indicate the size of your school:

- small (fewer than 100 students) medium (101 to 500 students) large (over 500 students)

6. Please indicate the IRP and grade level(s) to which you are responding:

- Personal Planning K to 7 Career and Personal Planning 8 to 12

Grade level(s) _____

GENERAL INTEGRATED RESOURCE PACKAGE QUESTIONS

Questions 7 to 10 apply to the IRPs in general, rather than to PP/CAPP specifically.

7. Which of the following IRP formats have you used? Please check all that apply.

- print CD-ROM web site

8. Which of the IRP versions do you prefer to use? Please check only one.

- print CD-ROM web site

9. Please rate the usefulness of the following components of the IRPs:

Introduction: (philosophy, rationale, content overview)	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Main body: (four column format)	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Appendix A: (Prescribed Learning Outcomes)	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Appendix B: (Learning Resources and Grade Collection Information)	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Appendix C: (Cross-Curricular Interests)	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Appendix D: (Assessment and Evaluation)	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful
Other:	<input type="checkbox"/> very useful	<input type="checkbox"/> useful	<input type="checkbox"/> somewhat useful	<input type="checkbox"/> not useful

10. Please rate the following elements of the IRPs:

- | | | | | | |
|----------------------------------------|------------------------------------|------------------------------------|-------------------------------|-------------------------------|-------------------------------|
| a) organization of the content | <input type="checkbox"/> excellent | <input type="checkbox"/> very good | <input type="checkbox"/> good | <input type="checkbox"/> fair | <input type="checkbox"/> poor |
| b) readability | <input type="checkbox"/> excellent | <input type="checkbox"/> very good | <input type="checkbox"/> good | <input type="checkbox"/> fair | <input type="checkbox"/> poor |
| c) ease of use | <input type="checkbox"/> excellent | <input type="checkbox"/> very good | <input type="checkbox"/> good | <input type="checkbox"/> fair | <input type="checkbox"/> poor |
| d) currency of information | <input type="checkbox"/> excellent | <input type="checkbox"/> very good | <input type="checkbox"/> good | <input type="checkbox"/> fair | <input type="checkbox"/> poor |
| e) design including four column format | <input type="checkbox"/> excellent | <input type="checkbox"/> very good | <input type="checkbox"/> good | <input type="checkbox"/> fair | <input type="checkbox"/> poor |

Comments:

PERSONAL PLANNING/CAREER AND PERSONAL PLANNING RELATED QUESTIONS

11. Please circle the grade(s) that you believe should receive emphasis for the following areas of the curriculum. Please indicate specific topics that you believe should be added (A), removed (R), emphasized (E) or de-emphasized (D) for that grade level.

Curriculum Organizers	Personal Planning Grades K to 7	CAPP Grades 8 to 12	Indicate (A) (R) (E) or (D) for specific topics or learning outcomes. (Please refer to the learning outcomes in Appendix A of the IRP.)
Planning Process	K/1 2/3 4 5 6 7	8 9 10 11/12	
Career Development (Awareness)	K/1 2/3 4 5 6 7	8 9 10 11/12	
Career Development (Exploration)	n/a	8 9 10 11/12	
Career Development (Preparation)	n/a	8 9 10 11/12	
Personal Development (Child Abuse Prevention)	K/1 2/3 4 5 6 7	8 9 10 11/12	
Personal Development (Family Life Education)	K/1 2/3 4 5 6 7	8 9 10 11/12	
Personal Development (Healthy Living)	K/1 2/3 4 5 6 7	8 9 10 11/12	
Personal Development (Mental Well-Being)	K/1 2/3 4 5 6 7	8 9 10 11/12	
Personal Development (Safety and Injury Prevention)	K/1 2/3 4 5 6 7	8 9 10 11/12	
Personal Development (Substance Abuse Prevention)	K/1 2/3 4 5 6 7	8 9 10 11/12	

Additional Comments:

12. Please comment on the usefulness of the following sections of the PP/CAPP IRPs.

	Very useful	Quite useful	Not useful	I've never used them	Please suggest specific changes for improvement. (e.g., be more fully developed, include more variety, be more student centred, be more teacher friendly, other?)
Instructional Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment Strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appendix A (learning outcomes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appendix B (resources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appendix C (cross-curricular interests)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Appendix D (assessment and evaluation samples)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

13. Please identify the instructional strategies that are most useful in delivering PP/CAPP.

14. What methods are used to assess and evaluate student progress in PP/CAPP?

(e.g., Appendix D, rubrics, Draft Social Responsibility Performance Standards, posters, journals, other?)

15. What principal learning resource(s) are used in PP/CAPP?

(State title and author if applicable.)

16. Who delivers PP/CAPP in your school?

(e.g., CAPP-designated teacher, generalist teacher, Applied Skills teacher, career education teacher, counsellor, all teachers, other?)

17. Please provide information on how PP/CAPP is implemented in your school.

(e.g., stand-alone course, integrated with other subject areas, teacher advisors, seminar approach with reliance on outside experts for sensitive topics, other?)

18. If you feel that PP/CAPP is being implemented effectively in your school or district, to what do you attribute this success?

19. What level of support for the delivery of PP/CAPP is provided by the following groups?

	strong	moderate	none
administrators			
teachers			
students			
parents			
community groups (provide names if possible)			
school board			
Provincial Specialist Associations			
other (please name)			

20. Overall, support for PP/CAPP in your school and/or district:

- has been growing has been diminishing

21. Please list any specific concerns or barriers to implementation that you can identify in your school and/or district.

(e.g., issues of relevance, repetition, need for specialized training, difficulties in presenting sensitive topics, lack of support, other?)

22. What suggestions do you have to address these concerns/barriers?

23. Is Aboriginal content, culture, and perspective integrated into your PP/CAPP program?

- Yes No

If yes, please indicate what is done.

If no, what would assist the integration of Aboriginal content into your PP/CAPP program?

Literacy in Information and Communication Technology (ICT) can be defined as the ability to gather, process, critically evaluate, synthesize, and present information. The following is designed to see how well ICT is integrated into the PP/CAPP curriculum.

24. Please indicate whether students use ICT tools for the following activities in PP/CAPP. Provide examples.

- conduct research

Example: _____

- communicate their knowledge and understanding

Example: _____

- contribute to projects

Example: _____

- create products

Example: _____

- design and plan

Example: _____

- carry out an investigation

Example: _____

- solve a subject related problem

Example: _____

- other

Example: _____

- Students do not use ICT tools in PP/CAPP because

Work Experience (CAPP 11 and 12 only)

25. Please rank the following 30-hour CAPP Work Experience activities in your school from 1 to 10 according to most frequent use (1 = most often used and 10 = least often used) and indicate the grade level where the activity is most likely to occur.

	Rank #	Grade level
School arranged, community-based work placements		
Job shadowing placements		
Career seminars by community members		
Electronic work experience		
Student paid employment		
Volunteer community service		
Career mentoring		
Post-secondary fairs		
Career fairs		
Entrepreneurship		

26. Other CAPP Work Experience activities used by your school:

27. Approximately what percentage of students in your school complete their CAPP work experience:

- a) inside the timetable? _____%
- b) outside the timetable? _____%
- c) using a combination of inside and outside _____%

28. The majority of CAPP Work Experience in my school is school arranged.

True False

Comments:

29. Please provide additional comments regarding CAPP Work Experience.

Student Learning Plan (CAPP 9 to 12 only)

30. Please describe how your school manages the Student Learning Plan (SLP), including how it is integrated with the CAPP IRP.

31. Please identify the strengths of PP/CAPP.

32. Please note any concerns, questions, or suggestions you have regarding PP/CAPP.

Thank you for completing this survey.

PLEASE RETURN BY FRIDAY, FEBRUARY 16, 2001

Please return to:

**Leslie Thompson, PP/CAPP Curriculum Coordinator
British Columbia Ministry of Education**

FAX: (250) 387-1527

OR

MAIL: PO Box 9152 Stn. Prov. Govt. Victoria, BC V8W 9H1

QUESTIONS OR COMMENTS?

**E-MAIL: Leslie.Thompson@gems1.gov.bc.ca
PHONE: (250) 387-5647**

Appendix 3

B.C. Student Voice Questionnaire

You are invited to participate in the ongoing review of Career and Personal Planning by answering these questions about CAPP lessons.

1a. Which CAPP lesson did you enjoy the most? Please give some information about the topics covered, or the kind of things you discussed.

1b. In what grade was this lesson?

1c. Why did you like this particular lesson?

2a. Which CAPP lesson did you enjoy the least? Please describe what you were expected to do in this lesson.

2b. In what grade was this lesson?

2c. What didn't you like about this lesson?

3. What resources/activities are used in CAPP and how often are they used?

Conferences	Videos	Mentors	Websites
<input type="checkbox"/> More than once	<input type="checkbox"/> More than once	<input type="checkbox"/> More than once	<input type="checkbox"/> More than once
<input type="checkbox"/> Once	<input type="checkbox"/> Once	<input type="checkbox"/> Once	<input type="checkbox"/> Once
<input type="checkbox"/> Never	<input type="checkbox"/> Never	<input type="checkbox"/> Never	<input type="checkbox"/> Never
Games & Simulations	Worksheets	Speakers	
<input type="checkbox"/> More than once	<input type="checkbox"/> More than once	<input type="checkbox"/> More than once	
<input type="checkbox"/> Once	<input type="checkbox"/> Once	<input type="checkbox"/> Once	
<input type="checkbox"/> Never	<input type="checkbox"/> Never	<input type="checkbox"/> Never	
Class Discussions	Workshops	Other (what?) _____	
<input type="checkbox"/> More than once	<input type="checkbox"/> More than once	<input type="checkbox"/> More than once	
<input type="checkbox"/> Once	<input type="checkbox"/> Once	<input type="checkbox"/> Once	
<input type="checkbox"/> Never	<input type="checkbox"/> Never	<input type="checkbox"/> Never	

4. Which resources/ activities would you like to see used more often? Why?

Reason why

<input type="checkbox"/> Conferences	
<input type="checkbox"/> Games & Simulations	
<input type="checkbox"/> Worksheets	
<input type="checkbox"/> Mentors	
<input type="checkbox"/> Workshops	
<input type="checkbox"/> Guest Speakers	
<input type="checkbox"/> Class Discussions	
<input type="checkbox"/> Websites	
<input type="checkbox"/> Videos	
<input type="checkbox"/> Other (what?) _____	

Appendix 4

B.C. Student Voice Summary

The following information represents the feedback received via B.C. Student Voice; the total number of responses was 265. Students were asked to indicate their favourite and least favourite lessons. These are organized with the most frequently mentioned at the top of the list. Where lessons received mixed reactions (i. e., favourite for some; least favourite for others), the reasoning is provided, and the majority is indicated.

Favourite Lessons

- BCIT field trip/conference
- Career research - variety of different activities, particularly using technology
- Presentation from WCB (a worker who lost his legs)
- Guest speakers who have had accidents or losses, jail time, ex-drug addicts
- Mock interviews
- Résumé writing, cover letters, job applications (did not like résumé writing repeated though)
- Real Game
- Career day
- Drugs (no indication as to lesson)
- Job shadowing
- Choices
- Money management
- Grade 9 Go to Work With Your Parents
- Bridges
- Party Program (from Alberta - alcohol consequences)
- Integrated Career and Education Report
- Interest inventories
- Independent living
- Real life activities (e.g., pumping gas, writing checks, tax forms)
- Road Sense
- Sex (no indication as to lesson)
- Superhost Program
- An AIDS play (peer presentation)
- Apprenticeship lesson
- Drama presentation on prostitution recruitment near schools
- Relaxation lessons
- Debating issues
- Time management topic
- Movie “Rudy”
- Jeopardy game for discussing sex ed. and drugs
- Steroid use - partner presentations
- Videos about drinking, drugs, and sex - good discussion afterwards no worksheets
- Class discussions
- Worker’s rights
- Grizzlies Stay in School presentation
- Research on “personal problems”

Least Favourite Lessons

- Worksheets
- Ones that are repeated
- Repetitive lessons on safety
- Doing work on topics that they think they already know, e.g., goal setting
- Guest speakers who talked a lot (the financial planner who painted a bleak picture for kids finances was mentioned a lot)
- Journal writing
- Rushed lessons
- Talking or writing about personal things, particularly if rest of class is considered to be immature; or having to share things in front of the whole class
- Boring teacher lectures
- Watching movies then filling in worksheets
- Seven Habits of Highly Effective Teens (some found this boring)
- Learning logs (repetitive)
- CAPP booklets
- Health report
- Taking notes and doing presentations
- Self-esteem, bullying role plays (too juvenile)
- Doing book reports
- Giving examples of racism and homophobia (made student uncomfortable)
- “I” messages in communication activity
- Lakewood Beautifying project (disgusting, garbage clean up)
- Learning about emotions
- Doing career research at too young an age (not ready)
- Grade 9 work experience
- Doing a mission statement
- Making up letters of reference (boring)
- Videos that take the whole class

Lessons with Mixed Reactions

A shaded box indicates a majority of opinion

	Why Liked	Why Not Liked
Journals	I could say what was on my mind	Feel rushed, also feel that assessment is not fair when some students write a lot and others “get away” with writing little; overlap with English classes, boring; difficult topics
Field trip to BCIT	What can happen if we drop out of school; something different; budgeting exercise very relevant; helped for future planning; learning from other’s real experiences; it wasn’t a “You listen I talk” lesson	Boring to sit through a whole day of listening and working in a workbook; budgeting exercise very boring; budget was unrealistic; too much work
Vancouver video on drug abuse	Seeing the harmful effects	Made student uncomfortable
STDs, sex education, family life	Experiment showing transmission of fluids was interesting; learned things did not know; interesting; learned important things; made us think about outcomes; helpful info	Disgusting; repetitive; gross pictures from the nurse; too long; didn’t like wooden object; boring; already know this stuff; not ready to learn this stuff; too personal; did not like putting condom on banana; can get disgusting
Internet research on careers	Really interesting	Too much info out there - confusing
Guest speakers	Those who spoke about accidents, loss, were considered more interesting than the financial planner	Too much talking is boring; some students thought the speakers were “bossy” telling them to do this and do that
Real Game; Reality Game, Reality Check Game	Realistic; fun; novel, educational	Not allowed to make any real decision- had to play by the board
Novel study (related to an issue such as eating disorders)	Liked choosing a topic; reading not teaching	Boring; not see point
Choices	Really interesting	Too much work involved; had potential but did not have all the jobs so some choices too limited
Independent living	Need this information for future	Took too long; boring
Career research	Majority liked activities related to this topic	Some students found this to be boring and not relevant for them; some already had a résumé and had to do it again
Doing volunteer work	Learned a lot about self; tried something new	Had to find own placements; filling out the sheets
The High Fives	“Keys to Success” “Follow Your Dream” very encouraging; gives details on how to achieve your goals;	Boring; not enough detail about how it would help in the future; just common sense
Doing collages	Like to do things about self	Magazines had been really picked over
Goal planning	Need for future	Repetitive, based on their comments students seemed to lack a context for this activity
Résumé writing	Relevant, helpful, interesting; vital for getting a job	“Hated” doing them
Career Project	Fun; helps focus on the future; helps with planning; gives sense of real world	Pointless; long and boring; hard to find all the information

Appendix 5

BCCPAC Questionnaire and Summary

The questions in bold were posted on the BCCPAC Issues Forum web site and shared at Annual General Meeting, May 1 2001. Each question is followed by a summary of comments that were provided in response to each question.. Numbers in brackets indicate number of similar responses. Not all parents responded to all questions.

1. Are there topics in Personal Planning K to 7/Career And Personal Planning 8 to 12 that you think should be added or deleted from the curriculum for certain grades?

Added:

- Money management and financial planning skills including loans, cost of borrowing, compound interest, budgets, investing, how to write a cheque, balancing a cheque book, credit cards, overspending, opening a bank account, debit cards, taxes (6)
- Interviewing skills (3)
- Safe driving (3)
- Greater emphasis on volunteer activities (2)
- Parenting skills(2)
- Workplace legislation (2)
- How to look for information
- Not just safety
- How to read and look for information in a newspaper
- Advocacy skills
- Decision making (determine right and wrong, making the right choices)
- Exposure to a variety of religions
- More emphasis on research skills, particularly in terms of career and post-secondary education
- More emphasis on careers and less on topics where children have already made positive decisions (i.e., not smoking, drinking)
- Better problem solving skills
- Anger management
- Self-esteem
- Human rights legislation
- Social education should start in the early grades
- Life skills

Deleted

- Already has too many topics

2. What are the strengths of Personal Planning K to 7/Career and Personal Planning 8-12?

- Work experience (5)
- Explore a variety of career options (5)
- Helps kids see the “real world” (5)
- Practical and relevant (4)
- Job interview skills (3)
- Provides opportunities to learn about social and personal issues, emotional development (2)
- Variety and scope
- Emphasis on health and nutrition
- The good teachers are teaching lifetime skills and exposing students to a variety of career options

3. What , if any, are your concerns about Personal Planning K to 7/Career and Personal Planning 8-12?

- Inconsistent delivery (some teachers very good at teaching CAPP; others should not be doing this) (4)
- Lack of parent awareness and understanding of the whole curriculum (3)
- Untrained staff (2)
- Vague and repetitive (2)
- “Let’s put this in CAPP” is a too-frequent a response when confronted with new topics and issues that arise in response to demands from police, social agencies, and stressed parents (2)
- Too ambitious
- Too time consuming
- “Hot” topics , e.g., bullying, push aside the regular curriculum of health, safety, and responsibility
- Kids lose valuable credits by having to take CAPP
- How does PP help the esteem of children with learning disabilities?
Concern that potentially sensitive topics are taught by teachers who lack the necessary expertise in these areas
- The misuse of the time as a “period off” or optional
- Takes away from core basics (2)
- Only useful parts are the résumé and interview skills

4. In your school, how is Personal Planning K to 7/Career and Personal Planning 8-12 being taught?

- A two-day workshop format
- Morning advisory
- Integrated

5. What suggestions do you have for improving the way Personal Planning K to 7/Career and Personal Planning 8-12 is being taught.

- Needs a higher level of accountability (6)
- Let parents know the topics being covered so can reinforce it at home (4)
- Involve parents more, (4) one way is by using returnable and markable homework
- Not be mandatory (4)
- Communicate better with parents (4) e.g. do more than post IRP on web site. Every school needs to actively involve and explain to parents how the IRPs are delivered at their child's grade level
- Condense the information in CAPP.
- Not have CAPP every year
- Use a modular system with a more manageable amount of resource material in each module
- Keep 3 areas of curriculum separate
- PP and CAPP should be separate. PP should deal with personal hygiene and drug use etc.. CAPP should change name to Futures and just teach how to study, bank accounts, loans, grants, cost of living, budgetting, choices for the future, scholarships, grants etc. that are available
- Give parents more information
- Have trained personnel teaching the personal development part
- Needs a unified, consistent approach
- Only be delivered by well-trained individuals
- Needs more funding
- Personal development topics should be "opt in" not "opt out"

6. If your child has already completed their 30 hours of work experience, please comment on the value of this CAPP component.

- Excellent
- Needs more work safety incorporated
- Not effective as students had to arrange all of their own placements

7. Please comment on the value of having CAPP 11 and 12 as a graduation requirement.

- Problems caused by inconsistent delivery
- Only academic subjects should be grad requirements
- Should be an elective, not required
- CAPP has value as does the 30 hour work experience part but should not be a grad requirement since it is not universally accepted
- Yes, should be as it deals with critical thinking and life skills

8. If there was no Personal Planning K to 7/Career and Personal Planning 8-12 curriculum, what subject should be used instead to teach health and social issues such as anti-bullying, anti-racism, etc.

- Physical Education and School Counselors
- Social Studies
- English
- None - it should be on it's own - there is already too much in the other curriculum areas as it is

Appendix 6

DASH Summary

At the Wednesday February 07, 2001 DASH Meeting the members responded as follows, individually and in groups, to the task: “How to improve the structure of the IRP while maintaining the important topics and ensuring age appropriateness.”

1. Alter and rename the curriculum sub-organizers in the Personal Development section, and reorganize some of the learning outcomes, e.g.,
 - Pull out school safety topics as there is some confusion between safety as violence and bullying and safety as injury prevention.
 - Have a separate section on behavioural skills such as problem solving, decision making, critical thinking and risk assessment. Include the substance abuse and injury prevention pieces.
 - Rename mental Well-Being section as School and Community Culture. This should include the anti-violence/bullying, anti-racism issues, as well as some of the relationships outcomes
 - Rename Child Abuse Prevention, and combine with parts of Family Life (sex ed) and parts of Mental Well-being and call it Healthy Lifestyles
 - Move sex ed into Healthy Lifestyles.

Note: the group would have liked more time to complete this “restructuring” exercise.
2. Need something to assist teachers in making the connection (transition) from the learning outcomes to the instructional strategies, i.e., how much more specific can we get to make a bridge for teachers who have not had the training.
3. Need more information re the skill underpinnings that are not clear. For example, how does “Decision making” and “Communication” go across the content areas.
4. Make links between the content areas, e.g. Family Life and Substance Abuse (FAS, FAE).
5. Provide curriculum connections to other subject areas, e.g., Grade 6/7 Science.
6. Group the developmental stages together, with a summary of the expectations at the end of these grade clusters.
7. Integrate more of the course into other subject areas.
8. Possibly eliminate course for Grade 12. Do the 11/12 outcomes in Grade 11 only.
9. Point raised about a possible problem for students taking the course through distance education, i.e., how can those students avail themselves of the useful workshops and seminars that DASH provides in the regular schools.

Appendix 7

ACCREDITATION SURVEY

PARENTS (8-12)

_____ School

Your child's school is in the process of planning for the future by evaluating the quality of education it delivers. The Accreditation Program is designed to help schools to identify their strengths and weaknesses and develop a plan to improve the school. Your opinions are an important part of the accreditation process. When answering the questions below, please consider your experiences with the school during the current school year only, and in relation to the child whose name is on the envelope in which you received this survey. Your answers are confidential, so please do not put your name on the survey.

My child is in Grade:

My child is: (Please circle one)

<i>Male</i>	<i>Female</i>
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My child is: (Please circle one)

Aboriginal/ First Nations	Not Aboriginal/ First Nations
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Use the scale below for your answers to the survey questions. Please circle only one answer for each question. Please note, **DK** has been provided as an optional answer only for specific questions. Also, for some questions, **NA** has been provided as an optional answer. If the question does not apply to you or your child, please circle **NA**.

D	SD	N	SA	A	DK	NA
DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	AGREE	DON'T KNOW (NO INFORMATION)	NOT APPLICABLE TO ME/MY CHILD

To what extent do you agree or disagree with the following statements?

- | | | | | | | | |
|----------------------------------------------------------------------------------|----------|-----------|----------|-----------|----------|-----------|-----------|
| 1. My child can read well. | D | SD | N | SA | A | DK | |
| 2. My child can write well (e.g. grammar, sentence structure, content). | D | SD | N | SA | A | DK | |
| 3. My child can speak effectively. | D | SD | N | SA | A | DK | |
| 4. At school, my child is progressing well in learning to use a second language. | D | SD | N | SA | A | DK | NA |
| 5. At school, my child is progressing well in social studies. | D | SD | N | SA | A | DK | NA |
| 6. At school, my child is progressing well in science. | D | SD | N | SA | A | DK | NA |
| 7. At school, my child is progressing well in math. | D | SD | N | SA | A | DK | NA |
| 8. At school, my child is progressing well in P.E. | D | SD | N | SA | A | DK | NA |
| 9. At school, my child is progressing well in drama. | D | SD | N | SA | A | DK | NA |
| 10. At school, my child is progressing well in art. | D | SD | N | SA | A | DK | NA |
| 11. At school, my child is progressing well in music. | D | SD | N | SA | A | DK | NA |
| 12. At school, my child is progressing well in dance. | D | SD | N | SA | A | DK | NA |
| 13. At school, my child is progressing well in technology education. | D | SD | N | SA | A | DK | NA |
| 14. At school, my child is progressing well in business education. | D | SD | N | SA | A | DK | NA |
| 15. At school, my child is progressing well in home economics. | D | SD | N | SA | A | DK | NA |
| 16. At school, my child uses computers to find and retrieve information. | D | SD | N | SA | A | DK | |

D	SD	N	SA	A	DK
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	DISAGREE	SOMEWHAT DISAGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT AGREE	AGREE	DON'T KNOW (NO INFORMATION)
17. At school, my child uses computers in a variety of subject areas.	D	SD	N	SA	A	DK
18. At school, my child is increasing his/her knowledge about personal health.	D	SD	N	SA	A	DK
19. At school, my child is increasing his/her knowledge about safety.	D	SD	N	SA	A	DK
20. At school, my child is getting better at planning and setting goals.	D	SD	N	SA	A	DK
21. At school, my child can express himself/herself creatively in a variety of ways.	D	SD	N	SA	A	DK
22. At school, my child has opportunities to choose how he/she will learn something.	D	SD	N	SA	A	DK
23. At school, my child has opportunities to choose how his/her school work will be graded/marked.	D	SD	N	SA	A	DK
24. I feel that my child is safe at school.	D	SD	N	SA	A	
25. My child knows how to find information needed for school work.	D	SD	N	SA	A	DK
26. My child can analyze information to solve problems in a variety of subject areas.	D	SD	N	SA	A	DK
27. In various subjects, my child has opportunities to learn as part of smaller groups.	D	SD	N	SA	A	DK
28. At school, my child feels good about himself/herself.	D	SD	N	SA	A	DK
29. My child's school provides the counseling services he/she needs.	D	SD	N	SA	A	DK
30. My child's school reinforces the importance of caring about other people.	D	SD	N	SA	A	DK
31. My child's school reinforces the importance of respect for the environment.	D	SD	N	SA	A	DK
32. My child's school reinforces the importance of respect for others.	D	SD	N	SA	A	DK
33. My child's teachers treat with respect students of all cultures, races and religions.	D	SD	N	SA	A	DK
34. My child's teachers treat boys and girls equally.	D	SD	N	SA	A	DK
35. My child's teachers treat him/her with respect.	D	SD	N	SA	A	DK
36. My child's teachers care about him/her as an individual.	D	SD	N	SA	A	DK
37. At school, my child is encouraged to work at the speed at which he/she learns best.	D	SD	N	SA	A	DK
38. My child's teachers find the best ways for him/her to learn.	D	SD	N	SA	A	DK
39. The school is aware of how I feel about my child's schooling.	D	SD	N	SA	A	
40. My child's report card gives me a clear picture of how well he/she is doing in school.	D	SD	N	SA	A	
41. I know what my child's teachers take into account when determining my child's marks.	D	SD	N	SA	A	

D DISAGREE	SD SOMEWHAT DISAGREE	N NEITHER AGREE NOR DISAGREE	SA SOMEWHAT AGREE	A AGREE	DK DON'T KNOW (NO INFORMATION)
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- | | | | | | | |
|----------------------------------------------------------------------------------------------------------|----------|-----------|----------|-----------|----------|-----------|
| 42. The school provides me with the information I need about services and programs at my child's school. | D | SD | N | SA | A | |
| 43. I feel welcome at my child's school. | D | SD | N | SA | A | |
| 44. My child's school encourages me to get involved in school planning activities. | D | SD | N | SA | A | |
| 45. The Parent Advisory Council has a role in school decision making at my child's school. | D | SD | N | SA | A | DK |
| 46. My child's school encourages me to participate in the Parent Advisory Council. | D | SD | N | SA | A | |
| 47. I am aware of the school's progress towards meeting goals and objectives for school improvement. | D | SD | N | SA | A | |
| 48. At school, my child is being well prepared for further education or training after high school. | D | SD | N | SA | A | DK |
| 49. At school, my child is being well prepared to enter the workforce after high school. | D | SD | N | SA | A | DK |

THANK YOU FOR YOUR HELP! PLEASE RETURN THE SURVEY IN THE ENVELOPE PROVIDED.
If you wish to make additional comments, please attach a separate sheet of paper.

Appendix 8

ACCREDITATION SURVEY

STUDENTS (8-12)

_____ School

Accreditation helps schools to identify their strengths and weaknesses and develop a plan to improve the school. Your opinions are an important part of the accreditation process. Please think about your own experiences with the school this year and answer the questions as honestly as possible.

Your answers are confidential, so please do not put your name on the survey.

I am in Grade:

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I am: (Please circle one)

<i>Male</i>	<i>Female</i>
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I am: (Please circle one)

<i>Aboriginal/ First Nations</i>	<i>Not Aboriginal/ First Nations</i>
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Use the scale below for your answers to the survey questions. Please circle only one answer for each question. Some questions have **NA** next to them and some do not. If the question does not apply to you, circle **NA**.

<i>D</i>	<i>SD</i>	<i>N</i>	<i>SA</i>	<i>A</i>	<i>NA</i>
DISAGREE	SORT OF DISAGREE	NEITHER AGREE NOR DISAGREE	SORT OF AGREE	AGREE	NOT APPLICABLE TO ME

To what extent do you agree or disagree with the following statements?

- | | | | | | | |
|---------------------------------------------------------------------------|----------|-----------|----------|-----------|----------|-----------|
| 1. I can read well. | D | SD | N | SA | A | |
| 2. I can write well (e.g., grammar, sentence structure, content). | D | SD | N | SA | A | |
| 3. I can speak effectively. | D | SD | N | SA | A | |
| 4. At school, I am progressing well in learning to use a second language. | D | SD | N | SA | A | NA |
| 5. At school, I am progressing well in social studies. | D | SD | N | SA | A | NA |
| 6. At school, I am progressing well in science. | D | SD | N | SA | A | NA |
| 7. At school, I am progressing well in math. | D | SD | N | SA | A | NA |
| 8. At school, I am progressing well in P.E. | D | SD | N | SA | A | NA |
| 9. At school, I am progressing well in drama. | D | SD | N | SA | A | NA |
| 10. At school, I am progressing well in art. | D | SD | N | SA | A | NA |
| 11. At school, I am progressing well in music. | D | SD | N | SA | A | NA |
| 12. At school, I am progressing well in dance. | D | SD | N | SA | A | NA |
| 13. At school, I am progressing well in technology education. | D | SD | N | SA | A | NA |
| 14. At school, I am progressing well in business education. | D | SD | N | SA | A | NA |
| 15. At school, I am progressing well in home economics. | D | SD | N | SA | A | NA |
| 16. At school, I use computers to write. | D | SD | N | SA | A | |

D	SD	N	SA	A	
DISAGREE	SORT OF DISAGREE	NEITHER AGREE NOR DISAGREE	SORT OF AGREE	AGREE	

17. At school, I use computers to learn about math (do not include calculators).	D	SD	N	SA	A	NA
18. At school, I use computers to learn about science.	D	SD	N	SA	A	NA
19. At school, I use computers to learn about social studies.	D	SD	N	SA	A	NA
20. At school, I use computers to find and retrieve information.	D	SD	N	SA	A	
21. At school, I am increasing my knowledge about personal health (e.g., in CAPP).	D	SD	N	SA	A	
22. At school, I am increasing my knowledge about safety (e.g., in CAPP).	D	SD	N	SA	A	
23. At school, I am getting better at setting goals for myself (e.g., in CAPP).	D	SD	N	SA	A	
24. At school, I am getting better at organizing my time (e.g., in CAPP).	D	SD	N	SA	A	
25. At school, I can express myself creatively in a variety of ways.	D	SD	N	SA	A	
26. At school, I have opportunities to choose how I will learn something.	D	SD	N	SA	A	
27. I have opportunities to choose how my school work will be graded/marked.	D	SD	N	SA	A	
28. At school, I am encouraged to participate in leadership activities (such as classroom helper, library helper, student council, annual club, athletics).	D	SD	N	SA	A	
29. I feel safe at school.	D	SD	N	SA	A	
30. People understand me when I explain something.	D	SD	N	SA	A	
31. I know how to find the information I need for research projects.	D	SD	N	SA	A	
32. I can use information to solve problems in a variety of subject areas.	D	SD	N	SA	A	
33. In my classes, I have opportunities to work as part of smaller groups.	D	SD	N	SA	A	
34. I feel good about myself when I'm at school.	D	SD	N	SA	A	
35. My school provides the counseling services I need.	D	SD	N	SA	A	
36. I care about other people.	D	SD	N	SA	A	
37. I respect the environment.	D	SD	N	SA	A	
38. I respect people who are different from me.	D	SD	N	SA	A	
39. At school, other students treat with respect people who are different from them.	D	SD	N	SA	A	
40. My teachers treat with respect students of all cultures, races and religions.	D	SD	N	SA	A	
41. My teachers treat boys and girls equally.	D	SD	N	SA	A	
42. My teachers treat me with respect.	D	SD	N	SA	A	

D	SD	N	SA	A
DISAGREE	SORT OF DISAGREE	NEITHER AGREE NOR DISAGREE	SORT OF AGREE	AGREE

43. My teachers care about me as an individual.	D	SD	N	SA	A
44. At school, I am encouraged to work at the speed at which I learn best.	D	SD	N	SA	A
45. My teachers help me find the best way to learn.	D	SD	N	SA	A
46. My teachers know how I feel about school.	D	SD	N	SA	A
47. My report card gives me a clear picture of how well I am doing in school.	D	SD	N	SA	A
48. I know what my teachers take into account when they determine my marks.	D	SD	N	SA	A
49. I'm being well prepared for further education or training after high school.	D	SD	N	SA	A
50. I'm being well prepared to enter the workforce after high school.	D	SD	N	SA	A

THANK YOU FOR YOUR HELP!

Appendix 9

Examples of 1999/00 School Growth Plan Goals related to PP/CAPP

Data are available for 230 of the schools who were accredited and created school growth plans in 1999/2000.

14 schools had goals related to the PP/CAPP curriculum itself:

2828032 – 9900	Goal 3: To improve student performance in Personal Planning, Fine Arts and Computer Technology by focussing on Pro-D.
3434033 – 9900	Goal 2: To enhance and improve student learning, focusing initially in the areas of Fine Arts and Personal Planning. This is to be achieved by the staff working more collegially to examine their practice.
3636009 – 9900	Goal 3: To enhance skills attitudes around social responsibility and life-long learning as related to the Personal Planning curriculum.
3636156 – 9900	Goal 3: To foster a greater understanding of the value of CAPP, Career Education and life-long learning and to communicate effectively its importance to staff, students and parents.
3636158 – 9900	Goal 3: To develop students as well-rounded individuals, with planning and decision-making skills as per the Personal Planing curriculum and skills to real-life situations and future plans.
3838011 – 9900	Goal 1: To improve students' attitudes and skills related to Personal Planning, educational and career training, and employment and further education.
3838042 – 9900	Goal 2: To improve the schools' delivery and content of Career and Personal Planning (CAPP).
4343108 – 9900	Goal 1: To support the effective implementation of Personal Planning 6/7 and Career and Personal Planning 8 through the Advisory, Core and Explorations programs.
4444020 – 9900	Goal 1: To further develop and improve all aspects of student personal organization both within the CAPP program and the school at large.
4545020 – 9900	Goal 1: Students' knowledge, skills and attitudes related to the Personal Planning curriculum with a focus on: setting goals, career objectives, educational training, thinking independently and solving problems.
5757038 – 9900	Goal 2: Students' knowledge, skills, and attitudes with reference to the Personal Planning curriculum.
6363022 – 9900	Goal 1: To develop an effective delivery model with a support plan for the CAPP 9-12 curriculum that will address the planning, personal development and career development of each student.
7171077 – 9900	Goal 4: To design and implement a school-wide, age appropriate, positive program that effectively addresses the needs and strengths of the students and meets the CAPP program requirements.
7575018 – 9900	Goal 1: Students' sense of social responsibility, with an emphasis on: <ul style="list-style-type: none"> • Students' ability to analyze critically, reason and think independently, solve problems and make decisions. • Students' tolerance and respect for the ideas and beliefs of others. • Students' knowledge, skills and attitudes related to the Personal Planning/Career and Personal Planning curriculum. • School's provision of a safe and accessible learning environment for all students. • Students' sense of self-confidence and personal initiative.

64 schools had goals related to “Critical Reasoning/Problem Solving”:

0502030 – 9900	Goal 1: To develop the students’ ability to analyze critically, reason and think independently, solve problems, and make decisions.
0604010 – 9900	Goal 3: Students will improve their ability to plan effectively and make informed decisions.
2323015 – 9900	Objective 2.1: To promote the use of critical thinking, problem solving and decision making in all subject areas.
4343037 – 9900	Goal 1: To strengthen and enhance students’ ability to analyze critically and solve problems in order to co-operatively and independently make good decisions.
6868027 – 9900	Goal 1: Improve students' problem solving-skills and decision-making abilities in order to make safe and responsible decisions.

51 schools had goals related to “social responsibility”:

0502029 – 9900	Goal 1: To develop in all our students an intrinsic and genuine sense of social responsibility.
0603003 – 9900	Goal 1: To improve students' social responsibility. Objective 1.1: To reduce students' incidences of repeated lates and absences. Objective 1.2: To increase students' completion of assigned homework or at home assignments (eg Home Reading Program, Book It, etc). Objective 1.3: To improve students' social behaviors in the classroom and on the playground.
2323071 – 9900	Goal 1: To continue to promote social responsibility, including a safe and accessible learning environment, tolerance and respect for the ideas and beliefs of others, and gender equality.
3636009 – 9900	Goal 3: To enhance skills attitudes around social responsibility and life-long learning as related to the Personal Planning curriculum.
3939008 – 9900	Goal 2: To increase students’ respect for others and sense of responsibility towards themselves, others and their environment, and ensure equitable treatment for all students.
6161042 – 9900	Goal 2: to promote personal growth and to develop interpersonal skills, positive attitudes and social responsibility (inclusiveness through tolerance and respect for others).

45 schools had goals related to “tolerance and respect”:

2323015 – 9900	Goal 1: Students' Tolerance and Respect for the Ideas and Beliefs of Others.
2323070 – 9900	Goal 2: Students will demonstrate a higher degree of tolerance and respect for the feelings, beliefs and property of others.
2727005 – 9900	Goal 1: improve Students tolerance To and respect for the beliefs of others.
3636111 – 9900	Goal 2: To promote tolerance, respect and social responsibility within the school community.
3838009 – 9900	Goal 2: To improve knowledge, skills and attitudes related to the Social Studies curriculum, incorporating issues relating to tolerance and respect for the ideas and beliefs of others in our school community.
6161042 – 9900	Goal 2: to promote personal growth and to develop interpersonal skills, positive attitudes and social responsibility (inclusiveness through tolerance and respect for others).

20 schools had goals related to “self-confidence and personal initiative”:

2323016 – 9900	Goal 2: To improve students' self-confidence, responsibility and personal initiative.
4242034 – 9900	Goal 2: To provide an environment that enhances the self-esteem of our students thereby increasing self-confidence and personal initiative.
6161059 – 9900	Goal 1: To improve and enhance students' self- confidence, personal initiative, personal planning, leadership, and respect for others.
6363014 – 9900	Goal 2: To provide a learning environment where students feel safe, are tolerant and respectful of others, and are encouraged to use personal initiative.
7171062 – 9900	Goal 2: Continue to support and broaden our school emphasis on students' sense of self-confidence and self-esteem as they move through the grades.

7 schools had goals related to “lifelong learning”:

3636009 – 9900	Goal 3: To enhance skills attitudes around social responsibility and life-long learning as related
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	to the Personal Planning curriculum.
3838042 – 9900	Goal 1: To enhance the climate within the school that values lifelong learning and celebrates striving for excellence.
3939007 – 9900	Goal 2: To help students become more aware of the purpose and value of learning.
9156015 – 9900	Goal 4: To improve student’s sense of self- confidence and personal initiative and to inspire students to value life long learning (topics 8 and 9).

6 schools had goals related to “setting goals”:

0807018 – 9900	Goal 3: To develop students' sense of responsibility.[Topics 3,6,7,8,9,10,11,21,33]. Objective 3.2: Students will be able to develop an awareness of the relationship between current academic achievement and future lifelong learning (Topics 6, 7, 8). Performance Indicators: % of students able to set school-based goals annually (1 goal per primary student; 3 goals per intermediate students). % of students able to name 10 career possibilities and choose 3 of personal interest.
0807034 – 9900	Goal 2: Students' ability to set goals and work towards attainment of their educational training and career objectives.
2828034 – 9900	Goal 4: To support students in developing skills to set and monitor goals.
3434041 – 9900	Goal 3: To improve students' ability to set and work towards attainable personal, educational, and career goals.
3636167 – 9900	Goal 1: To improve students' ability to: 1. Communicate and express effectively; 2. Employ higher level thinking skills; 3. Engage in lifelong planning and goal setting.
5757105 – 9900	Goal 4: To improve students' ability to set and achieve goals in education and future aspirations.

4 schools had goals related to “employment/future education”:

0807018 – 9900	Goal 3: To develop students' sense of responsibility.[Topics 3,6,7,8,9,10,11,21,33]. Objective 3.2: Students will be able to develop an awareness of the relationship between current academic achievement and future lifelong learning (Topics 6, 7, 8).
3939011 – 9900	Goal 3: To improve knowledge and understanding in the school and community of post high school options, and to expand current post-high preparation activities at Tech.
4848022 – 9900	Goal 2: To develop students' abilities to set goals and work toward the acquisition of the attitudes, skills, and knowledge of their future learning and employment.
8787011 – 9900	Goal 2: Students will improve their knowledge, skills and attitudes necessary for employment and future education.

2 schools had goals related to “co-operative and team skills”:

2222015 - 9900	Goal 2: To create a school climate in which students, staff, parents and administrations feel respected, valued and safe Topics 5, 10 & 11. Objective 2.1: To improve climate by developing a school discipline policy collaboratively with administration, staff, students and parents following the district guidelines as identified in the "Behavior Task Force Report.” Objective 2.2: To improve school climate by teaching and modeling strategies to promote cultural diversity, team co-operation and tolerance of others.
8787003 - 9900	Goal 3: To work towards social responsibility, tolerance, and respect through co-operative leadership.

Appendix 10

Telephone Survey of HIV/AIDS Prevention Education

BACKGROUND

As part of the work of the Interministry Committee on HIV/AIDS, the HIV/AIDS Education Working Group Subcommittee asked the Special Programs Branch of the Ministry of Education to conduct a survey to determine the status of HIV/AIDS education in British Columbia.

RATIONALE

The rationale for this action was to collect information on the state of HIV/AIDS education from the perspective of practitioners in the field, including how HIV/AIDS is taught and how it can be improved. The procedure undertaken to conduct the survey was through telephone contact of known Career and Personal Planning (CAPP) teachers, or affiliates of CAPP, to collect qualitative responses.

PROCEDURE

The telephone survey was constructed to gather information about trends and directions rather than quantitative statistics. Twenty-three respondents from twenty school districts around British Columbia responded to the telephone request for information on HIV/AIDS education in their area. Respondents varied from CAPP teachers, principals, district representatives, CAPP Coordinators, elementary school teachers, and nurses. They were asked nine questions to determine how HIV/AIDS education is being implemented in schools. Question content covered teaching approaches and specific classroom methods, resources, learning outcomes, peer education, parental involvement, community involvement, and a request for suggestions for HIV/AIDS education.

RESULTS

The majority of responses commonly indicate that HIV/AIDS is being addressed in school within the context of sexuality education and teaching about health. It also appears that the majority of respondents use guest speakers to teach about HIV/AIDS, who are usually public health or registered nurses, doctors, AIDS organization representatives, or persons infected with HIV. Other teaching methods, which appear not to be as prevalent as the use of guest speakers, include discussion, games, research assignments, student presentations, worksheets, videos, and a clinical, fact-based lecture approach.

In response to questions about what resources work well for HIV/AIDS and which do not, the majority of responses indicate that teachers do not like to use resource materials that are out of date. A few responses indicate that resources are not readily accessible, due to cost and/or where to obtain newly produced material. Responses indicate a need for accessible, affordable, up-to-date material. Most respondents agree that guest speakers are the best classroom resource, as they make HIV/AIDS more “real” to the students than print or video resources. Some respondents express concern about the lack of funding for the CAPP program and the high cost of acquiring resources or having guest speakers in the classroom, unless the speakers volunteer.

Respondents were asked what they thought students should know about HIV/AIDS in kindergarten to Grade seven, what they should know by Grade eight, and what they should know by Grade twelve.

Grades K-7:

The majority of responses indicate that a focus on health and safety is appropriate for kindergarten through Grade seven: teaching students what a communicable disease is and about contagion, the dangers of handling body fluids, condoms or needles (when found on the playground), and the effects of AIDS. Responses show that HIV/AIDS should be introduced at this level from a non-sexual approach, by teaching that HIV/AIDS is a dangerous disease which some people get, and that all children need to be careful and know the ways that it can be caught and avoided. This should be taught in terms of avoiding bodily fluids but not necessarily include teaching about sexual fluid exchange. Children should know there are minimal risks to their safety if a classmate or friend has HIV/AIDS. Some respondents thought that it was more appropriate to introduce the sexual aspects of HIV/AIDS at the Grade six level, as some students at this age are beginning to become sexually active and they need to be aware of how to protect themselves. Some respondents indicate the necessity for teaching young students

about empathy for people with diseases and not to ostracize people based on misconceptions about the dangers of transmission.

Grade 8:

The respondents were asked what students should know about HIV/AIDS by Grade eight, and most responses indicate that students need to be completely informed about all aspects of the disease and other STDs, including all transmission methods, preventive measures, the impact of the HIV infection on the self and others, and about empathy/tolerance. Most suggest that abstinence should be stressed, but because some students are sexually active by Grade eight or will become so later, safer sex education needs to be included, so students are aware of how to avoid STD infection. Some respondents also express a need for this age group to have relationship education and personal responsibility education.

Grade 12:

When asked what students should know by Grade twelve, the majority of responses reveal that students should know everything about the disease, including the physiology and biology of the disease, misconceptions, myths and prejudices about HIV/AIDS. They should know about the risks associated with all kinds of sexual activity and contraceptives, and they should also be educated about potential relationship issues (like dishonesty about one's personal sexual history). They should also know about the reality of suffering from HIV/AIDS on a personal and global level. Responses were mixed about how explicit education should be regarding specific sexual practices (including high-risk behaviours) and protection methods (like using oral dams). The respondents indicate that the acceptance of explicit teaching depended on the conservatism of the area and the social climate created by parents being supportive or resistant.

Peer Education, Parents and Community:

In response to the questions regarding use of peer education or community and parent involvement, answers were sparse. The responses show that peer education initiatives regarding HIV/AIDS are rare. A few schools are using peer education by way of senior students conducting research projects on HIV/AIDS issues, which they develop into multimedia presentations to teach to their classmates and/or at younger grades. The majority of respondents do not have any knowledge about community wide campaigns for HIV/AIDS. A few state that local AIDS organizations do various things for the community, but these activities tend to be separate from school activities. The majority of responses suggest that parent involvement in HIV/AIDS education is minimal to nonexistent. Most say that newsletters about classroom lessons go home to parents, but the few respondents who attempt to involve parents in information sessions find there to be a lack of interest. Some responses suggest that if parents are to become involved at all, it is to voice concern about the explicitness of lesson content.

Recommendations for Delivery:

When asked about further suggestions for HIV/AIDS education, the respondents' views varied. The majority expresses the need for HIV/AIDS curriculum to be easier for teachers to use, by making it straightforward and complete with prepared lesson modules. A desire also is evident for it to be integrated better into other curriculum as a whole (specific curricula were not mentioned). Respondents also express concern for HIV/AIDS as a subject that is uncomfortable for many teachers to teach, so some avoid it or prefer to have health professionals teach the information rather than do it themselves. Some respondents asked for more inservice training for all CAPP teachers, so teachers are better informed and thus may be more comfortable teaching the subject and dealing with parents concerns. A few respondents state that HIV/AIDS education should be mandatory for all grades, with a stricter IRP and clear learning outcomes, so teachers cannot avoid thorough coverage of the issue. Some respondents suggest that students are bored with CAPP because the curriculum reiterates the same information at every grade level, so the CAPP curriculum needs to be reorganized to stay interesting at each grade.

CONCLUSIONS

1. Due to the reliance of teachers on visiting speakers, standards of practice need to be developed for these speakers.
2. Provide better information for current resources, even though they may not be part of the grade collection; need to develop an annotated bibliography for this purpose.
3. Recommend some comprehensive sexual health resources that include HIV/AIDS.
4. Develop strategies for each grade level, to put the teaching back with the teachers.
5. Integrate HIV/AIDS into other curriculum.

Appendix 11

Overlap of PP/CAPP Topics in Other IRPs

A search was conducted of the learning outcome database using typical Personal Planning/CAPP “topics” as keywords. The following lists all of the IRPs in which these “topics” occur. Note is made of IRPs with a large number of affected learning outcomes. The exact count for PP and CAPP is also included. While the context of the use of each word in other IRPs was not examined, some examples of outcomes are provided to indicate treatment of the topic in different IRPs.

Abuse

PP has 12 learning outcomes containing the word “abuse”; CAPP has 16. No other IRP contains the word “abuse” in the learning outcomes.

Bias

Neither PP nor CAPP have any learning outcomes containing the word “bias.” The following IRPs have one or more learning outcome containing the word “bias”:

- Business Education 11 and 12
- Communications 11 and 12
- English Language Arts 8 to 10, 11 and 12
- Essentials of mathematics 10
- Geography 12
- History 12
- Information Technology 8 to 10, 11 and 12
- Mathematics K to 7
- Science 8 to 10
- Social Studies 11
- Technical and Professional Communications 12
- Technology Education 8 to 10
- Visual Arts 8 to 10

Co-operation

Neither PP nor CAPP have any learning outcomes containing the word “co-operation.” The following IRPs have one or more learning outcome containing the word “co-operation”:

- Business Education 8 to 10, 11 and 12
- Calculus 12
- Essentials of Mathematics 10, 11, 12
- Fine Arts K to 7
- History 12
- Home Economics 11 and 12
- Physical Education K to 7, 8 to 10
- Principles of Mathematics 11 and 12
- Social Studies 8 to 10
- Technology Education 11 and 12

Note: English Language Arts K to 12 has a curriculum sub-organizer “Working Together.”

Decision(s)/Decision Making

PP has four learning outcomes containing the word “decision(s)” or “decision making”; CAPP has six. The following IRPs also have one or more learning outcome containing the word “decision(s)” or “decision making”:

- B.C. First Nations 12
- Business Education 8 to 10, 11 and 12
- Communications 11 and 12
- Drama 8 to 10
- English Language Arts 8 to 10, 11 and 12
- Essentials of Mathematics 10
- Geography 12
- Home Economics 8 to 10, 11 and 12
- Resource Sciences: Forest 11 and 12
- Science and Technology 11
- Science K to 7
- Social Studies 11

Disease

PP has zero learning outcomes containing the word “disease”; CAPP has four. The following IRPs also have one or more learning outcome containing the word “disease”:

- Biology 11 and 12
- Science 8 to 10
- Resources Sciences: Forests 11 and 12
- Science and Technology 11

Examples of overlap in the learning outcomes:

Biology 11 and 12 “give examples of ways to reduce the chance of contracting a viral disease”

CAPP 11 and 12 “demonstrate a knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases, and other communicable diseases”

Diversity

PP has one learning outcome containing the word “diversity”; CAPP has zero. The following IRPs also have one or more learning outcome containing the word “diversity”:

- Science K to 7
- Music 8 to 10, 11 and 12
- English Language Arts 8 to 10, 11 and 12
- Dance 11 and 12
- Social Studies 11
- Biology 11 and 12
- Drama 8 to 10
- Communications 11 and 12
- Resource Sciences: Forest 11 and 12
- Drafting and Design 11 and 12

Examples of overlap in the learning outcomes:

English Language Arts 11 and 12 “value and respect the diversity of language and culture in Canadian society”
 Personal Planning Grade 4 “demonstrate an appreciation of the diversity of people’s attributes”

Family/Families

PP has eleven learning outcomes containing the word “family/families”; CAPP has nine. The following IRPs also have one or more learning outcome containing the word “family” or “families”:

- American sign Language
- Applied Skills 11
- Core French 5 to 12
- German 5 to 12
- Home Economics 8 to 10 (13 outcomes)
11 and 12 (22 outcomes)
- Introductory Japanese 11
- Japanese 5 to 12
- Introductory Punjabi 11
- Punjabi 5 to 12
- Law 12
- Mandarin Chinese 5 to 12
- Science and Technology 11
- Science K to 7
- Social Studies K to 7(4 outcomes)
8 to 10 (3 outcomes)

Examples of overlap in the learning outcomes:

Social Studies, Grade K 1 “describe how families can be similar and different”
 Personal Planning, Grade K 1 “identify a variety of family groupings”

Goal(s)

PP has 14 learning outcomes containing the word “goal(s)”; CAPP has 25. The following IRPs also have one or more learning outcome containing the word “goal(s)”:

- American Sign Language
- Business Education 11 and 12
- Communications 11 and 12
- Core French 5 to 12
- German 5 to 12
- Japanese 5 to 12
- Punjabi 5 to 12
- Spanish 5 to 12
- Dance 11 and 12
- English Language Arts K to 7, 8 to 10, 11 and 12
- Physical Education K to 7, 8 to 10

Examples of overlap in the learning outcomes:

Dance 11 and 12 “establish a plan for achieving personal goals for lifelong participation in dance as a career, for recreation, or for entertainment”

CAPP 11 and 12 “evaluate their progress in meeting short- and long-term goals related to education, career, and personal plans”

Health

PP has 18 learning outcomes containing the word “health”; CAPP has 15. The following IRPs also have one or more learning outcome containing the word “health”:

- Applied Skills 11
- Biology 11 and 12
- Dance 8 to 10, 11 and 12
- Fine Arts k to 7
- Drafting and Design 11 and 12
- Home Economics 11 and 12
- Information Technology 8 to 10
- Physical Education K to 7, 8 to 10
- Science K to 7, 8 to 10
- Science and Technology 11

HIV/AIDS

PP has zero learning outcomes containing the words “HIV or AIDS”; CAPP has four. No other IRP contains the words “HIV or AIDS” in the learning outcomes.

Money, Finances, Budget, Tax, Credit

PP has 0 learning outcomes containing the words “money, finances, budget, tax, credit”; CAPP has 4. The following IRPs also have one or more learning outcome relating to “money”, “finances”, “budget”, “tax” or “credit”:

- Applied Skills 11
- Business Education 8 to 10, 11 and 12
- Drama 11 and 12
- Essentials of Mathematics 10, 11, 12
- Home Economics 11 and 12
- Law 12
- Mathematics K to 7
- Social Studies K to 7

Nutrition

PP has one learning outcome containing the word “nutrition”; CAPP has none. The following IRPs also have one or more learning outcome containing the word “nutrition”:

- Applied Skills 11
- Biology 11 and 12
- Home Economics 11 and 12
- Physical Education K to 7 (6 outcomes)
8 to 10 (4 outcomes), 11 and 12.

Prevention

PP has 3 learning outcomes containing the word “prevention”; CAPP has 5. The following IRPs also have one or more learning outcome containing the word “prevention”:

- Physical Education 11 and 12
- Resources Sciences: Forests 11 and 12
- Drafting and Design 11 and 12)

Planning

PP has 3 learning outcomes containing the word “planning”; CAPP has 2. The following IRPs also have one or more learning outcome containing the word “planning”:

- Applied Skills 11
- Business Education 11 and 12
- English language Arts 8 to 10, 11 and 12
- Home Economics 11 and 12
- Physical Education K to 7, 8 to 10, 11 and 12
- Resources Sciences: Forests 11 and 12
- Science and Technology 11
- Social Studies 8 to 10
- Technical and Professional Communications 12

Problem Solving

Neither PP nor CAPP have any learning outcomes containing the word “problem solving.” The following IRPs have one or more learning outcome containing the phrase “problem solving”:

- Calculus 12
- Carpentry and Joinery 11 and 12
- Drafting and Design 11 and 12
- Drama 8 to 10
- English Language Arts 8 to 10
- Essentials of Mathematics 10, 11, 12
- Information Technology 8 to 10, 11 and 12
- Mathematics K to 7
- Physical Education 11 and 12
- Principles of Mathematics 11 and 12
- Science K to 7
- Technology Education 8 to 10, 11 and 12

Respect

PP has zero learning outcomes containing the word “Respect”; CAPP has two. The following IRPs also have one or more learning outcome containing the word “respect”:

- B.C. First Nations Studies 12
- Communications 11 and 12
- Dance 8 to 10, 1 and 12
- Drama 8 to 10
- English Language Arts K to 7, 8 to 10, 11 and 12
- English Literature 12
- Fine Arts K to 7 (22 outcomes)
- Music 8 to 10, 11 and 12
- Physical Education K to 7, 8 to 19, 11 and 12
- Technical and Professional Communications 12
- Visual Arts 8 to 10

Responsible/Responsibility

PP has six learning outcomes containing the word “Responsible/Responsibility”; CAPP has five. The following IRPs also have one or more learning outcome containing the word “responsible” or “responsibility”:

- Automotive Technology 11 and 12
- B.C. First Nations Studies 12
- Biology 11 and 12
- Communications 11 and 12
- Dance 11 and 12
- Drafting and Design 11 and 12
- Drama 8 to 10, 11 and 12
- English Language Arts K to 7
- Fine Arts K to 7
- Home Economics 11 and 12
- Information Technology 11 and 12
- Law 12
- Music 11 and 12 (draft)
- Physical Education K to 7
- Science K to 7, 8 to 10
- Science and Technology 11
- Social Studies K to 7, 8 to 10, 11
- Technical and Professional Communications 12
- Technology Education 8 to 10, 11 and 12
- Visual Arts 8 to 20

Safety

PP and CAPP both have two learning outcomes containing the word “safety.” The following IRPs also have one or more learning outcome containing the word “safety”:

- Physical Education K to 7, 8 to 10
- Fine Arts K to 7, 8 to 10
- Science K to 7, 8 to 10
- Home Economics 11 and 12
- Information Technology 8 to 10
- Dance 11 and 12
- Chemistry 11 and 12
- Drafting and Design 11 and 12 (Draft)

Appendix 12

Description of Pre-service and In-Service Opportunities for PP/CAPP Teachers in B.C.

University of Victoria

Pre-service

The undergraduate program for teacher education does not currently have any “methods” courses for CAPP. The rationale for this, as explained by John Hannah who is responsible for secondary school teacher education, is that the College of Teachers does not recognize CAPP as a ‘Teachable Subject’. Currently, one plenary session is devoted to an overview and discussion of the CAPP curriculum. Mr. Hannah indicated that many of the prospective teachers wish to teach CAPP in their practicum, and they are allowed to do so, after giving priority to their “teachable subjects.”

In-service

The Diploma Program in Career and Personal Planning is offered as a 15-unit undergraduate level program. It is intended to provide teachers of Personal Planning K to 7 and Career and Personal Planning 8 to 12 with the knowledge, understanding, and skills needed to effectively deliver the curriculum in B.C. schools. Admission to the Diploma program normally requires an undergraduate degree and certification as a teacher. Courses are offered in Regular Session (on campus), Summer Session (on and off campus), Distance Delivery, and Off-Campus cohort formats. If there is sufficient interest and enrolment in a district or region, the entire Diploma Program may be offered off campus in that area.

The required courses are as follows:

- ED-D 417 Helping Relationships
- EITHER ED-D 444 Personal Development K-12
OR ED-D 433 Personal Planning: An Overview
AND ED-D 434 Personal Development -
Elementary Content
- ED-D 440 Teaching and Learning in Personal
Planning and CAPP
- ED-D 441 Approaches to Instruction and
Assessment in Personal Planning and CAPP
- ED-D 446A Career Awareness and Exploration
- ED-D 446B Career Development and Planning

The electives are:

- EDCI 336 (formerly ED-B 359)
Introduction to Instructional Technology
- EDCI 337 (formerly ED-B 360)
Educational Technology
- EDCI 339 (formerly ED-B 363)
Educational Applications of the Internet and
Networking Systems
- ED-D 338 Computers in the Classroom
- ED-D 414 Group Processes
- ED-D 435A Peer Helping: Training Issues
- ED-D 435B
Peer Helping: Program Implementation Issues
- ED-D 480
Approaches to Cross-Cultural Counselling
- ED-D 499 Professional Development

Simon Fraser University

Pre-service

SFU does not offer any methods courses that are specific to CAPP in either the pre-service (PDP) or B.Ed. Program, although some of the individual courses do refer extensively to CAPP (e.g., Counselling for the Classroom Teacher).

In-service

In collaboration with school districts SFU offers a range of in-service from single non-credit courses to a full 2-year diploma

SFU works collaboratively with school districts in developing in-service courses to meet specific district needs. SFU did offer a series of several CAPP courses in the early 1990s as part of the Tri-University roster. There have been no requests for CAPP-specific in-service, since the discontinuation of the Tri-university courses. Early literacy and other curricular areas have been the areas requested.

SFU offers 30-credit Graduate Diploma programs that takes two years to complete. They combine special topic courses tailored to a specific theme with opportunities for implementation and reflection through field studies. Each Diploma program is developed in collaboration with a school district or region, and has a focus on some aspect of teaching. Current Diploma programs are in areas such as Literacy, Special Education, Mathematics, Science, Social Studies/Critical Thinking, and Teaching and Learning with Information Technologies.

SFU is presently in the process of planning a Diploma with the Surrey School District having a focus on healthy schools. This incorporates a strong CAPP component, especially in the area of student leadership development. This is expected to begin program in the fall of 2001. The course will focus more on developing processes than on CAPP content.

An on-line Diploma program called CAPP in Action, was begun but funding ran out before completion. The Ministry provided a very small amount for course development at that time. SFU has expressed a willingness to work with districts or regions to design a Personal Planning/CAPP Diploma, using some of the materials that we have already developed, especially now that they have a model for distance delivery that works effectively. There has not been a demand for CAPP demonstrated to date.

University of British Columbia

Pre-service

The Bachelor of Education program does not currently have any methods courses specifically directed at PP/CAPP; rather they have a courses in health education and counselling psychology Dr. Harry Hubball indicated that one possible reason for this is the perception of “politics” attached to CAPP. Health education is universal whereas CAPP as a course may not be permanent.

The courses that deal with health education including their descriptions are : EDUC 306 Curriculum & Instruction in Health Education is an introduction to health education/promotion programs and policies in school settings. Particular emphasis is placed on the Personal Planning/Career and Personal Planning curriculum as a vehicle for addressing the health knowledge, attitudes and behaviours of youth within schools. EDUC 307 Health Education and Promotion deals with history, goals, major concepts and practices in school and non-school settings. EDUC 308 Issues in Health Education deals with contemporary health issues of relevance for educational theory and practice.

In addition to health topics, career and guidance topics are covered in the following courses: CNPS 312 Career Education for Teachers is an introduction to career education practices and standards program content, and principles for the design of career education programs. CNPS 362 Basic Interviewing Skills deals with the development of basic interviewing skills for counselling and guidance. CNPS 363 Career Counselling provides a critical survey of career counselling theory and practice. CNPS 426 The Role of the Teacher in Guidance is designed to assist the teacher in understanding and using guidance techniques for day-to-day use in the classroom. The emphasis will be on techniques for working with people towards better self-understanding and better perspectives of alternatives. CNPS

427 Guidance: Planning and Decision-making deals with the work of the beginning counsellor and guidance worker in assisting students with educational, vocational, and personal planning and decision-making. CNPS 504 Elementary School Counselling focusses on the theory and practice of elementary school counselling and CNPS 514 Counselling Adolescents deals with the theory, research, and practice of counselling adolescents.

In-service

UBC offers a Diploma in Education, designed as an in-service program for already qualified teachers and others working in educational situations, but it does not attempt to encompass initial teacher preparation. Fields of specialization which appear to have applicability for PP/CAPP teachers are: and Health Education HLED-0872 and Guidance Studies GUID-0494. In addition, there are career counselling and guidance courses available through Continuing Professional Education (Independent Study).

Malaspina College

In-service

The Faculty of Education offers a Post-Degree Diploma to develop the understandings, skills, attitudes, and competencies necessary to deliver a successful Personal Planning and CAPP curriculum. The program is designed for practising CAPP teachers interested in professional development, as well as for those wishing to add CAPP as a teaching area. The program consists of three courses, three credits each:

EDPD 581 Special Topics; Foundations of Exemplary Practice (CAPP). This course focusses on an examination of K-7 Personal Planning and 8-12 CAPP curriculum and ways for effective delivery.

EDPD 580 Special Topics: Foundations of Research of Practice. This course focusses on systematic inquiry into teaching and learning of PP and CAPP, with an emphasis on action research.

EDPD 582 Special Topics: Investigation of Practice (CAPP). Design, implementation and analysis of a curricular application involving PP or CAPP, working individually or in a small group with a mentor.

British Columbia Teachers' Federation (BCTF)

In-service

The BCTF provides professional development support to members in a variety of ways:

Professional Development Division produces The Professional Development Services Book which is a guide to the workshops, programs and services offered by the BCTF. It also contains references to policies and issues of professional and educational interest.

The BCTF includes 33 Provincial Specialist Associations (PSAs). PSAs are channels for members to exchange ideas on research, teaching strategies, curriculum development, and other shared interests. There are no PSAs specifically related to PP/CAPP. However, there are the following PSAs which have applicability:

- B.C. Business Education Association
- B.C. School Counsellors' Association
- B.C. Teachers for Peace and Global Education
- Educators Against Racism
- Teachers of Home Economics Specialist Association

The Lesson Aids Catalogue can be searched to find classroom materials prepared by teachers for teachers. There are 36 lesson aids currently that support either PP or CAPP.

The following chart summarizes current teacher training opportunities:

	Pre-service	In-service	Comments
UVic	<p>One plenary session is devoted to an overview and discussion of the CAPP curriculum.</p> <p>Many prospective teachers wish to teach CAPP in their practicum, and are allowed to do so, after giving priority to their “teachable subjects”</p>	<p>The Diploma Program in Career and Personal Planning is offered as a 15-unit undergraduate level program. Consists of 6 required courses and 9 approved electives (need 1-2 electives depending on number of units) Courses are offered in Regular Session (on campus), Summer Session (on and off campus), Distance Delivery, and Off-Campus cohort formats.</p>	<ul style="list-style-type: none"> • Undergraduate program for teacher education does not currently have any “methods” courses for PP/CAPP • The College of Teachers does not recognize CAPP as a ‘Teachable Subject’. • If there is sufficient interest and enrolment in a district or region, the entire Diploma Program may be offered off campus in that area.
SFU	<p>No methods courses specific to CAPP in either the pre-service (PDP) or B.Ed. Program, although some of the individual courses do refer extensively to CAPP (e.g., Counselling for the Classroom Teacher).</p>	<p>In the process of planning a Diploma with the Surrey School District having a focus on healthy schools. Will incorporate a CAPP component, especially in the area of student leadership development. expected to begin fall of 2001 course will focus more on developing processes than on CAPP content</p>	<p>A willingness to work with districts or regions to design a Personal Planning/CAPP Diploma, using a model for distance delivery that works effectively. There has not been a demand for CAPP demonstrated to date</p>
UBC	<p>There are no methods courses that are CAPP specific. However there are courses in both Health education (EDUC 306, 307, 308) and career and guidance education (CNPS 312, 362, 363, 426, 427, 504, 514)</p>	<ul style="list-style-type: none"> • Diploma in Education specializing in Health Education HLED-0872 or Guidance Studies GUID-0494 • Career counselling and guidance courses available through Continuing Professional Education (Independent Study). 	<ul style="list-style-type: none"> • No methods courses specifically directed at PP/CAPP; rather they have a courses in health education and counselling • Perception of “politics” attached to CAPP. Health education is universal whereas CAPP as a course may not be permanent
Malaspina	n/a	<ul style="list-style-type: none"> • Post-degree Diploma with a specific focus on PP/CAPP. • Three courses, three credits each: <ul style="list-style-type: none"> • Foundations of Exemplary Practice (CAPP) • Foundations of Research Practice (CAPP) • Investigations of Practice (CAPP) 	<ul style="list-style-type: none"> • Specifically designed for practising PP/CAPP teachers • Also suitable for teachers who wish to add PP/CAPP as a new teaching area.
BCTF	n/a	<ul style="list-style-type: none"> • Workshops 2000-2001: many of these workshops link to PP/CAPP topics or issues, e.g., Beyond Words (Creating Racism Free Schools for Aboriginal Learners) Dealing with Homophobia; Racism-Free Schools, Keeping Teens Safe, Strategies for Multicultural and Racial Unity in Secondary Schools, Transforming, Teaching Controversial Issues, etc. • Lesson Aids Catalogue: 36 lesson aids currently that support either PP or CAPP 	<ul style="list-style-type: none"> • No PSA specific to PP/CAPP • B.C. School Counsellors' Association • B.C. Teachers for Peace and Global Education • Educators Against Racism • Teachers of Home Economics Specialist Association • B.C. Business Education Association

Appendix 13

Recommendations from the 1996 Working Committee on Curriculum Implementation for PP/CAPP

Course Intent

- That the Minister of Education make a statement of support for, and commitment to, the continuation of the CAPP program that reflects the input of partners, and includes responses gathered at the B.C. Student Voice Youth Forums '96. That each partner group also publicly express that same support and commitment to their members.
- That the Ministry of Education clarify and communicate, the purposes, intentions and relevance of the CAPP program to students, teachers, parents and the community-at-large. This clarity should become part of all communications and in-service.
- That the Ministry encourage districts to locally help clarify and communicate the purposes, intentions and relevance of the CAPP program.
- That the Ministry re-confirm the challenge and equivalency policy for CAPP will come into effect September 1997, and that this opportunity be communicated to students.
- That CAPP's status as a mandatory course remain, but that the impact of the new graduation requirements be reviewed in two to three years.

Course Content

- That the CAPP IRP be reviewed in order to sequence content to: eliminate unnecessary repetition between grades; and better match content with the age groups to which it is being delivered.
- That the review also minimize repetition from one year to another of the learning resources that are cited.
- That students and parents be included in this review.

Evaluation and Reporting

- That the criteria for evaluation of students in CAPP be clearly stated and communicated to students.
- That those criteria need to be communicated to students in a timely manner.
- That the requirement for a letter grade in relation to the program be retained for the time being. That the appropriateness of letter grades be reviewed once there is more experience with the program (especially in Personal Planning, Grades 4 to 7).

Parent and Community Involvement

That the Ministry encourage district to communicate/share information in regard to the CAPP program and provide maximum opportunities for community involvement (parents, business, labour).

Teacher Preparation

- That a CAPP component be introduced in B.C. teacher education programs in order to ensure the appropriate preparation of new teachers.
- That CAPP be taught by teachers who are interested and/or have a background in the program and that they have access to in-service training opportunities.
- That in-service training be modeled on the "principles of learning", with particular emphasis on the purposes of the program, the methods of delivery inherent in it, and methods of student assessment and evaluation.
- That in-service training be focused on the school level.
- That the primary facilitators for in-service be educators who have expertise in understanding the program content and delivery models of CAPP. In-service should also use community resources (e.g. business, labour, etc.) in order to model, and familiarize people with, the opportunities this involvement provides.
- That the Ministry give priority to the CAPP program in its overall in-service training plan.

Course Delivery

- That CAPP remain a separate subject for the purposes of program design and student assessment but that opportunities for integration with other subjects that may enhance program delivery not be dismissed.
- That while content, skills and processes must be covered, it is recommended that there continue to be flexibility in the implementation and delivery model. No one delivery model should be recommended.
- That the Ministry encourage timetabling by schools which minimizes the impact on students' ability to choose electives.

Appendix 14

B.C. Youth Parliament Private Members Resolution

At the December, 2000 meeting of the British Columbia Youth Parliament, the following Private Members Resolution was introduced and carried by the members of the Youth Parliament:

PMR #2 - ROAD SAFETY CURRICULUM IN SCHOOLS

WHEREAS car crashes are reported to be the number one killer of youth ages 1-25 years;

AND WHEREAS youth are eligible to obtain a drivers' permit at the age of 16;

AND WHEREAS many people believe that elementary school children must be educated about road safety;

AND WHEREAS road safety has been recommended by the Ministry of Education to be a learning outcome in each specific Grade 8-12 in the Career and Personal Planning Program at the next curriculum change (expected fall of 2002);

THEREFORE BE IT RESOLVED THAT:

1. The 72nd British Columbia Youth Parliament support
 - (a) the introduction of road safety into Grade 8 - 12 Career and Personal Planning Curriculum by September 2001, and
 - (b) that the Ministry of Education examine the introduction of road safety curriculum into elementary schools and implement this curriculum at the earliest possible time.
2. The Provincial Secretary communicate this position to
 - (a) The Premier of British Columbia,
 - (b) The Minister of Education of British Columbia,
 - (c) The Minister Responsible for the Insurance Corporation of British Columbia, and
 - (d) The British Columbia Teachers Federation.

CARRIED

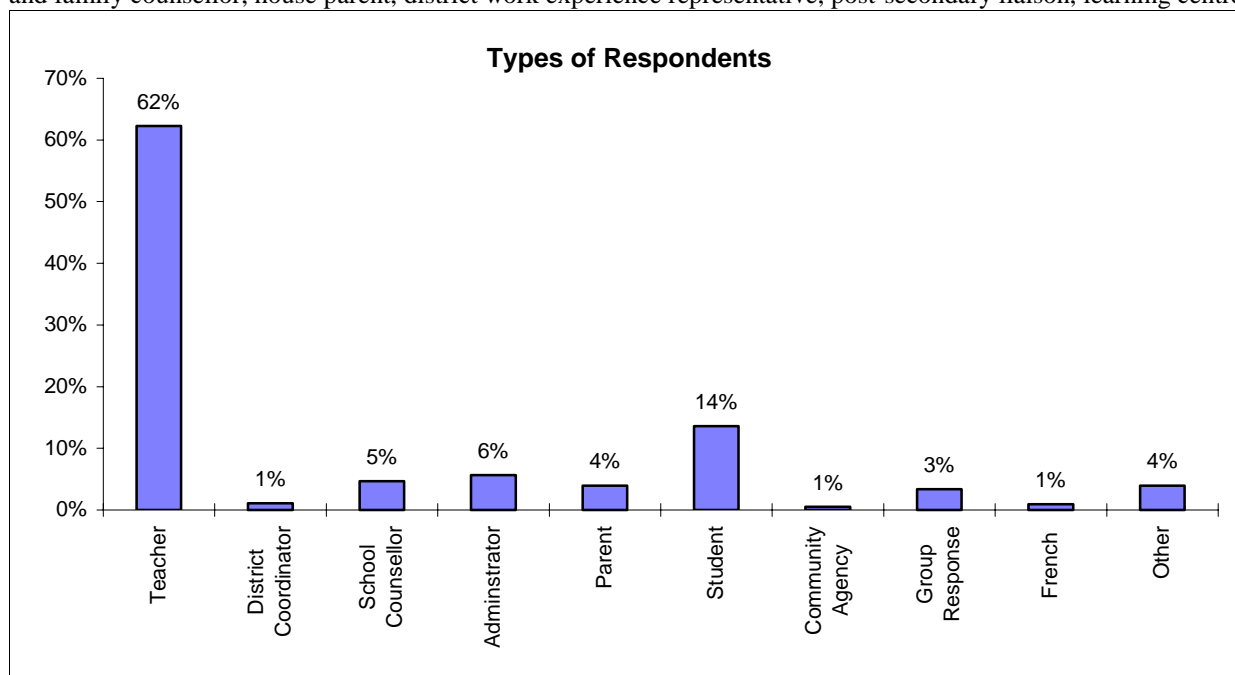
Appendix 2

PP/CAPP Provincial Survey Results

Demographics of Questionnaire Respondents

Although one survey was distributed for the K to 12 system, respondents indicated whether they were responding to either the K to 7 IRP or the 8 to 12 IRP. The survey also asked respondents to identify whether they were teachers, administrators, school counsellors, parents, students, or represented a community agency. There was also an opportunity to indicate a group response. The French surveys were translated and entered into the same database as the English surveys.

Total number of surveys received = 1156. (Personal Planning K to 7 = 606; Career and Personal Planning 8 to 12 = 583; both = 32). The majority of the respondents were teachers. The community agencies represented were public health nurses, the Alcohol Drug Education Service, and a community nutritionist. Those who indicated “other” were various: librarian, assistant professor, youth and family counsellor, house parent, district work experience representative, post-secondary liaison, learning centre teacher and so on.



Other Demographic Data

If teachers, respondents were requested to indicate their current teaching assignment, how many years they have been teaching, in which school district they teach, in what type of school they teach and the size of the school. The following tables and graphs display the results of this information.

Districts Represented

School District	K-7 respondents	8-12 respondents	Total
5 – Southeast Kootenay	17	1	18
6 – Rocky Mountain	11	0	11
8 – Kootenay Lake	4	1	4
10 – Arrow Lakes	-	-	-
19 – Revelstoke	-	1	1
20 – Kootenay – Columbia	2	3	5
22 – Vernon	18	15	32
23 – Central Okanagan	24	13	34
27 – Cariboo-Chilcotin	2	2	3
28 – Quesnel	3	-	3
33 – Chilliwack	18	11	26
34 – Abbotsford	5	4	8
35 – Langley	18	133	151
36 – Surrey	22	13	35
37 – Delta	7	3	10
38 – Richmond	20	16	35
39 – Vancouver	26	26	52
40 – New Westminster	18	7	25
41 – Burnaby	25	2	27
42 – Maple Ridge – Pitt Meadows	5	4	9
43 – Coquitlam	49	16	53
44 – North Vancouver	29	13	42
45 – West Vancouver	23	4	26
46 – Sunshine Coast	2	78	80
47 – Powell River	11	4	14
48 – Howe Sound	1	1	2
49 – Central Coast	-	1	1
50 – Haida Gwaii/Queen Charlotte	-	1	1
51 – Boundary	-	-	-
52 – Prince Rupert	-	3	3
53 – Okanagan Similkameen	3	1	4
54 – Bulkley Valley	3		3
57 – Prince George	10	14	24
58 – Nicola-Similkameen	4	2	6
59 – Peace River South	2	1	3
60 – Peace River North	1	12	13
61 – Greater Victoria	9	20	29
62 – Sooke	4	2	6
63 – Saanich	8	7	12
64 – Gulf Islands	1		1
67 – Okanagan Skaha	-	7	7
68 – Nanaimo – Ladysmith	16	7	23
69 – Qualicum	3	3	5
70 – Alberni	2	5	6
71 – Comox Valley	3	4	6
72 – Campbell River	3	3	6

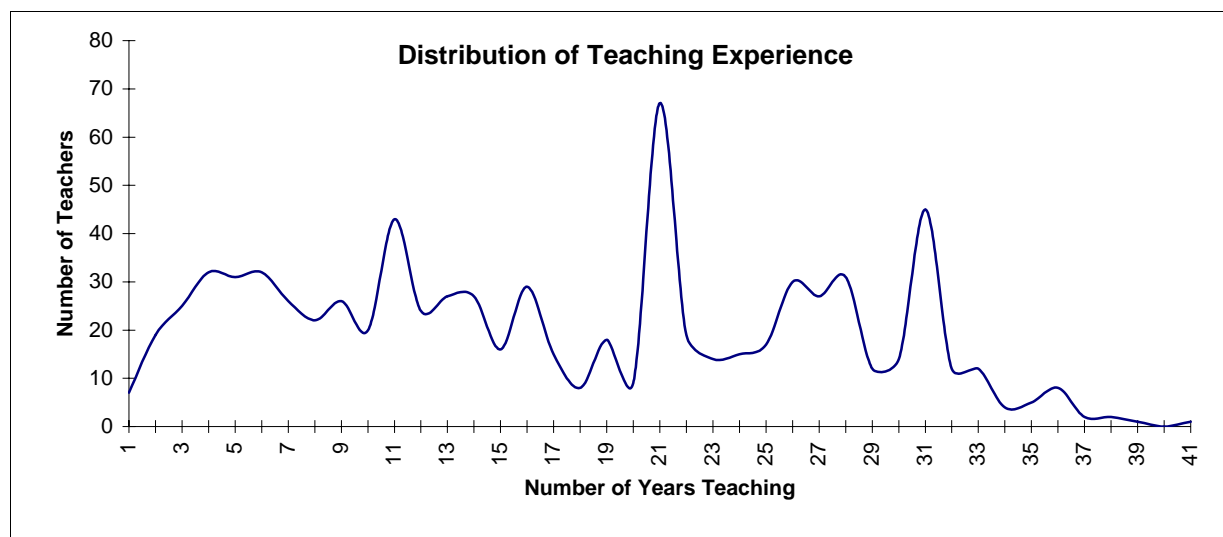
District Represented

School District	K-7 respondents	8-12 respondents	Total
73 – Kamloops/Thompson	16	17	33
74 – Gold Trail	2	-	2
75 – Mission	2	3	5
78 – Fraser-Cascade	3	4	6
79 – Cowichan Valley	3	6	8
81 – Fort Nelson	-	1	1
82 – Coast Mountains	3	2	5
83 – North Okanagan-Shuswap	5	16	21
84 – Vancouver Island West	-	-	-
85 – Vancouver Island North	-	2	2
87 – Stikine	-	-	-
91 – Nechako Lakes	2	1	3
92 – Nisga'a	-	1	1
93 – Francophone Education Authority	3	1	4
Independent Schools	121	42	161
No School District named	31	34	58
Total	606	582	1156

There were 964 respondents who indicated that they taught in a Public School, 161 in independent Schools and 6 in First Nations Schools. The number responding to both the K to 7 and the 8 to 12 IRP was 32.

Teaching Experience

The number of years of teaching experience amongst the questionnaire respondents ranged from a few months to 40 years with a mean of 16 years of teaching experience.



Size of School

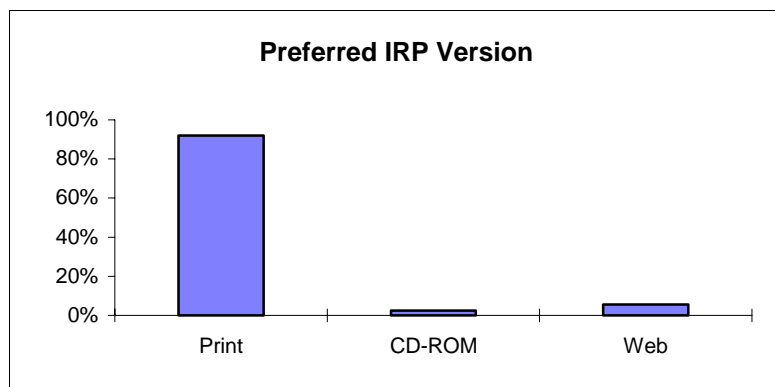
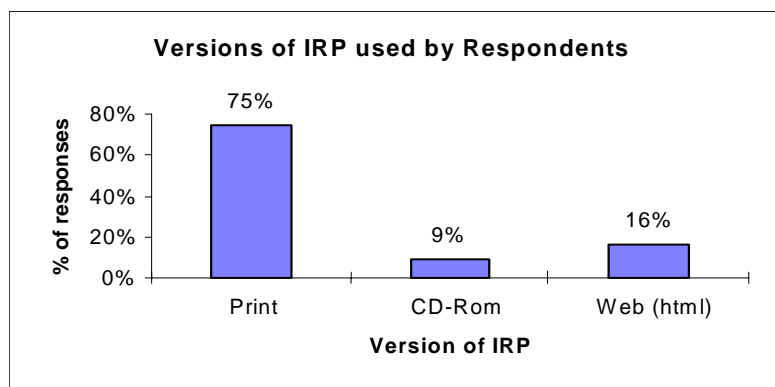
Respondents were asked to indicate the size of the school where they worked. The majority teach in medium-sized schools of 101 to 500 students.

Size of School	% of respondents
Small (less than 100 students)	6%
Medium (101 to 500 students)	57%
Large (over 500 students)	36%

General IRP Questions

All of the surveys for the various curricula share a common first page with questions related to the IRPs in general. An analysis of the responses to these common questions follows.

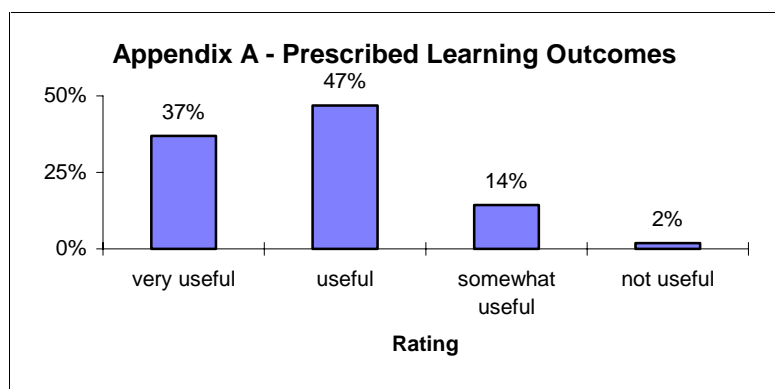
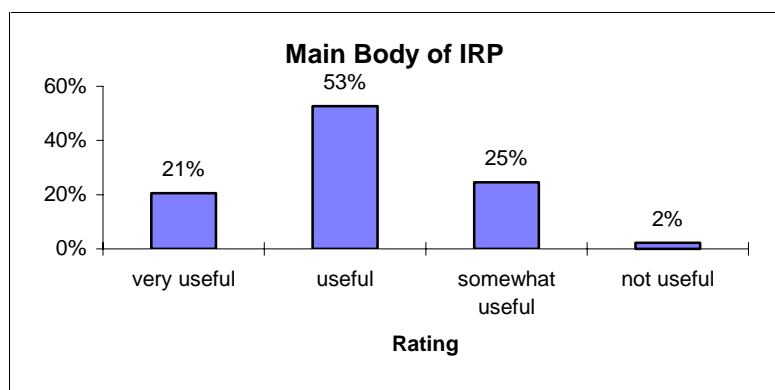
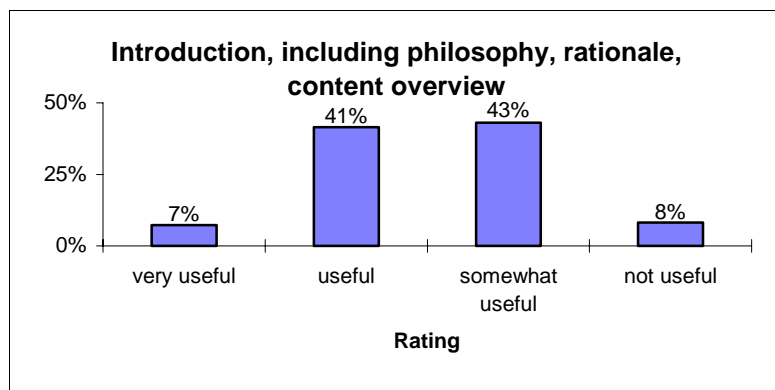
Respondents were asked to indicate the IRP versions (print, CD-ROM and Web (html)) that they have used and the version of the IRP that they prefer to use. There was overwhelming support for the print version of the IRP as indicated in the graphs below.

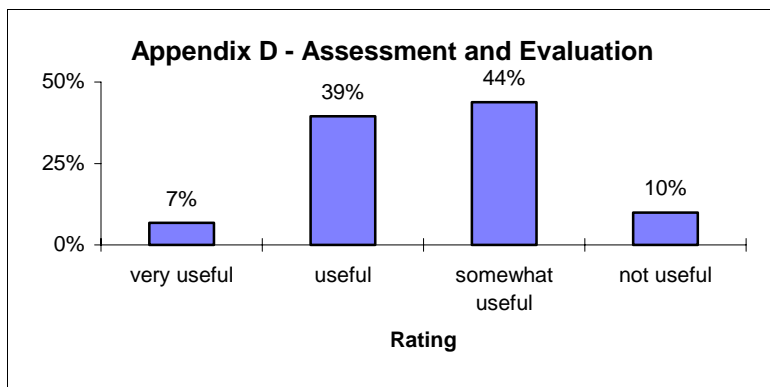
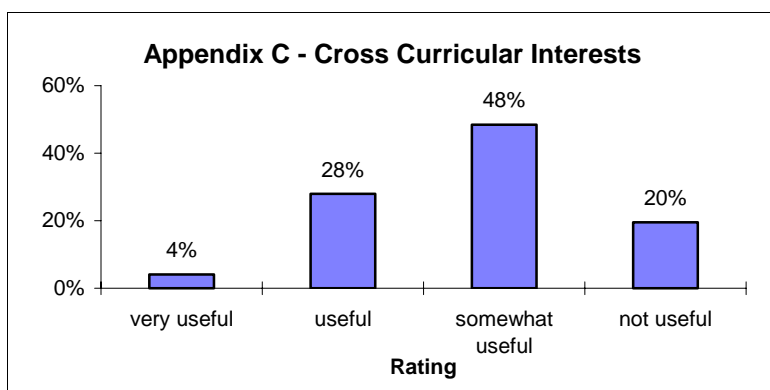
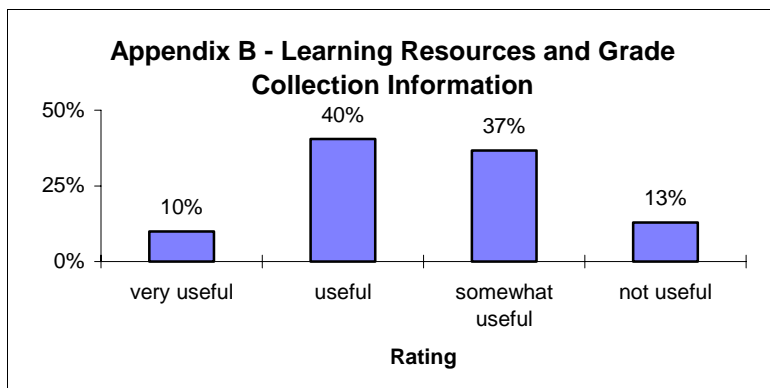


Rating of General IRP Components

Respondents to the questionnaire were asked to rate the different components of IRPs in general. Findings show that Appendix A which lists the prescribed learning outcomes was considered either useful or very useful by the largest number of respondents (671), with the main body being the second choice (585). The introduction to the IRP and Appendix B and D received similar ratings for usefulness. Appendix C which contains cross-curricular interests received the highest “not useful” rating of 27%. Previous studies have indicated that Appendix C is considered to be the least useful part of the IRP and it will not be included in future IRP revisions.

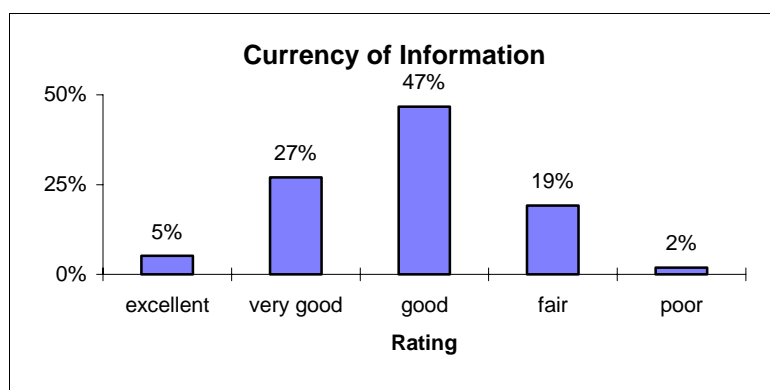
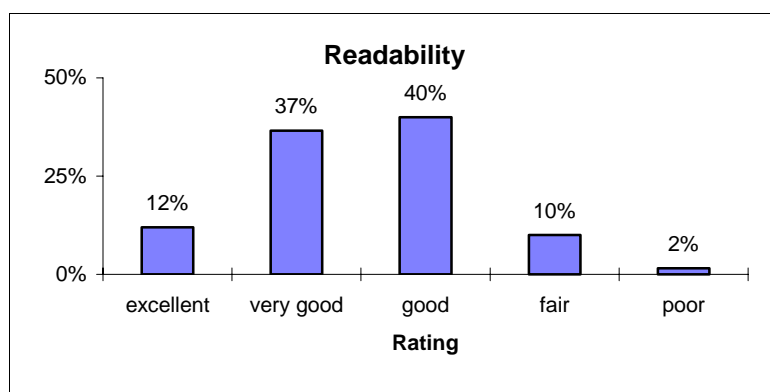
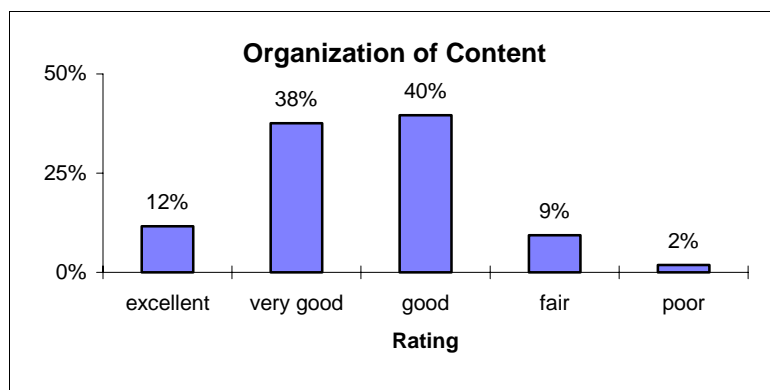
A graphical representation follows.

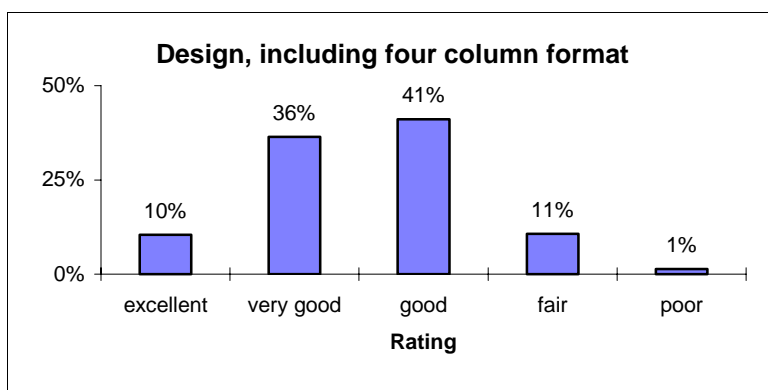
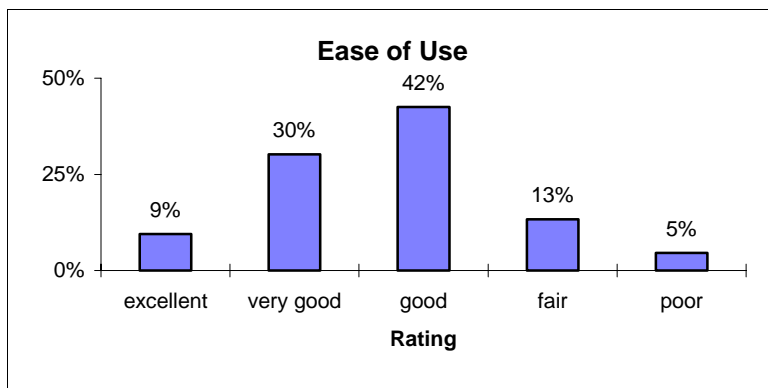




Rating of General IRP elements

The graphs included below indicate how respondents rated different elements of the IRPs. There appears to be general consensus among the respondents in regards to the organization of the content, the readability of the IRPs and the design. In comparison to the previously mentioned three elements, respondents were not quite as satisfied with the ease of use and the currency of the IRPs.



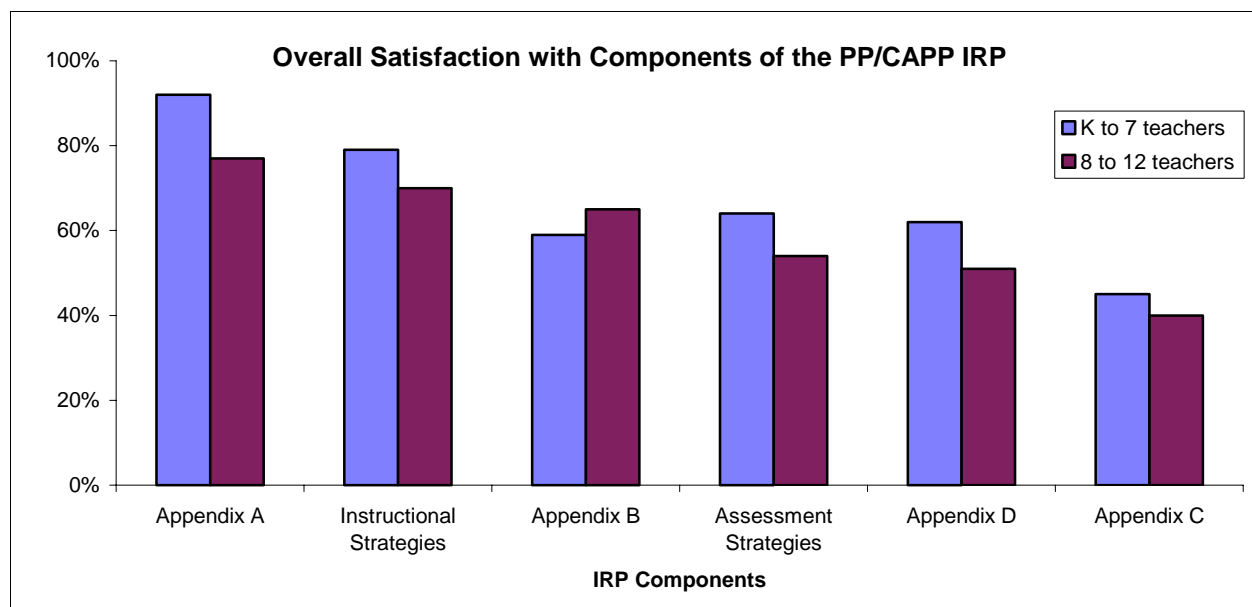


This completes the analysis of the questions regarding the different components of the IRP. What follows is an analysis of the questions directed towards the Personal Planning/Career and Personal Planning IRPs.

Usefulness of Personal Planning K to 7 and Career and Personal Planning 8 to 12 IRP Components

Respondents were asked to comment on the usefulness of certain sections of the Personal Planning K to 7 and Career and Personal Planning 8 to 12 Integrated Resource Packages (IRPs).

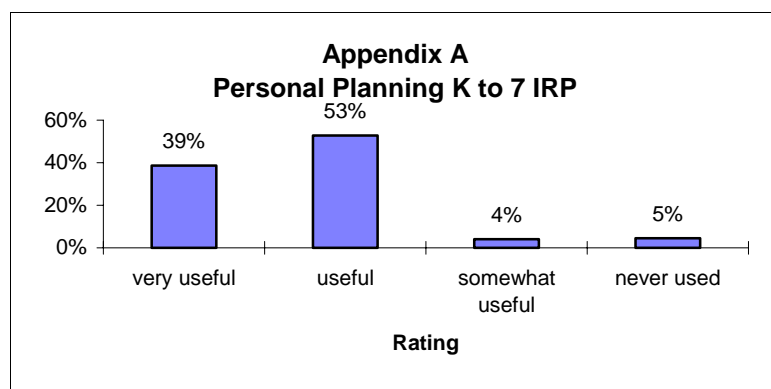
Overall, teachers are slightly more satisfied with the components of the K to 7 IRP than the 8 to 12 IRP. Both K to 7 and 8 to 12 teachers find Appendix A to be the most useful and Appendix C the least useful. The second most satisfactory component of both the K to 7 and 8 to 12 IRP is the Instructional Strategies.



Component Ratings Presented in Order of Popularity: Personal Planning K to 7 IRP

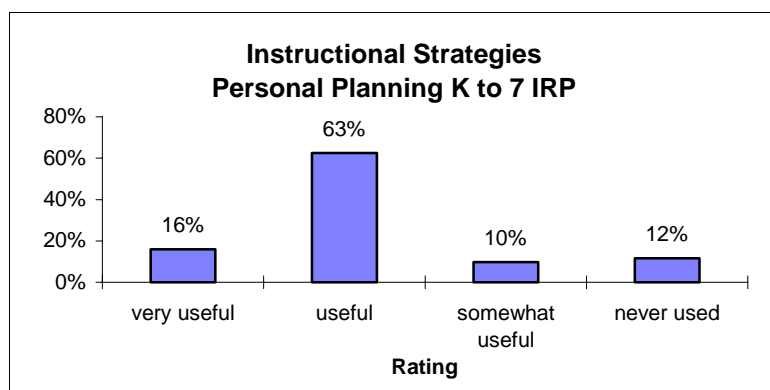
Appendix A

Appendix A was considered by 92% of the respondents to be either very useful or useful. There were some suggestions to have it organized by grade level, and some teachers indicated that they have created their own “scope and sequence charts”.



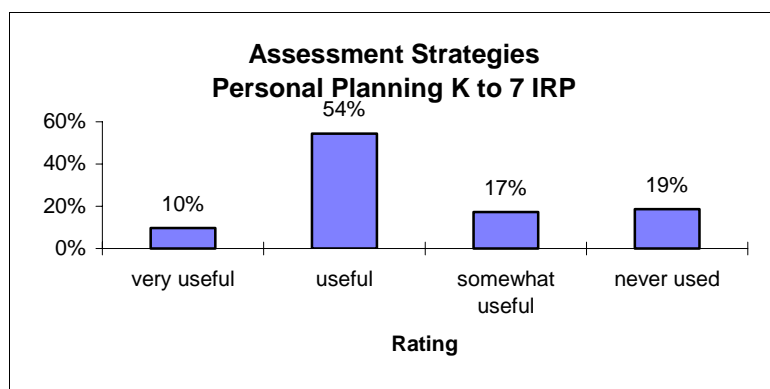
Instructional Strategies

This component was also well-rated by teachers; 79% of K to 7 teachers found it to be either very useful or useful. Comments reflect a request for “more variety” or to have the instructional strategies be “more developed”.



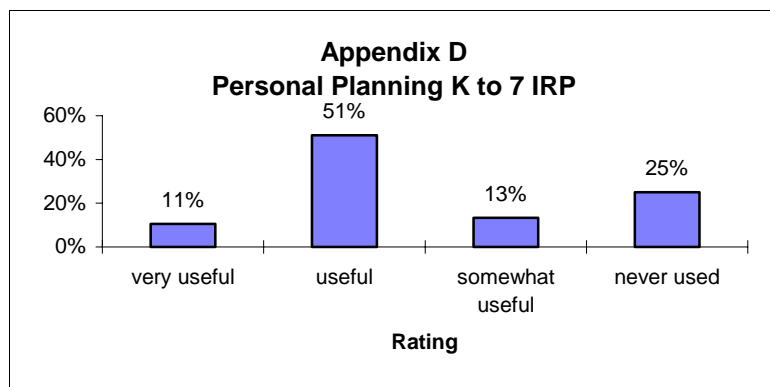
Assessment Strategies

No strong consensus was evident in this section. Comments ranged from “quite extensive” to “too few”. Some respondents commented that the assessment strategies were too time consuming.



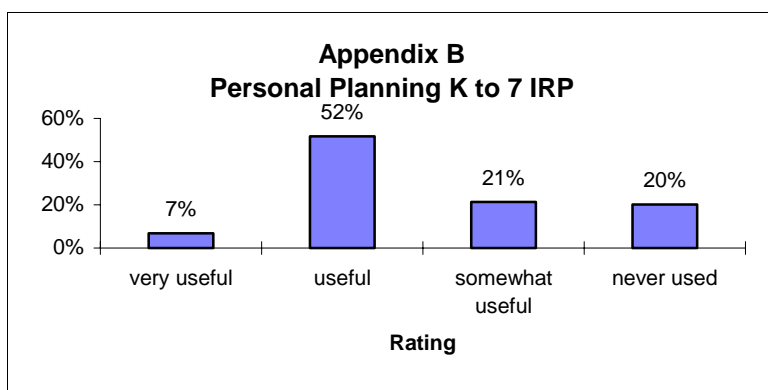
Appendix D

Comments were varied; generally there were requests for more strategies and/or more variety.



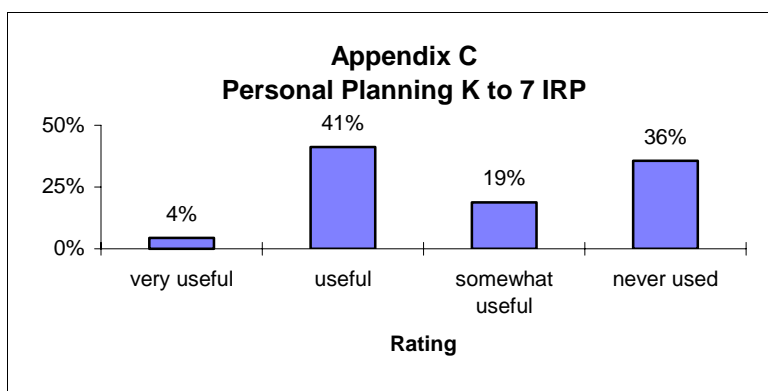
Appendix B

A number of comments referred to lack of availability and lack of funding. Several teachers noted that the resources are often out of print or difficult to get.



Appendix C

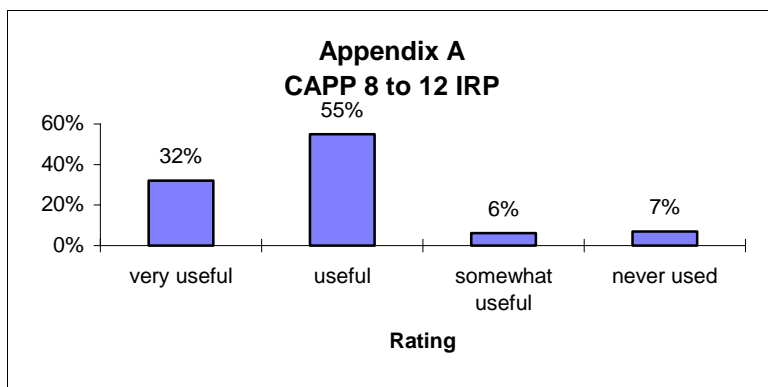
This was considered to be the least useful component by respondents.



Component Ratings Presented in Order of Popularity: Career and Personal Planning 8 to 12

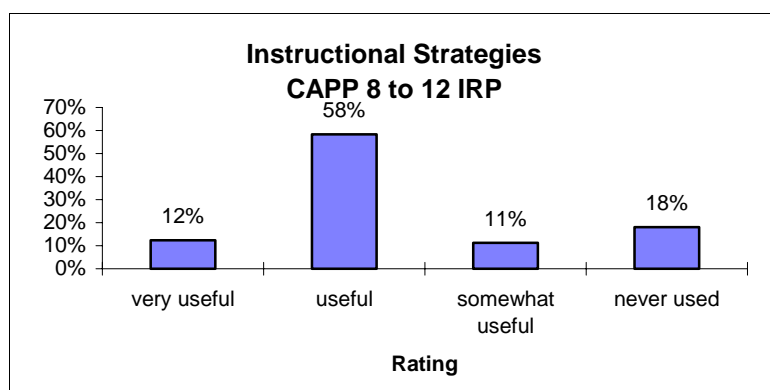
Appendix A

Appendix A was considered by 77% of the respondents to be either very useful or useful. There were some suggestions to have it organized by grade level, particularly as a check list, and some teachers indicated that they have created their own “scope and sequence charts”.



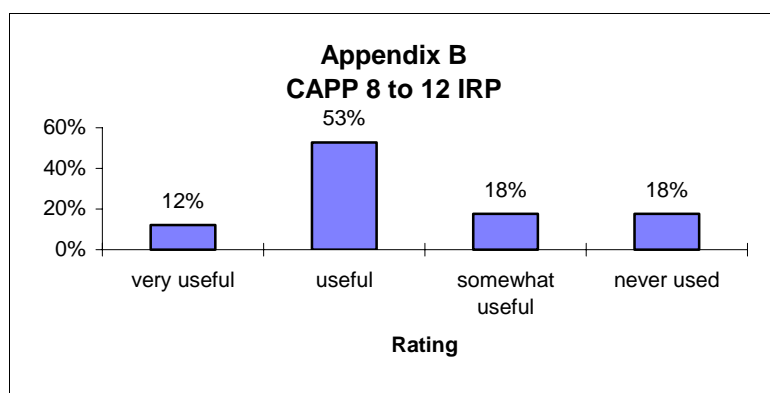
Instructional Strategies

This component was also well-rated by teachers; 70% of 8 to 12 teachers found it to be either very useful or useful. Similarly to K to 7, comments reflect a request for “more variety” or to have the instructional strategies be “more developed”.



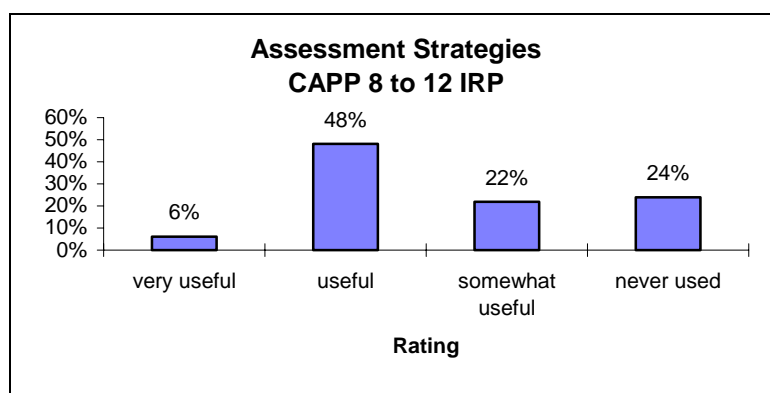
Appendix B

A recurring theme noted in the comments is that the resources need updating.



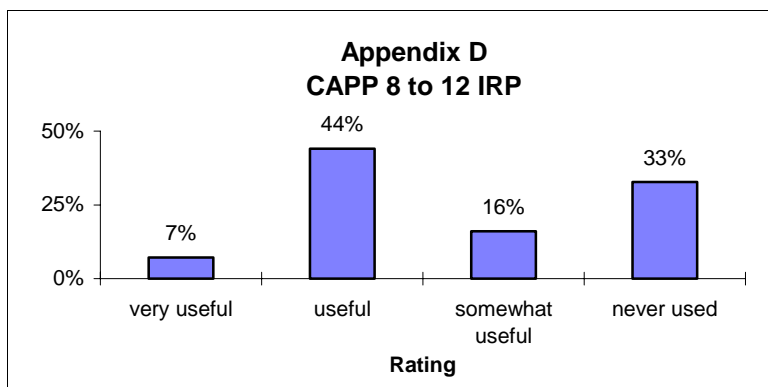
Assessment Strategies

No consistent theme regarding assessment strategies emerged from the comments.

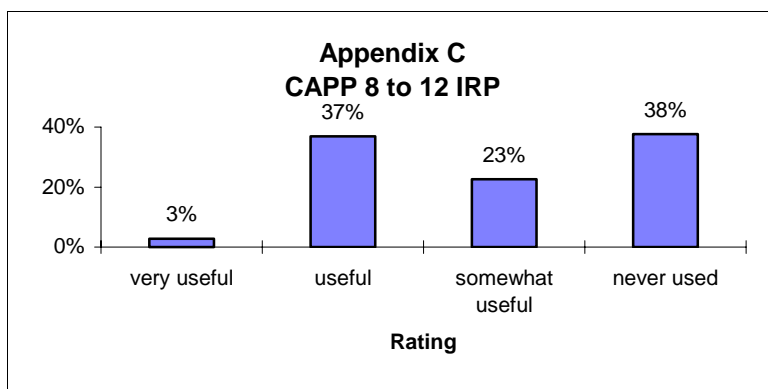


Appendix D

Comments reflected a desire for more samples. One suggestion was to have the additional samples available online.

*Appendix C*

This was considered to be the least useful component by respondents.

**Curriculum Organizers**

Respondents were asked to note the grades for which the curriculum organizers should receive emphasis.

Personal Planning K to 7

Generally, respondents felt that Healthy Living and Safety and Injury Prevention should receive the most emphasis overall, and that this should be from Kindergarten to Grade 7. The curriculum organizer identified as being the most important for K/1 students was Child Abuse Prevention, with emphasis decreasing slightly to Grade 7.

It was suggested that Career Development receive much less emphasis for elementary students, particularly from Grades K to 5. Substance Abuse Prevention should receive less emphasis in the primary grades, with the focus being Grade 6 and 7. The Planning process should also receive less emphasis in the primary grades. Family Life Education should receive less emphasis from Kindergarten to Grade 4.

Emphasis on Mental Well-being was noted as moderate, with a slight increase from Kindergarten to Grade 7.

A small number of respondents suggested removing one or more of the curriculum organizers, as follows:

Planning Process - 9; Career Development - 27; Child Abuse Prevention - 10; Family Life Education - 9; Healthy Living - 7; Mental Well-being - 10; Safety and Injury Prevention - 6; Substance Abuse Prevention - 11.

A number of respondents indicated that all of the areas in the curriculum are important but it is difficult to find time to cover them all adequately.

Career and Personal Planning 8 to 12

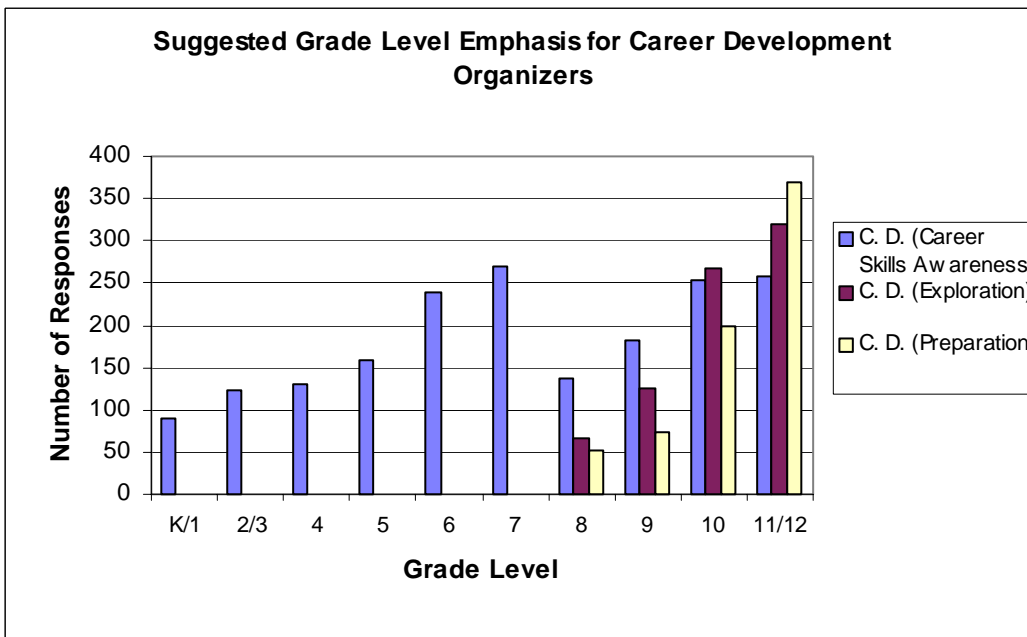
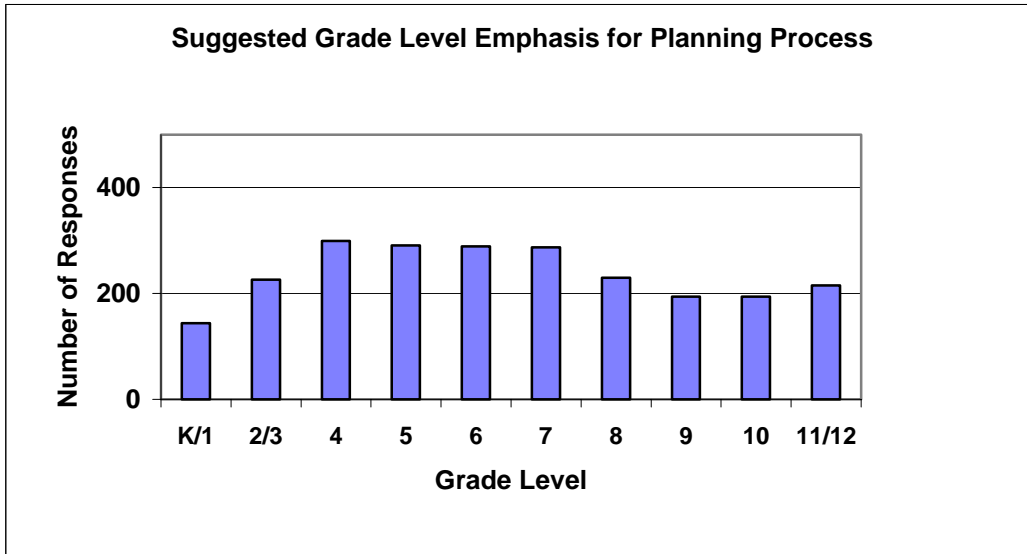
In the Grade 8 to 12 IRP, Career Development is further subdivided into 3 sections: Awareness, Exploration and Preparation. Respondents felt strongly that Exploration and Preparation were not as important for Grade 8 and 9 but very important for Grades 11

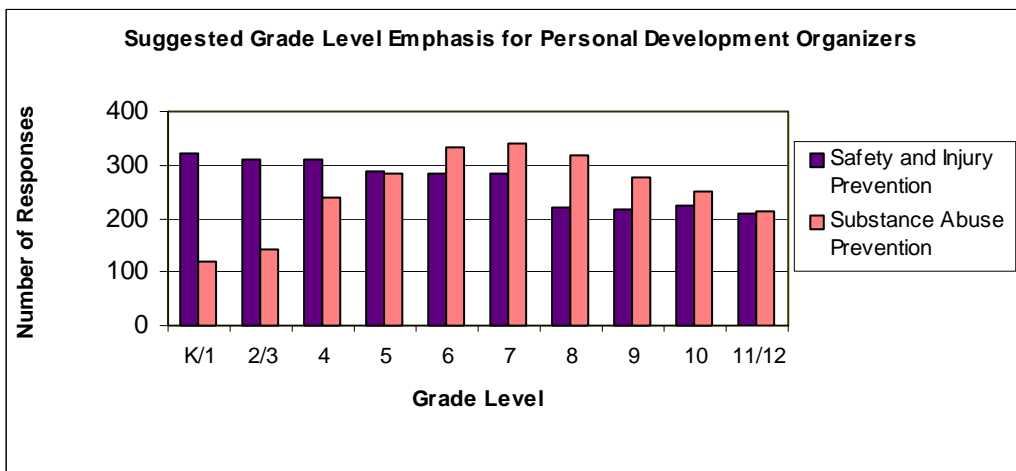
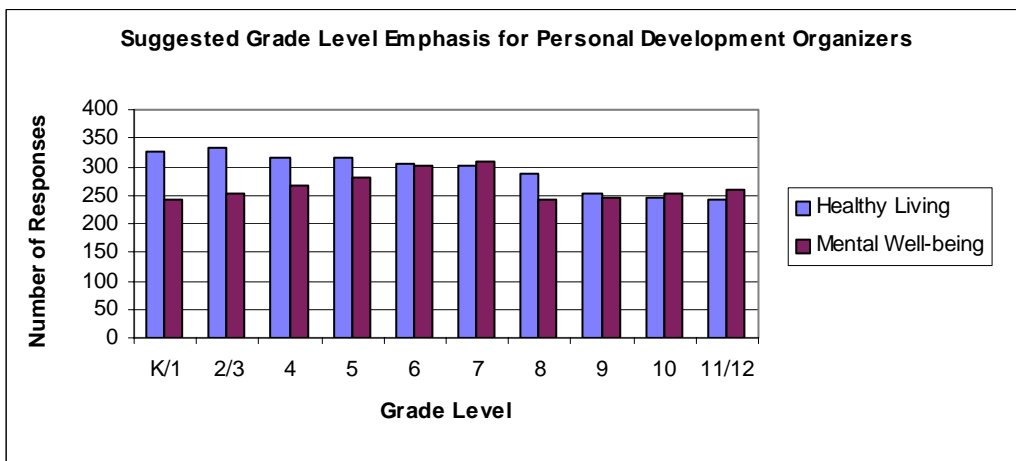
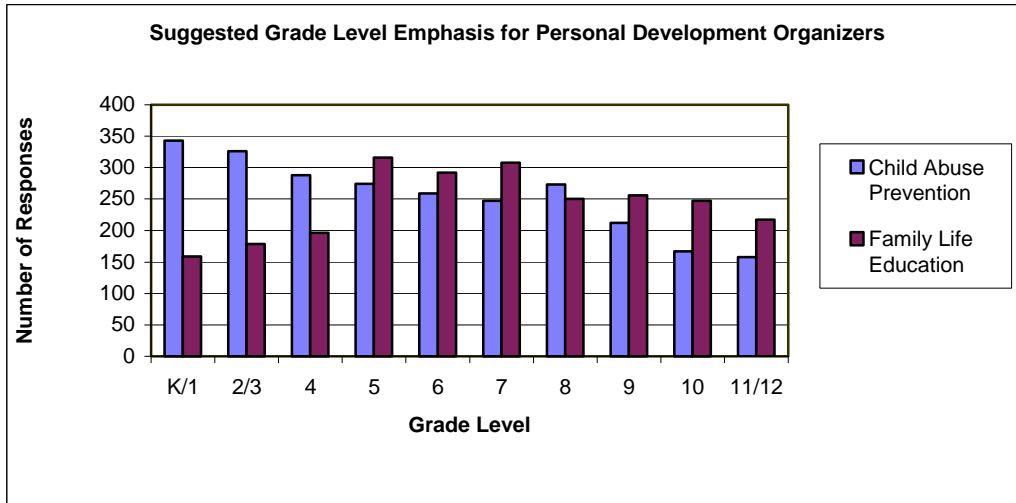
and 12. Little difference among grade levels was observed for the other organizers, although there was slightly more emphasis given to the importance of Child Abuse Prevention and Substance Abuse Prevention in Grade 8, with this emphasis declining in Grades 11 and 12.

A small number of respondents suggested removing one or more of the curriculum organizers, as follows:

Planning Process - 6; Career Development (Awareness) - 6; Career Development (Exploration) - 7; Career Development (Preparation) - 6; Child Abuse Prevention - 11; Family Life Education - 10; Healthy Living - 12; Mental Well-being - 12; Safety and Injury Prevention - 11; Substance Abuse Prevention - 7.

The following graphs show the suggested emphasis for the various curriculum organizers.





Topics to Be Added, Emphasized, De-emphasized or Removed

Respondents were given the opportunity to indicate whether specific topics should be added, emphasized, de-emphasized or removed from the various curriculum organizers.

Suggestions were usually made singly, by only one respondent, with the following exceptions:

Personal Planning K to 7

- Topics related to bullying. Several respondents suggested that this be added to either Child Abuse Prevention, Mental Well-being, or Safety and Injury Prevention. It should be noted that learning outcomes dealing with anger management, relationship skills including empathy, and components of safe schools already exist within the curriculum.
- Topics related to goal setting, nutrition, basic first aid, assertiveness, and substance abuse. Several respondents felt that these topics should receive emphasis.
- Learning outcomes related to human sexuality and reproduction. Several respondents felt that these should be de-emphasized for primary students. A small number of respondents suggested that these topics are better taught by parents.

Career and Personal Planning 8 to 12

- More emphasis was suggested for topics related to sexuality education, healthy relationships and lifestyles, bullying, substance abuse prevention, time management, and risk-taking behaviour
- Topics related to money management were to be added and/or emphasized
- Safe driving. The addition of this topic has been proposed by some parents, by ICBC, and as a recommendation from a Coroner's Report.

The following tables provide the specific responses. Bold font indicates responses mentioned more than once. In no cases were responses mentioned more than 5 times.

Suggested Topics To Be Added to the Curriculum Organizers for PP K to 7

Curriculum Organizer	K/1	2/3	4	5	6	7	
Planning Process	<ul style="list-style-type: none"> • brain based learning research • awareness of the environment, such as not littering 	<ul style="list-style-type: none"> • brain based learning research • plan their use of time according to interests • relate support services in school community, and set short term goals • understand their own abilities • awareness of the environment, such as not littering 	<ul style="list-style-type: none"> • brain based learning research • understand their own abilities 	<ul style="list-style-type: none"> • brain based learning research 	<ul style="list-style-type: none"> • brain based learning research 	<ul style="list-style-type: none"> • brain based learning research 	
Career Development	<ul style="list-style-type: none"> • personal management skills appropriate to grade level, e.g., work as part of a team, manage situations with honesty 	<ul style="list-style-type: none"> • use assertive and avoidance skills in potential dangerous situations • violence that occurs between children too • who is a stranger • identify abusive behaviour in various situations and describe appropriate behaviour 	<ul style="list-style-type: none"> • personal management skills appropriate to grade level, e.g., work as part of a team, manage situations with honesty 	<ul style="list-style-type: none"> • use assertive and avoidance skills in potential dangerous situations • who is a stranger • identify abusive behaviour in various situations and describe appropriate behaviour 	<ul style="list-style-type: none"> • use assertive and avoidance skills in potential dangerous situations • identify abusive behaviour in various situations and describe appropriate behaviour 	<ul style="list-style-type: none"> • use assertive and avoidance skills in potential dangerous situations • identify abusive behaviour in various situations and describe appropriate behaviour 	
Child Abuse Prevention	<ul style="list-style-type: none"> • use assertive and avoidance skills in potential dangerous situations • violence that occurs between children too • who is a stranger • identify abusive behaviour in various situations and describe appropriate behaviour 	<ul style="list-style-type: none"> • use assertive and avoidance skills in potential dangerous situations • identify abusive behaviour in various situations and describe appropriate behaviour 	<ul style="list-style-type: none"> • use assertive and avoidance skills in potential dangerous situations • who is a stranger • identify abusive behaviour in various situations and describe appropriate behaviour 	<ul style="list-style-type: none"> • use assertive and avoidance skills in potential dangerous situations • who is a stranger • identify abusive behaviour in various situations and describe appropriate behaviour 	<ul style="list-style-type: none"> • use assertive and avoidance skills in potential dangerous situations • identify abusive behaviour in various situations and describe appropriate behaviour 	<ul style="list-style-type: none"> • use assertive and avoidance skills in potential dangerous situations • identify abusive behaviour in various situations and describe appropriate behaviour 	<ul style="list-style-type: none"> • use assertive and avoidance skills in potential dangerous situations • identify abusive behaviour in various situations and describe appropriate behaviour
Family Life Education	<ul style="list-style-type: none"> • families have specific characteristics in homes of faith i.e., Muslim, Christian, Hindu etc. • a Meg Hickey type of presentation (sexuality education) 					<ul style="list-style-type: none"> • study anatomy 	

Suggested Topics To Be Added to the Curriculum Organizers for PP K to 7

Curriculum Organizer	K/1	2/3	4	5	6	7
Healthy Living	<ul style="list-style-type: none"> • how advertising/media shape our choices • perform activities that support a healthy lifestyle • brain-based learning research to be taught to students. Also include brain gym exercises - Dennison • body image/nutrition • understand healthy living 	<ul style="list-style-type: none"> • how advertising/media shape our choices • "perform activities that support a healthy lifestyle • brain-based learning research to be taught to students. Also include brain gym exercises - Dennison • body image/nutrition • understand healthy living 	<ul style="list-style-type: none"> • how advertising/media shape our choices • perform activities that support a healthy lifestyle • brain-based learning research to be taught to students. Also include brain gym exercises - Dennison • body image/nutrition • understand healthy living 	<ul style="list-style-type: none"> • how advertising/media shape our choices • perform activities that support a healthy lifestyle • brain-based learning research to be taught to students. Also include brain gym exercises - Dennison • body image/nutrition • understand healthy living 	<ul style="list-style-type: none"> • how advertising/media shape our choices • perform activities that support a healthy lifestyle • brain-based learning research to be taught to students. Also include brain gym exercises - Dennison • body image/nutrition • understand healthy living • greater emphasis on diversity and cultural awareness • emotional intelligence and mega skills activated 	<ul style="list-style-type: none"> • how advertising/media shape our choices • perform activities that support a healthy lifestyle • brain-based learning research to be taught to students. Also include brain gym exercises - Dennison • body image/nutrition • understand healthy living • greater emphasis on diversity and cultural awareness • emotional intelligence and mega skills activated
Mental Well-being	<ul style="list-style-type: none"> • brain-based learning research to be taught to students 	<ul style="list-style-type: none"> • brain-based learning research to be taught to students • bullying 	<ul style="list-style-type: none"> • brain-based learning research to be taught to students 	<ul style="list-style-type: none"> • brain-based learning research to be taught to students 	<ul style="list-style-type: none"> • brain-based learning research to be taught to students 	<ul style="list-style-type: none"> • brain-based learning research to be taught to students • bullying • influence of friends on attitude/behaviour
Safety and Injury Prevention	<ul style="list-style-type: none"> • recognizing and appropriate actions against bullying • identify practices used to provide safety (e.g., fire prevention) 	<ul style="list-style-type: none"> • recognizing and appropriate actions against bullying 	<ul style="list-style-type: none"> • recognizing and appropriate actions against bullying 	<ul style="list-style-type: none"> • recognizing and appropriate actions against bullying 	<ul style="list-style-type: none"> • recognizing and appropriate actions against bullying 	<ul style="list-style-type: none"> • recognizing and appropriate actions against bullying
Substance Abuse Prevention	<ul style="list-style-type: none"> • chemicals and hazardous materials 	<ul style="list-style-type: none"> • chemicals and hazardous materials 	<ul style="list-style-type: none"> • chemicals and hazardous materials 	<ul style="list-style-type: none"> • chemicals and hazardous materials • brain-based learning research to be taught to students 	<ul style="list-style-type: none"> • chemicals and hazardous materials • brain-based learning research to be taught to students 	<ul style="list-style-type: none"> • chemicals and hazardous materials

Suggested Topics to Be Emphasized in the Curriculum Organizers for PP K to 7

Curriculum Organizer	K/1	2/3	4	5	6	7
Planning Process	<ul style="list-style-type: none"> goal setting agendas to be used in the latter part of Gr. 1 healthy food choices 	<ul style="list-style-type: none"> understand their own abilities goal setting first introduction to agendas (Gr. 3) introduce problem solving model a goal setting process to set short term goals. 	<ul style="list-style-type: none"> goal setting understand their own abilities sequencing identify problem(s) think plan and do - review scheduling, planner, homework, personal activities more ideas with ways to integrate the planning process decision making collecting information 	<ul style="list-style-type: none"> goal setting personal futures scheduling, planner, homework, personal activities more ideas with ways to integrate the planning process decision making 	<ul style="list-style-type: none"> goal setting support network scheduling, planner, homework, personal activities time-management 	<ul style="list-style-type: none"> goal setting scheduling, planner, homework, personal activities time-management
Career Development				<ul style="list-style-type: none"> identify talents 	<ul style="list-style-type: none"> personal skills and attributes and possible careers expose to a lot of options 	<ul style="list-style-type: none"> what students' skills are and how they can apply to different careers expose to a lot of options communication skills
Child Abuse Prevention	<ul style="list-style-type: none"> identification of what an unsafe situation is avoidance and assertiveness communication skills communicating feelings enforced by law how to deal with abuse in a realistic manner CARE training 	<ul style="list-style-type: none"> communication skills CARE training bully prevention responsible ways to act on feelings. avoidance and assertiveness 	<ul style="list-style-type: none"> communication skills 	<ul style="list-style-type: none"> communication skills guidelines for personal safety and avenues to seek help 	<ul style="list-style-type: none"> communication skills 	<ul style="list-style-type: none"> communication skills
Family Life Education	<ul style="list-style-type: none"> characteristics of a safe family environment thoughtful/caring behaviours 	<ul style="list-style-type: none"> thoughtful/caring behaviours 	<ul style="list-style-type: none"> male/female characteristics thoughtful/caring behaviours 	<ul style="list-style-type: none"> male/female characteristics physical, mental, social changes and puberty thoughtful/caring behaviours 	<ul style="list-style-type: none"> access and evaluate sources of information related to their physical, emotional, and social development male/female characteristics stereotyping puberty, body changes thoughtful/caring behaviours 	<ul style="list-style-type: none"> male/female characteristics abstinence the false sense of security they give kids regarding condoms body image thoughtful/caring behaviours

Suggested Topics to Be Emphasized in the Curriculum Organizers for PP K to 7

Curriculum Organizer	K/1	2/3	4	5	6	7	
Healthy Living	<ul style="list-style-type: none"> • nutrition • sleep • exercise • hygiene • understand healthy living 	<ul style="list-style-type: none"> • perform activities that support a healthy lifestyle • nutrition • healthy foods • sleep • exercise • hygiene • making choices re: healthy living • sleep • exercise • hygiene • understand healthy living 	<ul style="list-style-type: none"> • nutrition • healthy foods • sleep • exercise • hygiene • understand healthy living • lifestyle behaviour 	<ul style="list-style-type: none"> • nutrition • healthy foods • sleep • exercise • hygiene • smoking, substances, refusal skills • understand healthy living • value of active lifestyle • lifestyle behaviour 	<ul style="list-style-type: none"> • healthy foods • sleep • exercise • hygiene • smoking, substances, refusal skills • understand healthy living • value of active lifestyle • lifestyle behaviour 	<ul style="list-style-type: none"> • nutrition • exercise • hygiene • smoking, substances, refusal skills • understand healthy living • value of active lifestyle 	
Mental Well-being	<ul style="list-style-type: none"> • friendship • value of cultural diversity • feelings vocabulary to express friendship 	<ul style="list-style-type: none"> • friendship • value of cultural diversity • behaviours that contribute to a safe and healthy school. 	<ul style="list-style-type: none"> • value of cultural diversity • self-esteem building • participation in school community • communication skills, bully proofing, conflict resolution, positive self-image, body image and eating disorder • awareness and stress management 	<ul style="list-style-type: none"> • value of cultural diversity • communication skills, bully proofing, conflict resolution, positive self-image, body image and eating disorder • awareness and stress management • self-esteem building • participation in school community • express feelings appropriately 	<ul style="list-style-type: none"> • value of cultural diversity • communication skills, bully proofing, conflict resolution, positive self-image, body image and eating disorder • awareness and stress management • self-esteem building • participation in school community • responsibility for choices 	<ul style="list-style-type: none"> • value of cultural diversity • communication skills, bully proofing, conflict resolution, positive self-image, body image and eating disorder • awareness and stress management • self-esteem building • participation in school community • factors • influence of friends on attitude/behaviour 	
Safety and Injury Prevention	<ul style="list-style-type: none"> • emphasize at specific times of year, e.g., fire safety, bike safety • important safety rules to follow • signs of danger in unfamiliar situations • all school issues • appropriate solutions for hazardous situations, especially people/agencies to call • school ground, home and street safety 	<ul style="list-style-type: none"> • emphasize at specific times of year, e.g., fire safety, bike safety • all school issues • appropriate solutions for hazardous situations, especially people/agencies to call • school ground, home and street safety 	<ul style="list-style-type: none"> • appropriate solutions for hazardous situations, especially people/agencies to call • sports safety, street safety • First Aid • emergency preparedness 	<ul style="list-style-type: none"> • sports safety, street safety • First Aid 	<ul style="list-style-type: none"> • basic first aid skills • signs of danger in unfamiliar situations • sports safety, street safety • responding to peer pressure in unsafe situations 	<ul style="list-style-type: none"> • basic first aid skills • signs of danger in unfamiliar situations • sports safety, street safety • First Aid • responding to peer pressure in unsafe situations 	<ul style="list-style-type: none"> • signs of danger in unfamiliar situations • sports safety, street safety • First Aid • responding to peer pressure in unsafe situations

Suggested Topics to Be Emphasized in the Curriculum Organizers for PP K to 7

Curriculum Organizer	K/1	2/3	4	5	6	7
Substance Abuse Prevention	<ul style="list-style-type: none"> • medicines • smoking • healthy choices • poison • make lasting choices to stay free of substance abuse BEFORE peer pressure is felt. 	<ul style="list-style-type: none"> • medicines • smoking • poison. • make lasting choices to stay free of substance abuse BEFORE peer pressure is felt. • ways to refuse or avoid unsafe substances. 	<ul style="list-style-type: none"> • assertiveness • smoking, drugs • effects/consequences of substance abuse (long and short term) • peer and media influence • make lasting choices to stay free of substance abuse BEFORE peer pressure is felt. • healthy choices • identify sources of support and info related to substance abuse 	<ul style="list-style-type: none"> • assertiveness • smoking, drugs, alcohol • effects/consequences of substance abuse (long and short term) • peer and media influence • make lasting choices to stay free of substance abuse BEFORE peer pressure is felt. • identify sources of support and info related to substance abuse • effects and consequences 	<ul style="list-style-type: none"> • effects/consequences of substance abuse (long and short term) • smoking, drugs, alcohol • peer and media influence • what to do when confronted with drugs • assertiveness skills and affect of media • preventing substance abuse 	<ul style="list-style-type: none"> • effects/consequences of substance abuse (long and short term) • peer and media influence • smoking, drugs, alcohol • what to do when confronted with drugs

Suggested Topics to Be De-emphasized in the Curriculum Organizers for PP K to 7

Curriculum Organizer	K/1	2/3	4	5	6	7
Planning Process			<ul style="list-style-type: none"> • methods of assessing their accomplishments • schools should NOT use agenda planners exclusively for this organizer 	<ul style="list-style-type: none"> • schools should NOT use agenda planners exclusively for this organizer 		<ul style="list-style-type: none"> • career goals because educational are enough
Career Development	<ul style="list-style-type: none"> • identify variety of job and volunteer situations...school 	<ul style="list-style-type: none"> • identify variety of job and volunteer situations...community 				
Child Abuse Prevention		<ul style="list-style-type: none"> • demonstrate an awareness of the legal and societal support for abuse prevention 				
Family Life Education	<ul style="list-style-type: none"> • "use appropriate vocabulary to..." • reproduction • family groupings • 3 respondents said these topics are more appropriately addressed by parents 	<ul style="list-style-type: none"> • reproduction • family groupings 				
Healthy Living	<ul style="list-style-type: none"> • demonstrate an awareness of the influence of family on their attitudes and values regarding healthy living 					
Mental Well-being						
Safety and Injury Prevention	<ul style="list-style-type: none"> • home and community issues 					
Substance Abuse Prevention	<ul style="list-style-type: none"> • ways of refusing unknown substance 					

Suggested Topics to Be Removed From the Curriculum Organizers for PP K to 7

Curriculum Organizer	K/1	2/3	4	5	6	7
Planning Process	<ul style="list-style-type: none"> identify people and organizations that support students 					
Career Development						
Child Abuse Prevention						
Family Life Education	<ul style="list-style-type: none"> appropriate vocabulary for physical distinguishing features in males and females how living things reproduce 3 respondents said parents should do this instead 	<ul style="list-style-type: none"> describe how living things reproduce 				<ul style="list-style-type: none"> human reproduction (is a repeat of Grade 7 Science)
Healthy Living	<ul style="list-style-type: none"> demonstrate an awareness of the influence of family on their attitudes and values regarding healthy living 				<ul style="list-style-type: none"> global health issues (they need to concentrate on their own eating habits, that's enough at this time.) 	
Mental Well-being						
Safety and Injury Prevention		<ul style="list-style-type: none"> describe the emergency response systems in the community 				<ul style="list-style-type: none"> describe the emergency response systems in the community
Substance Abuse Prevention	<ul style="list-style-type: none"> identify safe and unsafe substances in home, etc. (it's a big leap from toilet bowl cleaner to drugs) 					

Suggested Topics to be Added to the Curriculum Organizers for CAPP 8 to 12

Curriculum Organizer	8	9	10	11/12
Planning Process	<ul style="list-style-type: none"> • goal setting • effective strategies for time management • economics of budgeting, shopping – groceries, clothing, housing 	<ul style="list-style-type: none"> • effective strategies for time management • economics of budgeting, shopping - groceries, clothing, housing 	<ul style="list-style-type: none"> • effective strategies for time management • economics of budgeting, shopping - groceries, clothing, housing 	<ul style="list-style-type: none"> • effective strategies for time management • economics of budgeting, shopping - groceries, clothing, housing
Career Development - Awareness	<ul style="list-style-type: none"> • add ½ day of work experience • research opportunities for careers in the local, regional and global workplace 	<ul style="list-style-type: none"> • research opportunities for careers in the local, regional and global workplace 	<ul style="list-style-type: none"> • research opportunities for careers in the local, regional and global workplace 	<ul style="list-style-type: none"> • research opportunities for careers in the local, regional and global workplace • self evaluation of Personality types and jobs best suited for that personality
Career Development - Exploration	<ul style="list-style-type: none"> • more focus on changing world of work • more training for teachers on workplace trends. • career fields and jobs and trends for future • research opportunities for careers in the local, regional and global workplace • research a range of career choices 	<ul style="list-style-type: none"> • more focus on changing world of work. • more training for teachers on workplace trends. • career fields and jobs and trends for future • research opportunities for careers in the local, regional and global workplace • research a range of career choices 	<ul style="list-style-type: none"> • more focus on changing world of work. • more training for teachers on workplace trends. • career fields and jobs and trends for future. 	<ul style="list-style-type: none"> • research opportunities for careers in the local, regional and global workplace • more info needed re what kind of jobs are available - especially in low skill areas • more focus on changing world of work. • more training for teachers on workplace trends. • career fields and jobs and trends for future
Career Development - Preparation	<ul style="list-style-type: none"> • teamwork skills 	<ul style="list-style-type: none"> • teamwork skills 	<ul style="list-style-type: none"> • exploring Post Secondary Schools and funding available for First Nations students 	<ul style="list-style-type: none"> • exploring Post Secondary Schools and funding available for First Nations students
Child Abuse Prevention	<ul style="list-style-type: none"> • acceptable responses to range of emotions • assertiveness skills in abusive relationships 	<ul style="list-style-type: none"> • child abuse • prostitution • acceptable responses to range of emotions • assertiveness skills in abusive relationships 	<ul style="list-style-type: none"> • acceptable responses to range of emotions • assertiveness skills in abusive relationships 	<ul style="list-style-type: none"> • dating violence • necessity to evaluate abusive personal relationships including measures to resolve them • acceptable responses to range of emotions • assertiveness skills in abusive relationships
Family Life Education	<ul style="list-style-type: none"> • condom use • birth control • responsibilities and repercussions associated with sexual decision making. 	<ul style="list-style-type: none"> • condom use • birth control • responsibilities and repercussions associated with sexual decision making • relationships - sex lady talk. 	<ul style="list-style-type: none"> • household fiscal management and budgeting • condom use • birth control • responsibilities and repercussions associated with sexual decision making • sexual exploitation 	<ul style="list-style-type: none"> • household fiscal management and budgeting • condom use • birth control • responsibilities and repercussions associated with sexual decision making • sexual exploitation
Healthy Living	<ul style="list-style-type: none"> • study skills • sexual exploitation 	<ul style="list-style-type: none"> • steroids • eating disorders • healthy lifestyles • sexual exploitation 	<ul style="list-style-type: none"> • sexual exploitation 	<ul style="list-style-type: none"> • sexual exploitation

Suggested Topics to be Added to the Curriculum Organizers for CAPP 8 to 12

Curriculum Organizer	8	9	10	11/12
Mental Well-being	<ul style="list-style-type: none"> • healthy ways of dealing with stress • study habits - stress in exam times • suicide prevention 	<ul style="list-style-type: none"> • healthy ways of dealing with stress • study habits - stress in exam times • suicide prevention 	<ul style="list-style-type: none"> • stress management • depression • suicide prevention • study habits - stress in exam times 	<ul style="list-style-type: none"> • stress management • suicide prevention • talk about schizophrenia and youth and what mental illness is • healthy ways of dealing with stress • depression • study habits - stress in exam times
Safety and Injury Prevention	<ul style="list-style-type: none"> • bullying 	<ul style="list-style-type: none"> • driving/car material 	<ul style="list-style-type: none"> • being able to say no to being a passenger in a new driver's vehicle 	<ul style="list-style-type: none"> • ICBC materials • impact of their actions on others
Substance Abuse Prevention	<ul style="list-style-type: none"> • add marijuana to anti-tobacco programs • more prevention tactics 	<ul style="list-style-type: none"> • more prevention tactics 	<ul style="list-style-type: none"> • more prevention tactics 	<ul style="list-style-type: none"> • more prevention tactics • over the counter drug abuse

Priority Topics to be Added or Emphasized as Identified By:

Students	Parents
More information for course selection	Money management
Better substance abuse courses	Safe driving
Taxes, balancing cheque books	

Suggested Topics to be Emphasized in the Curriculum Organizers for CAPP 8 to 12

Curriculum Organizer	8	9	10	11/12
Planning Process	<ul style="list-style-type: none"> • goal setting • time management • study skills • personal attributes, interests • strengths/areas of weakness 	<ul style="list-style-type: none"> • time management • study skills • personal attributes, interests • strengths/areas of weakness • SLPs 	<ul style="list-style-type: none"> • goal setting • personal attributes, interests • strengths/areas of weakness • study skills • time management 	<ul style="list-style-type: none"> • network of resources • goal setting • strengths/areas of weakness • short and long term goals • study skills • time management
Career Development - Awareness		<ul style="list-style-type: none"> • career research • changing economy • identify careers and required education • safety in the work place 	<ul style="list-style-type: none"> • career research • changing economy • identify careers and required education • transferable skills 	<ul style="list-style-type: none"> • career research • changing economy • identify careers and required education • transferable skills
Career Development - Exploration	<ul style="list-style-type: none"> • explore local careers 	<ul style="list-style-type: none"> • more access to career opportunities for rural youth • life skills in a checklist format • go to work with parent day 	<ul style="list-style-type: none"> • more access to career opportunities for rural youth • educational routes and goals • post-secondary • labour market 	<ul style="list-style-type: none"> • labour market • more access to career opportunities for rural youth • information sources • educational routes - to goals • change • legislation re employment • post-secondary
Career Development - Preparation	<ul style="list-style-type: none"> • basic money management skills • job seeking skills 	<ul style="list-style-type: none"> • relate personal finances to careers & personal plans • more job shadowing for a variety of jobs • more awareness of what happens when you change post-secondary facilities • achievement • resumes • job hunting • documentation of skills • job seeking skills 	<ul style="list-style-type: none"> • relate personal finances to careers & personal plans • more job shadowing for a variety of jobs • more awareness of what happens when you change post-secondary facilities • documentation of skills • personal finances • job seeking skills 	<ul style="list-style-type: none"> • relate personal financing to career and personal plans • more job shadowing for a variety of jobs • more awareness of what happens when you change post-secondary facilities • transferable skills • job seeking skills
Child Abuse Prevention	<ul style="list-style-type: none"> • define abuse • assertiveness skills in abusive relationships • bully prevention/awareness • strategies and intervention • access to services • mental health • social relationships • acceptable responses to range of emotions • communication skills 	<ul style="list-style-type: none"> • define abuse • bully prevention/awareness • strategies and intervention • date rape • assertiveness skills in abusive relationships • acceptable responses to range of emotions • communication skills 	<ul style="list-style-type: none"> • define abuse • bully prevention/awareness • date rape • acceptable responses to range of emotions • assertiveness skills in abusive relationships • sexual harassment • tolerance and anti-racism • homophobia • communication skills 	<ul style="list-style-type: none"> • dating violence • bully prevention/awareness • acceptable responses to range of emotions • assertiveness skills in abusive relationships • sexual harassment • tolerance • racism • homophobia • communication skills

Suggested Topics to be Emphasized in the Curriculum Organizers for CAPP 8 to 12

Curriculum Organizer	8	9	10	11/12
Family Life Education	<ul style="list-style-type: none"> • identify and describe the evolving nature of roles and responsibilities existing within a family • abstinence • contraception • STDs and AIDS • healthy relationships • puberty • dating violence prevention • sexuality issues • homophobia • bullying • suicide prevention • depression • stress management • stereotypes - damage • responsibilities and repercussions associated with sexual decision making. • more detailed and accurate information - need realistic information • the false sense of security they give kids regarding condoms 	<ul style="list-style-type: none"> • identify and describe the evolving nature of roles and responsibilities existing within a family • abstinence • STDs and AIDS • healthy relationships • sexuality issues • puberty • dating violence prevention • homophobia • bullying • suicide prevention • depression • stress management • more detailed and accurate information - need realistic information • emotional impact and legalities • responsibilities and repercussions associated with sexual decision making. 	<ul style="list-style-type: none"> • identify and describe the evolving nature of roles and responsibilities existing within a family • healthy relationships • STDs • sexuality issues • dating violence prevention • contraception • homophobia • bullying • suicide prevention • depression • stress management • more detailed and accurate information - need realistic information • emotional impact and legalities • responsibilities and repercussions associated with sexual decision making. 	<ul style="list-style-type: none"> • identify and describe the evolving nature of roles and responsibilities existing within a family • healthy relationships • AIDS and STDs • responsibilities and repercussions associated with sexual decision making • homophobia - outcomes are too general - need to be more specific • sexuality issues • independence • dating violence prevention • bullying • suicide prevention • depression • stress management
Healthy Living	<ul style="list-style-type: none"> • healthy lifestyles • sexually transmitted diseases • bullying • nutrition • stress management • substance abuse • sexual exploitation • homophobia • fitness • conflict resolution • communication skills • human rights - especially, racism • suicide prevention • depression • make informed choices re health issues, products, services • risk taking behaviour 	<ul style="list-style-type: none"> • healthy eating and eating disorders • substance abuse • nutrition • stress management • healthy lifestyles • sexual exploitation • fitness • conflict resolution • communication skills • emotional and physical well being • mass media messages • human rights – esp., racism, sexual • homophobia • bullying • suicide prevention • depression • make informed choices re health issues, products, services • risk taking behaviour 	<ul style="list-style-type: none"> • substance abuse • stress management • healthy lifestyles and choices • sexual exploitation • fitness • nutrition • human rights - especially, racism, sexual • homophobia • bullying • suicide prevention • depression • make informed choices re health issues, products, services • risk taking behaviour 	<ul style="list-style-type: none"> • demonstrate a knowledge of key lifestyle practices...HIV/AIDS • substance abuse • stress management • healthy lifestyles and choices • fitness • homophobia • bullying • suicide prevention • depression • sexual exploitation • make informed choices re health issues, products, services • body image • stress • teen pregnancy • risk taking behaviour

Suggested Topics to be Emphasized in the Curriculum Organizers for CAPP 8 to 12

Curriculum Organizer	8	9	10	11/12
Mental Well-being	<ul style="list-style-type: none"> • anger management • self esteem • respect for others • harassment • bullying • depression • suicide • influence friends have an individual attitude, behaviour • emotional health and well-being • sexual orientation 	<ul style="list-style-type: none"> • show respect for others • dealing with stress • suicide prevention • self-esteem • anger management • self esteem • healthy relationships • balance in life • harassment • bullying • depression • domestic/professional etiquette • sexual orientation 	<ul style="list-style-type: none"> • suicide prevention • respect for others • anger management • self esteem • encourage respect • harassment • bullying • depression • sexual orientation 	<ul style="list-style-type: none"> • school & work-related stress • harassment • bullying • depression • suicide • sexual orientation
Safety and Injury Prevention	<ul style="list-style-type: none"> • risk-taking behaviours • assessing risks and positive risk taking • gender differences for risk • safety procedures • first aid skills for home, school and community • basics • WCB • road safety • mountain safety • substance use 	<ul style="list-style-type: none"> • risk-taking behaviours • gender differences for risk • assessing risks and positive risk taking • first aid skills for home, school and community • basics • snowboarding and other activities • substance use 	<ul style="list-style-type: none"> • workplace safety • road safety • risk-taking behaviours • gender differences for risk • assessing risks and positive risk taking • first aid skills for home, school and community • basics • WCB • mountain safety • substance use 	<ul style="list-style-type: none"> • workplace safety • first aid skills for home, school and community • risk-taking behaviours • and gender differences for risk • assessing risks and positive risk taking • Road Sense • WCB • substance use
Substance Abuse Prevention	<ul style="list-style-type: none"> • tobacco/smoking • alcohol • drugs/marijuana • early awareness and on-going prevention and support • demonstrate effective responses to peer pressure or substance use/abuse • demonstrate an ability to make decisions • how to quit 	<ul style="list-style-type: none"> • drugs and other substances • early awareness and on-going prevention and support • pharmaceuticals • addiction process and alcohol • demonstrate effective responses to peer pressure or substance use/abuse • how to quit 	<ul style="list-style-type: none"> • drugs and other substances • early awareness and on-going prevention and support • FAE & FAS • demonstrate effective responses to peer pressure or substance use/abuse • how to quit 	<ul style="list-style-type: none"> • early awareness and on-going prevention and support • heroine, cocaine. • G. 12 - pre grad drug and alcohol • pressure to use • support available • effects on family/relationships • demonstrate effective responses to peer pressure or substance use/abuse • work place substance abuse - costs and effects • drinking & driving

Suggested Topics to be De-emphasized in the Curriculum Organizers for CAPP 8 to 12

Curriculum Organizer	8	9	10	11/12
Planning Process	<ul style="list-style-type: none"> • long term, short term goals, more goals, revise goals 	<ul style="list-style-type: none"> • long term, short term goals, more goals, revise goals • networks of resources • career selection • student responsibility for SLPs 	<ul style="list-style-type: none"> • long term, short term goals, more goals, revise goals 	<ul style="list-style-type: none"> • long term, short term goals, more goals, revise goals • examining strengths, interest, aptitudes...
Career Development - Awareness			<ul style="list-style-type: none"> • labour market, economy 	
Career Development - Exploration			<ul style="list-style-type: none"> • financial implications 	<ul style="list-style-type: none"> • work experience
Career Development - Preparation				<ul style="list-style-type: none"> • evaluate impact of abuse in society
Child Abuse Prevention				<ul style="list-style-type: none"> • analyze the evolving nature of roles and responsibilities in family, community, and workplace relationships • STD outcome • STD outcome
Family Life Education				<ul style="list-style-type: none"> • design, implement, assess and evaluate a plan
Healthy Living				
Mental Well-being				
Safety and Injury Prevention				
Substance Abuse Prevention				

Suggested Topics to be Removed from the Curriculum Organizers for CAPP 8 to 12

Curriculum Organizer	8	9	10	11/12
Planning Process	<ul style="list-style-type: none"> • building networks • study skills • career goals 	<ul style="list-style-type: none"> • build networks of resources • study skills • career goals 	<ul style="list-style-type: none"> • collect from family and other sources information and advice related to their educational, career and personal goals • study skills 	
Career Development - Awareness			<ul style="list-style-type: none"> • legislation re employment 	
Career Development - Exploration	<ul style="list-style-type: none"> • unions 			
Child Abuse Prevention	<ul style="list-style-type: none"> • STDs • section on human reproduction a repeat of Grade 7 Science 	<ul style="list-style-type: none"> • section on human reproduction a repeat of Grade 7 Science 		
Family Life Education				
Healthy Living				
Mental Well-being		<ul style="list-style-type: none"> • design and implement a plan... 		
Safety and Injury Prevention				
Substance Abuse Prevention				

Instructional Strategies

Personal Planning K to 7

Respondents typically identified more than one instructional strategy as being used. The top five most frequently used strategies: discussions; group work and cooperative learning; role play; videos; and guest speakers. Elementary teachers identified worksheets, case studies and lectures as the least frequently used instructional strategies.

Career and Personal Planning 8 to 12

Respondents typically identified more than one instructional strategy as being used. The top four most frequently used strategies identified: presentations using guest speakers and community resources; group work; discussion; videos. Secondary teachers do not indicate any preference for class meetings, learning centres, or using literature and stories to teach CAPP.

Teachers indicate a preference for using guest speakers and videos. Students also identified these strategies as ones they would like to see teachers use more frequently. Students did not want to see more use made of worksheets. Only 19 teachers in the survey indicated that they utilized worksheets in their lessons.

The following chart indicates preferences for the identified instructional strategies for both Personal Planning K to 7 and Career and Personal Planning 8 to 12. Bold font and superscripts indicate the top choices for each IRP.

Instructional Strategy	K-7	8-12
Agendas/Planners	13	5
Career day/fairs	7	17
Case Studies	2	10
Class meetings	14	0
Discussion/Debate	121¹	94³
Field Trips	12	7
Group work/cooperative activities	90²	102²
Guest Speakers/Community Resources/Presentations	34⁵	153¹
Journals/Daily Logs	8	12
Learning Centres	9	0
Lectures	4	20
Literature/Books/Stories	6	0
Research, including Internet	8	40⁵
Role play	74³	16
Videos/Films/Audio-visual/ Media presentations	37⁴	89⁴
Worksheets	3	19

Assessment Strategies

Personal Planning K to 7

Respondents typically identified more than one assessment strategy as being used frequently. The top five most frequently used strategies were journals, posters, rubrics, Draft Social Responsibility Performance Standards and observation. The elementary teachers surveyed do not use attendance for assessment purposes.

Career and Personal Planning 8 to 12

Respondents typically identified more than one assessment strategy as being used frequently. The top five most frequently used strategies were written assignments, including projects, essays and reports; journals; posters; rubrics; and class participation.

The curriculum coordinator has heard informally that some students are assessed in CAPP based solely on attendance. Attendance was identified infrequently in the survey as being a method of assessment.

The following chart indicates frequency of use of the identified assessment strategies. Bold font and superscripts indicate the most frequent responses for each IRP.

Assessment Strategy	K-7	8-12
Appendix D	43	23
Assignments, Projects, Reports, Essays	70	175¹
Attendance	0	9
Class participation	38	59⁵
Discussion	38	12
Draft Social Responsibility Performance Standards	93⁴	32
Journals	205¹	138²
Observations	91⁵	9
Oral Presentations	11	22
Portfolios	9	16
Posters	134²	98³
Self-assessment	7	12
Skits and role plays	19	10
Agendas and Student Planners	34	9
Quizzes	17	49
Rubrics	97³	84⁴
Worksheets	7	26

Principal Learning Resources

Respondents were asked to list the principal learning resources used for instruction. In some cases, comments regarding the lack of availability were included here as well. Bold font and superscripts indicate most popular choices.

Personal Planning K to 7	
Agendas, Personal Planners	12
BC Dairy Foundation - nutrition resources	19
BC Life Skills	31⁸
bc.tobaccofacts	33⁷
Bible	7
Bullying Prevention materials (Bully Smart, Focus on Bullying)	51³
Canada's Food Guide	7
CARE Kit	43⁵
Changes	4
DARE program	9
Decision making materials (no specific titles)	9
Degrassi videos	3
District-produced resources	10
EBS	5
Esteem Builders: Michelle Borba	4
Family Life Program	19
Feeling Yes, Feeling No	6
Fully Alive	13
HeartSmart Kids (Heart and Stroke Foundation)	25⁹
Internet	4
IRP lesson plans	15
It's Your Body	2
Learn not to Burn	3
Library	12
Lions Quest, including Skills for Adolescents and Skills for Growing	72²
Lost in the Woods	3
Literature, picture books, novel studies, library books, stories (Judith Viorst, Patricia McLaughlin, Franklin, Berenstain Bears, Dr. Seuss, I'll Always Love You, etc., were some of the specific authors and titles mentioned)	50⁴
Newspapers	5
Making Decisions	2
Personal Safety and Decision Making	4
The Real Game	17
St. John's First Aid	14
Second Step	94¹
Substance Abuse Prevention - Primary	7
Talking About Touching (Let's Talk About Touching)	19
Teacher made, personally developed or purchased	36⁶
Videos	23¹⁰

Career and Personal Planning 8 to 12	
BC Life Skills	6
BC Workinfontet	4
Bridges	34³
"CAPP in a BOX"	9
Career Paths	9
Career videos	8
Choices	65¹
Community resources (e.g., ICBC, John Howard Society, WCB, guest speakers, parents, junior achievement, motivation speakers, mental health agencies, Dallas society, P.E.E.R.S., Cancer Society, AIDS Vancouver Island, local health clinic)	20⁶
District produced	18⁷
Expanding Your Horizons	23⁴
Family Life Program	5
Heartbeats	4
Investment Resources	4
Internet	22⁵
IRP lesson plans	16⁹
Journeys	2
Library	5
LifeChoices	5
Newspapers and magazines	17⁸
Money Smarts Learning Resource (from BC Ministry of Women's Equality)	3
Opening Doors	5
PSI Calendars	4
Patricia Riggs Toner	5
The Real Game	11
RoadSense	10
Sean Covey - Seven Habits of Highly Effective Teens	7
Success in the Workplace	4
Super Host binder	2
Teacher made, personally developed or purchased	20⁶
Teen Files Video Series	4
Through Blue Lens (video)	4
Videos	35²
Web sites: BCOpportunities, ICBC, Opening Doors, Master Card, kiersey.com, bridges.com, Job futures, BC Workfutures,	12¹⁰
Worksafe	6
Worksheets	5

Who Is Teaching PP/CAPP

The following chart provides an overview of the staff who teach Personal Planning and CAPP. At the elementary level, the majority of regular classroom teachers teach Personal Planning. At the secondary level, primarily CAPP-designated teachers deliver the program, followed by counsellors.

PP/CAPP Instructor	PP K-7	CAPP 8-12
CAPP teacher	23	244¹
Career Ed. teacher	1	51
Generalist teacher	317¹	106³
All teachers	199²	102
Home Economics teacher	3	13
PE teacher	17	29
Counsellor	64³	131²
New teacher	0	2
Applied Skills teacher	0	18
Business Education teachers	0	7
Career Centre staff	0	3
Administrators	7	8
Nurse	3	4
Teacher Advisors	17	36

Various Delivery Models

The more popular delivery models differ between elementary and secondary teachers. For Grades K to 7, one of the most popular methods of delivering Personal Planning is to integrate it within other subject areas. Also very popular for the K to 7 level is a combination of integrating with other subject areas for some topics and stand-alone classes for others. For secondary teachers, stand alone CAPP classes were the most commonly used method of delivery. Many elementary and secondary teachers rely on outside experts to deliver some aspects of the curriculum. The following chart outlines the range of delivery models:

Method of Delivery	PP K-7	CAPP 8-12
Stand-alone class	50	155
Integrated with other subjects	216	64
Teacher advisors	17	36
Seminar	33	62
Bring in outside experts	116	73
Combination of:		
Stand-alone and integrated	230	79
Stand-alone and outside experts	63	46
Stand-alone, integrated and outside experts	53	19
Integrated and outside experts	100	32

Reasons for Effective Delivery

Overall, the most frequently listed reason for effective delivery was teacher commitment and dedication. Another major reason was existing support for PP/CAPP in the school and district and by parents and students. Other identified reasons include usefulness of the IRP, effective planning and coordination and sharing of information and best practices.

A sampling of the various types of comments is included.

Teacher Attributes

- Committed, dedicated, supportive, competent, willing, hard working, motivated, keen, creative, caring, interested in teaching CAPP
- Consistency i.e., same teacher teaching for past 8 years
- Specialist teachers
- Staff to teach CAPP who are interested to do this course
- Knowledge of the work world
- Commitment to the students to help them improve themselves and their ability to be successful in our society
- Dependent upon level of comfort and effort

District Level Support

- A district level commitment to CAPP
- Adequate budget
- Targeted funds for CAPP
- District/school mentors and leaders identified
- District steering committee
- Regular in-service of department heads from each school
- District CAPP meetings at the board office

School Support

- Targeted funds for CAPP
- Good school organization
- Lots of planning and coordination
- Flexible timetable
- Strong department head
- Support by staff and administration
- All grade 10's receive it and it is adopted by one particular department
- Course work in health is reemphasized in PE by the same teachers
- Time spent coordinating CAPP program to minimize repetition
- Having a career centre in the school
- Time is allotted on Pro D days and staff meetings to address common issues for school, i.e., Focus on Bullying, respect in the classroom, etc.
- Placing CAPP back in the timetable made it more relevant to students.

Parent Support and Involvement

- Informing parents of topics
- Involved parents - good, conscientious community school relationships
- Parental help

Factors Related to Students

- Open communication between students and teachers on CAPP topics to increase student safety and sense of belonging and care
- Time to develop rapport with students to deal with difficult subjects
- An awareness of student's needs
- Core teachers deliver the program...there is a high level of comfort among students to discuss issues.
- Students are used to CAPP and accept it quite freely
- Students can see the sense of it

Usefulness of IRP

- Using the prescribed learning outcomes in our planning
- Organized format of the IRP, and reading the IRP
- Common thread of the IRP throughout all grades
- Clear, prescribed learning outcomes

Effective Planning and Coordination

- Scope and sequence developed by school/district
- Many meetings to ensure no "overlapping" of topics
- District/school mentors and leaders identified
- Do not reuse resources at each grade
- Set monthly goals
- Course developed by experienced career educator
- Coordination of community resources, such as guest speakers

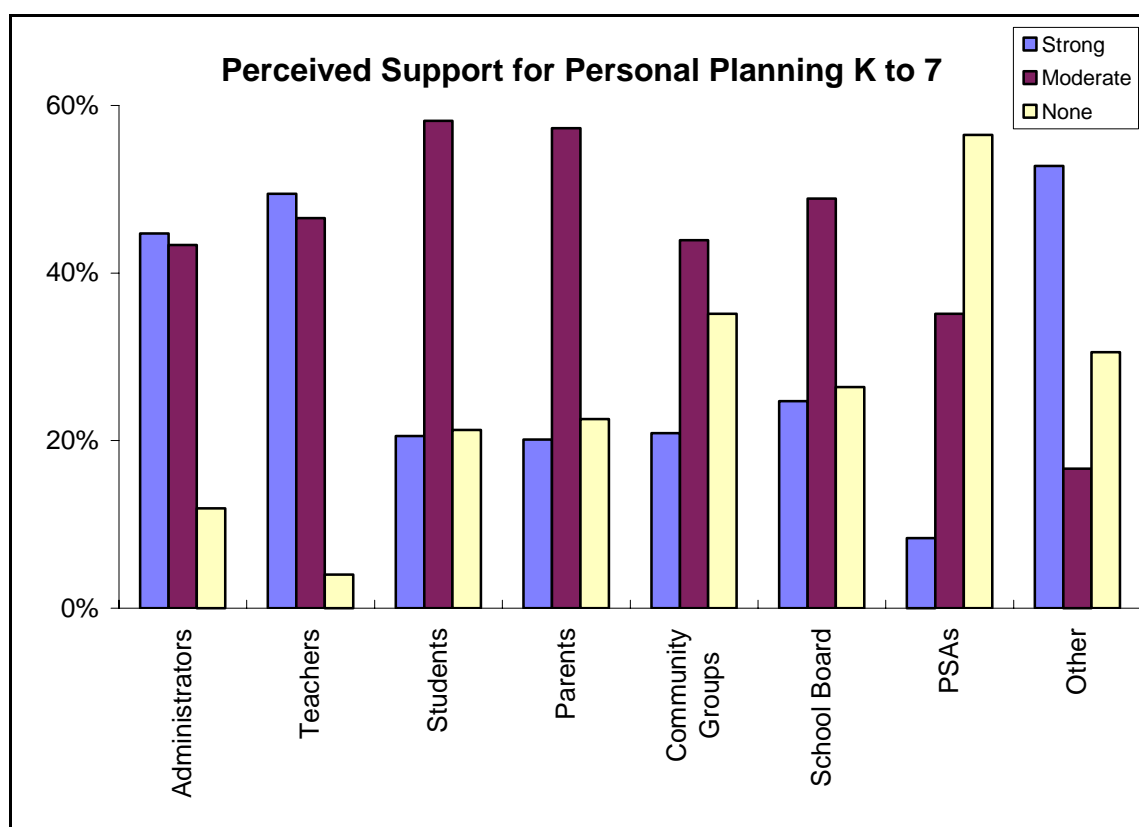
Sharing of Information and Best Practices

- Scope and sequence developed by school/district
- Many meetings to ensure no "overlapping" of topics
- Networking
- School-wide themes
- In-service
- Workshops
- Cooperation
- District committees
- CAPP centre that organizes spotlight sessions and provides teachers with lesson plans
- Counsellor coordinates speakers and facilitates sharing of resources and shares lesson ideas and resources
- Time given for teachers to meet in grade groups
- Frequent meetings with other schools in the district to exchange ideas and discuss strategies

Perceived Support for PP/CAPP from Various Stakeholders

Respondents were asked to indicate how they perceived the level of support by various groups. The first table and accompanying chart represents support for Personal Planning K to 7.

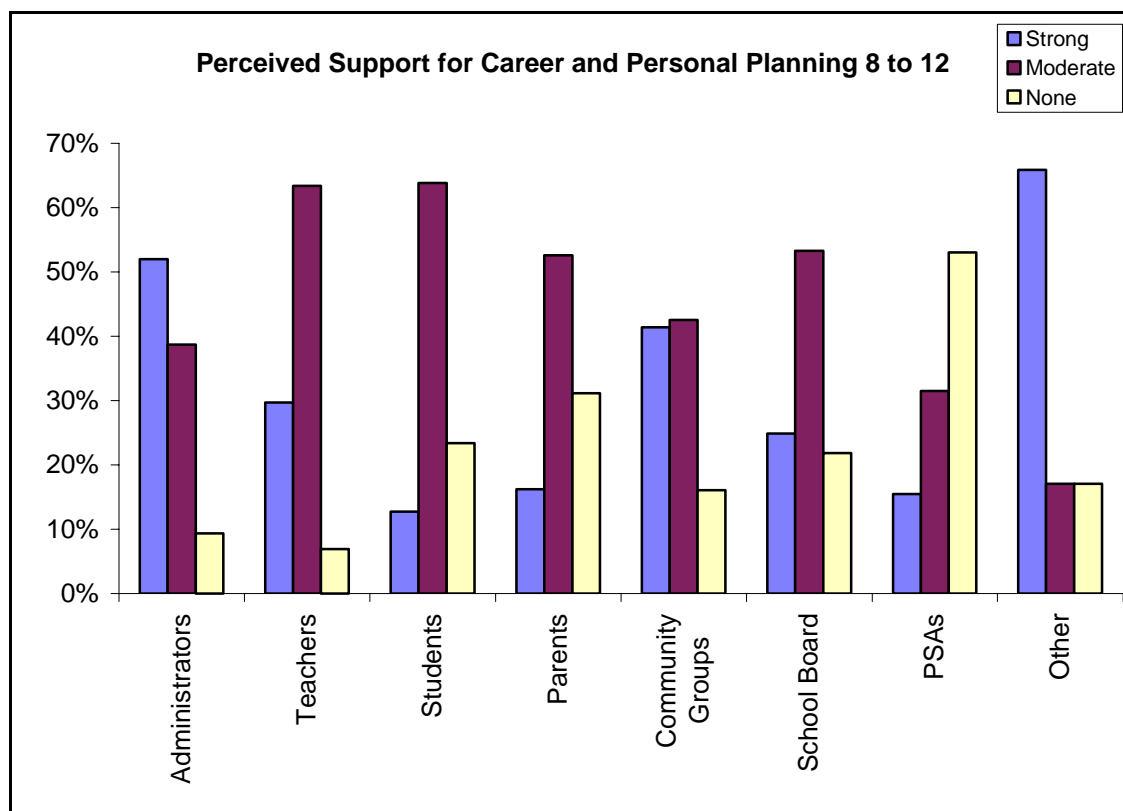
Group	Strong	Moderate	None	Total
Administrators	195	189	52	436
Teachers	222	209	18	449
Students	83	235	86	404
Parents	83	236	93	412
Community Groups	69	145	116	330
School Board	89	176	95	360
PSAs	20	84	135	239
Other	19	6	11	36



“Other” was often identified as Public Health staff, the RCMP and other police officers and school counsellors.

This table and accompanying chart represents the perception of support for Career and Personal Planning 8 to 12.

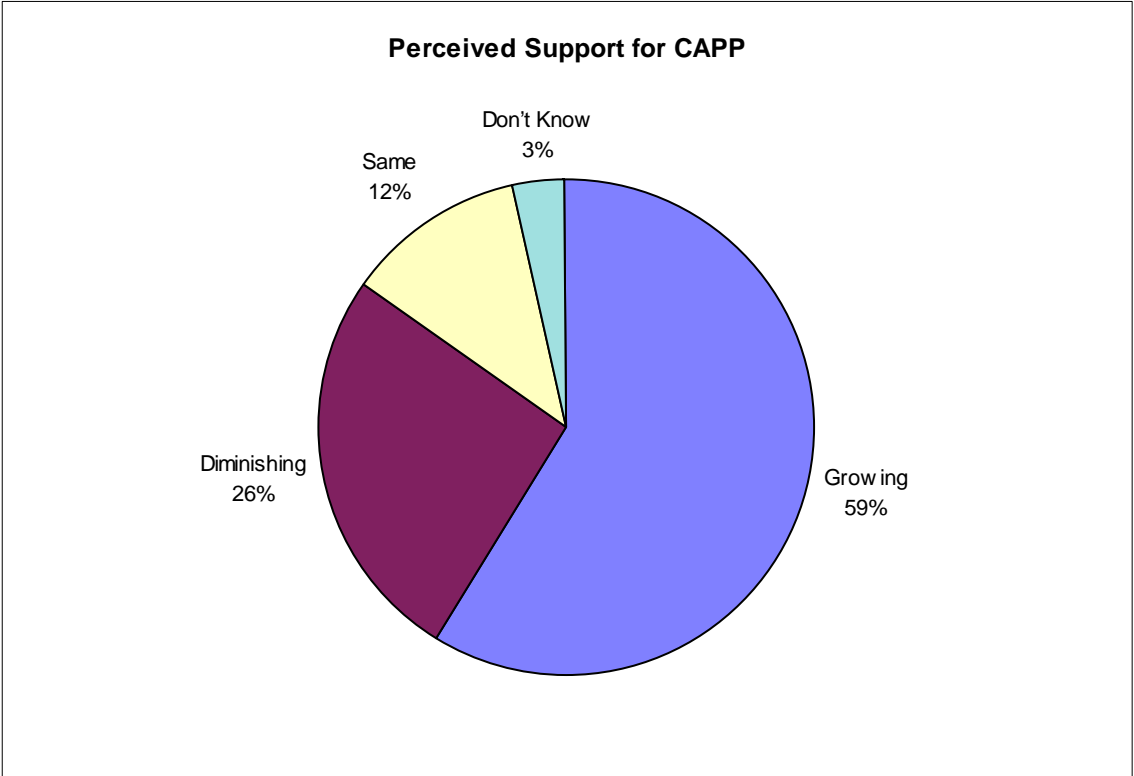
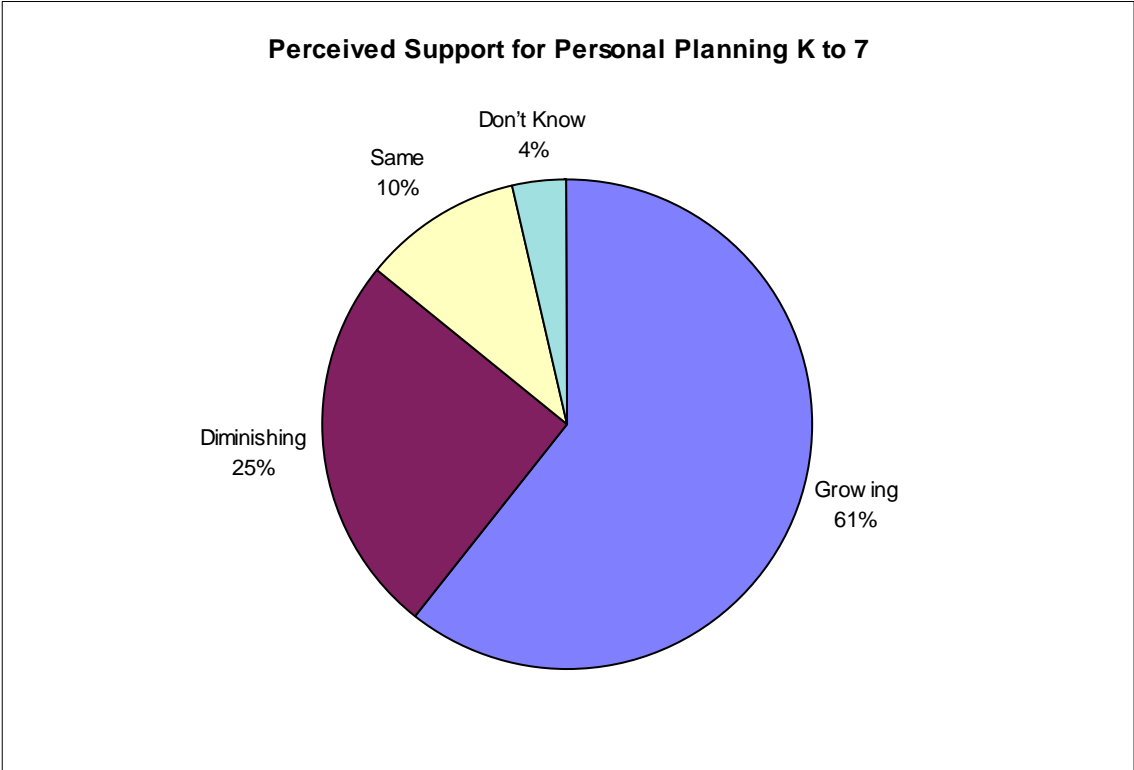
Group	Strong	Moderate	None	Total
Administrators	172	128	31	331
Teachers	99	211	23	333
Students	42	210	77	329
Parents	50	162	96	308
Community Groups	108	111	42	261
School Board	65	139	57	261
PSAs	31	63	106	200
Other	27	7	7	41



“Other” was often identified as the Career Education Society, career preparation coordinators, Counsellors and Public Health staff.

Perceived Direction of Support for PP/CAPP

Respondents were asked if thought support for PP/CAPP was increasing, decreasing or staying the same. Only 1/4 think that support for CAPP is shrinking, while almost 2/3 consider support to be increasing.



Barriers to Successful Implementation

The following chart represents the most consistently mentioned barriers to implementation, as perceived by the respondents. The top three responses are in bold font with superscripts. For Personal Planning K to 7, insufficient resources (time, money and/or learning resources) was the most significantly perceived obstacle, followed by the need for specialized training and difficulty presenting sensitive topics. For Career and personal Planning 8 to 12, the biggest issue was repetition, followed by the need for specialized training and more resources (time, money and/or learning resources).

Barrier to Implementation	Grades K-7	Grades 8-12
Assessment	30	7
Difficulty presenting sensitive topics	84³	47
Excessive content	60	12
Insufficient resources (time, money, learning resources)	230¹	110³
Lack of accountability, guidelines and consistency	13	37
Lack of in-service and or pre-service	11	10
Lack of relevance	30	80
Lack of support, commitment	51	115
Repetition	37	129¹
Specialized training needed	102²	120²
Timetabling problems	33	62
Other barriers noted include:		
<ul style="list-style-type: none"> • Already integrated into other subjects • Better taught by parents • Difficulty implementing work experience • Difficulty with initial implementation • Lack of CAPP coordinator • Lack of school planning 	<ul style="list-style-type: none"> • Need for better communication with parents • Negative image, reputation • Not a recognized teaching area • Overloaded timetable • Teachers' lack of experience or desire to teach CAPP 	

Suggestions for Improvement

Respondents were asked to provide suggestions for improving PP/CAPP and overcoming barriers to implementation. Their responses have been organized separately as they pertain to the IRP and to implementation. Included is a sampling of the responses for each category.

Personal Planning K to 7	
IRP	Number of Suggestions
General Suggestions	90
Resources	67
Assessment	19
Learning Outcomes	54
Instructional Strategies	10
Implementation	
Teacher Training	66
Delivery Models	46
Resource Development	45
Funding	39
Sensitive Topics	34
Better Communication, including parent involvement	30
School Planning and Coordination	23
District Support	21

Career and Personal Planning 8 to 12	
IRP	Number of Suggestions
General Suggestions	100
Learning Outcomes	77
Instructional Strategies	29
Resources	40
Assessment	4
Implementation	
Delivery Models	90
Teacher Training	81
Better Communication	54
School Planning and Coordination	52
Funding	47
District Support	37
Resource Development	19
Parent Involvement and Communication	17
Sensitive Topics	13

Suggestions for Personal Planning K to 7

IRP: General

The general themes emerging from the suggestions at the K to 7 level were to simplify the format of the IRP, allocate grade specific topics, prioritize and do less, and reconsider whether certain social issues were better done in the home. Elementary teachers indicated that they deliver PP most efficiently in an integrated fashion and have some difficulties with assessing this IRP.

Organization

- Make the curriculum IRP (guide) more friendly and easy to use.
- Organize it into grade levels so all topics are together grade by grade.
- Save all that "flipping through" to find what we want.
- For elementary, grade by grade is a much better format than subject by subject.
- Why don't we call it CAPP K-12? It would be so much easier to promote in community and to parents. It's confusing as it is now.
- Provincially we need to address split grades - they should be standardized.

Reduce Content

- Content is way too broad, please narrow and add depth.
- Focus on 5 or 6 organizers per grade and reduce the overlap.
- Have 4 or 5 learning outcomes, not 55.
- Lessen the demands of the curriculum.
- Edit the IRP and decide on required content as well as optional extensions to content.
- Reduce the learning outcomes, concentrate on fewer to deliver a more effective program.
- The ministry should STOP overloading and adding more and more things that teachers are expected to cover in a school year.
- Create a specific plan with a few themes per grade level and concentrate on these all year - impact and actual changes are more likely to occur.
- Lessen the demands of the curriculum - if you add, you must take something away - there is only so much time in a day, week.

Integration

- Integration with other curriculum is absolutely necessary.
- Unless PP is integrated into LA and SS there is no time no matter how good the resource planning book is.
- Cross-reference it to programs that are easy for teachers to use.
- Most of PP could be woven into existing curriculums such as science or healthy living topics, personal safety, Social Studies, etc.
- Streamline IRPs so there's less overlap or produce a document clearly showing the overlap in different curricular areas (or one that shows how a subject area fits many different curricular objectives) so that planning is easier.
- SCRAP it! Integrate into other subjects. Redo both the SS and Science IRPs so that PP is a yearly component, built into the texts, that teachers study with their students. This should not be separate course with an expected letter grade, at least not at the elementary level.

Specificity

- It would be most helpful if a grade-specific package of sample lesson plans was available for each area.
- Develop standardized curriculum with specific lesson plans, particularly for sensitive areas, ready to use by the classroom teacher.
- Determine specific themes and subjects for each grade level.
- Supply specific materials for each grade to promote consistency - e.g. teacher manual for each school - with specific lesson plans, videos, worksheets, etc.
- Give teachers approved (by Ministry, DPAC, teachers and administration) appropriate lessons for each grade for family planning, child abuse, substance abuse instead of general large learning outcomes.

Social Issues

- Let's review our mandate about what we are to teach.
- One more of society's needs I must include leave me little time to focus on the academics.
- We have other health and social agencies that do a better job of addressing these needs in society. Scrap the course.
- Most of these issues would be better taught by parents.
- Schools can't teach it all - parents and the community have to take responsibility for much more.
- Many educators are reluctant to address sensitive content in the classroom - I do not believe the school should be responsible for all life's situations or we do nothing well. Cut down on what elementary teachers are supposed to teach. Covering it all is virtually impossible..
- Eliminate these issues and address the original intent of schools - academics - especially with the reduction of funding - cuts to be made - make them here!

Assessment

- Don't provide letter grades
- Take it off the report cards so that it doesn't have to be evaluated formally.
- A strong feeling that it should not receive a letter grade.
- Stop requiring assessment and letter grades for Kindergarten to Grade 5.

IRP: Resources

Generally, the respondents suggested that resources should be more current and available. There were also suggestions for more funds targeted to resources and the need for some specific types of resources.

Availability

- More resources.
- Programs and materials need to be in schools.
- If relevant materials are listed in the document then they should be provided to the district to use.
- List more teacher-previewed videos and resources (previewed by teachers who would use those concepts in teaching).
- More up-to-date resources need to be in professional libraries.
- Schools should be provided with the recommended learning resources.
- Each district needs to have copies of the Recommended Learning Resources.
- Give us the materials - a resource list is little help (too expensive, often not available, out of print, can't find)
- We need lesson plans and resources - stuff we can use immediately, - no prep required. We're so overloaded as generalist teachers who do it all.
- More attention to acquiring/maintaining resources.
- Better, easier access to resources including easier listings of outside help.

Information

- As with all the IRP's the teacher could spend extra hours everyday searching for resources/lessons for each outcome - How about a much briefer list - e.g.. story book and activity and learning outcome e.g.. Second Step - picture/lesson plan on back and activities - almost no prep for the teacher and its all there in order but it doesn't cover all the government IRP's.
- Update resources available section of IRP - on-line isn't enough for most teachers - send a hard copy update say every 5 years.
- Each district needs to have copies of the Recommended Learning Resources.

Currency

- Update resources or exclude.
- Resources need to be updated and current, especially Family Life videos.

Funding

- Money is not available for resources.
- Targeted funding

Specific Types Suggested

- Appropriate lessons for each grade for family planning, child abuse, substance abuse NOT general, large learning outcomes!
- I believe that Family Life should be a necessary subject 6,7,8, and 9, we should not need to ask for permission if we all use the same approved resources.
- More guest speakers.
- A list of standardized minimum resources.
- It would be most helpful if a grade-specific package of sample lesson plans was available for each area.
- Give teachers approved (by Ministry, DPAC, teachers and administration) appropriate lessons for each grade for family planning, child abuse, substance abuse instead of general large learning outcomes.
- Concise resources are needed - not binders with a years worth of materials on one topic, when six huge topics are to be addressed in the year. Teachers do NOT have time to sift through mountains of material on yet another new program.
- Up to date, current videos that are available now but not listed in the IRP package - especially Puberty, Aids, Abuse for Grade 7 level.
- Improved resources for career development and awareness - kids all want to be a marine biologist, veterinarian or a doctor (how realistic is this perception?).
- More resources needed for mental health/living key issues on - eating disorders, depression, self concept, peer pressure.
- Ministry Kits with outcomes/videos/web sites - badly needed.
- Supply specific materials for each grade to promote consistency - e.g. teacher manual for each school - with specific lesson plans, videos, worksheets, etc.
- Strongly recommend resource material for each grade level - that is DIFFERENT - suggest videos for each GRADE level.
- A single text is needed. It should contain about 70% of the course, leaving the other 30% to teachers individual creativity. This would bring back some degree of consistency in the school system that no set of IRP binders can ever achieve. It would also give some structure and guidance to younger teachers so they could do a better job and not "burn out".
- Have already set up in a box ready to go with lessons, books and videos.
- More French resources. There are many excellent English ones that should be translated.
- Suggestion list of outside agency topics. Perhaps a directory for each school district (contacts for guest speakers or names of groups to contact, e.g., for bicycle riding safety, Assoc. for the Blind, Deaf, etc.)

Other suggestions

- In collaboration with Ministry of Health and Ministry of Families Nutritionist to ensure current recommended resources link appropriately with objectives outlined by the curriculum and to consider research for more appropriate resources.
- If resources not on the provincial "list" are in dispute, ministry should then evaluate those resources to avoid lengthy, costly battles.
- What about a section for listing relevant literature?
- Revise or replace C.A.R.E. program.
- Provide further training for staff i.e. Second Step Program.
- Programs such as Lions Quest are good resources but far too extensive.

IRP: Assessment

Several respondents would like to *eliminate* the current requirement for assessment of Personal Planning K to 7, as outlined below:

- I'd like not to assign a letter grade as so much is integrated into other subjects.
- Assigning letter grades to students in grades 4-6 - an effort, attitude G, S, N is reasonable but not A, B, C.
- No letter grades - maybe Pass or Fail.
- The G, S or N already reflect study habits and attitude in each individual subject area.
- Shouldn't be evaluated - Pass or Fail.
- Letter grades not really needed at Grade 4/5 level - a work habit/effort mark is sufficient.
- Letter grades, I feel, are not appropriate for this subject. G/S/N would serve, at the elementary level at least. Too much of what we do is subjective evaluation to be graded.
- I feel strongly about letter grades. It's like double jeopardy, topics covered in integrated subjects such as Social Studies or Language shouldn't form the basis for a PP mark as well. When a unit is based on group activities, many parents express concerns that their student should not be graded lower simply because they are teamed with a weaker student. I suggest a participation/effort mark rather than letter grades.
- I do not believe PP/CAPP should be a letter grade subject at the grade four level - much of the content falls under the social attitude/development category and should be evaluated as such.

*IRP: Learning Outcomes*Specific Content Suggestions

- Include a program (curriculum unit) on anti-bullying which deals with the victim and how he/she can be helped, how to stop groups from forming (identifying ways children can realize that they are contributing to a bullying situation) and how adult statements and behaviours lead to the development of bullying groups (teasing, "smart" remarks, cutting remarks, not listening to complaints and/or not developing logical consequences to deal with these behaviours).
- Introduce a First Aid/Safety Health component and link it to PE and Science as well as PP.
- The outdoor world is essential to life and a component of PP should include our natural world, i.e., gardening, edible material, survival, all - wet, cold, excessive heat, etc.

Recurring Themes

- Content too broad, narrow and add depth.
- Cut down the number of learning outcomes.
- Integrate.
- Be more specific.
- Reduce repetition; delete topics that are usually covered by other subject areas.
- Assign certain topics or themes to individual grades.
- K, 1, 2, 3 should be separate grades and not combined.

*IRP: Instructional Strategies*Key Suggestions

- Need suggestions about how to deal with the sensitive issues.
- Some lesson materials would be useful (reproducible).
- What would be useful are some new ideas for incorporating outcomes into other curricular areas.
- I would like students to engage in more critical thinking strategies (in conjunction with bullying violence!)
- Prepare/distribute sample infused lessons which tie to a use of the social responsibility standards (expand on the lessons or give more examples).

Implementation: Teacher Training

Respondents strongly supported the need for teacher training, both pre-service and, in particular, in-service. In addition, several respondents suggested the establishment of a Provincial Specialist's Association.

Pre-service

- If the ministry is serious about this curriculum, it will need to ensure it is focused in teacher-training programs as a specialty area, and districts are going to need to target it as a specific assignment, e.g. librarian, special education counsellor.
- Teacher training at university levels.
- Teacher Education programs and Field Services should devote more resources to training teachers for PP/CAPP.

In-service

- Teachers assigned to PP be provided with adequate training to be able to interpret and provide consistent clear messages to students on healthy living.
- In-service provided by Ministry to cover TOC costs.
- More workshops - continuing education.
- Provide specialized training and more resources.
- Specialized training needed.
- Teacher training is needed.
- In-service needed.
- In-service/workshops to teachers
- More in-servicing
- More in-service training.
- More in-service available to suggest implementation.
- Strategies for implementation and presentations.
- More training/in-service.
- More training for staff and more resources.
- In service instruction - did have some this year and it was helpful
- Some pro-d time.
- Continue in-service
- Training and related materials.
- Training and related materials are necessary.
- More professionals giving training.
- We need more professional development.
- More in-service training. Forum to talk with other CAPP teachers to exchange ideas and comments/concerns.
- More targeted in-service.
- Provide money for training, in-service and resources.
- Need for refresher seminar.
- Provide in-service to help teachers deal with sensitive topics.
- Need proper training to handle the C.A.R.E. program.
- Training programs courses for teachers teaching CAPP/PP and then possible in-service or Pro-D sessions.
- More training.
- Provide further training for staff, i.e., Second Step Program.
- Allow teachers time to get together with each other during school hours to see what each is doing - sharing sessions.
- More teachers could take the Lions Quest program.
- Have training in closer areas to schools.
- Organize in-service training for all school district teachers (by level) during school days.

Establish a Provincial Specialist's Association

- The establishment of a voice, a PSA, for PP/CAPP is urgently needed.

Implementation: Delivery Models

The respondent's suggestions for delivery options stressed integration as a good model for elementary schools. There were also suggestions to have "packaged" lessons for each grade. More community and parent involvement was encouraged, and the need for specialized training to handle sensitive topics was highlighted.

Integration

- Find more ways to integrate.
- Unless PP is integrated into LA and SS there is no time no matter how good the resource planning book is. I think it is a waste of money to be redoing it in any way. Even additions as another appendix are unlikely to get much use.
- I don't feel it should be a separate entity. The personal planning is mostly integrated into all the other subjects.
- Put the strands back into the Social Studies/Language Arts/Science curriculum (integration?).
- Should be implemented into all subject areas.
- Integrate PP Learning Outcomes in other subjects.
- More integration throughout subject matter will provide more time.
- Integrate into Science, Social Studies.
- It should be integrated, but the teachers need more time for it, rather than just 'stealing' the time from somewhere else.
- I would like to see it incorporated into one of the other courses such as P. E. or Social Studies.
- I use a lot of integration to SURVIVE.

Specific Lessons

- Need suggestions about how to deal with the sensitive issues.
- More teachable resources needed.
- Publish units that integrate with other subject areas.
- Personal Planning K - 7 needs more teacher friendly and easy to use lessons such as those in the: Learning for Living Curriculum and Langley Learning for Living Curriculum.
- I think if it were based more on 'kits' or pre-made units that you would get more teachers buying into the program.
- More units prepared by district and/or ministry.
- Specific packages designed for each grade level - ready to use by the classroom teacher.
- I would like to see suggestions for integration i.e. science topics i.e. Penguins/Animals/Plants or possible short lessons that you could fit in 15 - 20 minutes.
- Blackline Masters - ready to go - ministry prices - one book - assessment.
- Create kits for each grade level. It's just one more 'subject' have to teach that we don't have time to prepare or teach.

Delivered by Specialists

- Perhaps counsellors could cover some areas.
- More specialized (specially- trained) presenters needed - too much to expect classroom teachers to cover.
- Use of CRD nurses, etc. to do touchy curriculum teaching spots.
- Specialists in the district that move between schools
- To have a specialist who prepare the Grade 6 PP program with the IRP learning outcomes included.
- Continue use of Family Life Team.

Involvement of Other Participants

- Greater collaboration between social services and schools to address issues of sexual abuse, neglect, alcoholism, drug addiction and at-risk youth
- More programs offered by community groups.
- Should be taught more at home or in the community
- Move some PP areas to the community level (evening/weekend/summer)
- Ask the community to take a greater role in implementing PP.

Other Suggestions

- Have one teacher do Personal Planning curriculum in several classes.
- PP should be taught in elementary school, as it is needed through student-teacher discussions etc., not as a curriculum developed subject.

Implementation: Resource Development

Suggestions were consistent about the need to have easy to use and/or grade specific lesson plans. Other suggestions included the need for standardized resources for sensitive topics and the provision of a scope and sequence chart to assist with instruction and reduce repetition.

Grade Specific Lessons

- Create kits for each grade level. It's just one more 'subject' have to teach that we don't have time to prepare or teach.
- Ministry Kits with outcomes/videos/web sites - badly needed.
- It would be most helpful if a grade-specific package of sample lesson plans was available for each area.
- Strongly recommend resource material for each grade level - that is DIFFERENT - suggest videos for each GRADE level.
- Supply specific materials for each grade to promote consistency - e.g. teacher manual for each school - with specific lesson plans, videos, worksheets, etc.

Ready-made Resources

- Since we have limited time for teaching I prefer a laid out program using a kit, blackline masters and videos.
- Give teachers 'the stuff' so they can deliver a program without having to write the program first.
- it would be very helpful if a package program of actual lesson plans/materials was provided.).
- More resources with lessons already prepared; examples of integrated units already planned.
- Resources that are readily available and usable. Teachers often have to make up own units.
- Personal Planning K - 7 needs more teacher friendly and easy to use lessons such as those in the: Learning for Living Curriculum and Langley Learning for Living Curriculum.
- Provide simple lesson plans or kits requiring very little prep that can be implemented at all grade levels.
- More units available for teachers to readily use and that support integration of curriculum.
- Resources to go with it, as right now I am having to create my own program to match PLO's.
- I think if it were based more on 'kits' or pre-made units that you would get more teachers buying into the program.
- Every year a new 'kit' or binder to teach.
- I would like to have some practical material which I can immediately use in my classroom lessons.
- Make good materials readily available to all schools.
- Prepare some units at ministry level - but not ones that are too worksheet dependent.
- Specific lesson plans already made up and in a package ready to use, including a list of books and videos to supplement.
- Have already set up in a box ready to go with lessons, books and videos.

Scope and Sequence

- Scope and sequence would be useful, weighting how much time to each outcome.
- We need a plan, e.g. as to which year of a K/1 you do the specific topics, etc., or cover thoroughly one year, some review the next and so on.
- Assign certain topics or themes to individual grades - maybe three per grade.
- Specify certain topics for certain grades.
- Specify certain topics for certain grades. Too much overlap and repetition turns kids off.
- Assign specific learning outcomes for specific grades.
- District scope & sequence has been very helpful.
- Determine specific themes and subjects for each grade level.

Sensitive Topics

- I believe that Family Life should be a necessary subject 6,7,8, and 9, we should not need to ask for permission if we all use the same approved resources.
- Revisit resources - mandate Family Life program and stand behind it - Grade 4 - 7 and on.
- Develop standardized curriculum with specific lesson plans for sensitive areas - especially family planning - give teachers approved (by Ministry, DPAC, teachers and administration), appropriate lessons for each grade for family planning, child abuse, substance abuse NOT general, large learning outcomes!

Other Suggestions

- Publish units that integrates also other subject areas.
- Implementation would be facilitated by providing a binder of 'stuff' to go with the IRP document.
- Provide some kind of material to help cover the course.
- Write resources for K-7 career development.
- More units prepared by district and/or ministry.
- Ministry Kits with outcomes/videos/web sites - badly needed.

- As with all IRP's let some publisher know that there may very well be a market for a textbook which addresses the material to be covered.
- Find a publisher that will pull it all together - we don't need or use huge binders of ideas.

Implementation: Funding

Specific areas for funding were identified. In addition several respondents suggested that funding should be targeted specifically for Personal Planning activities.

Professional Development

- Teacher training is needed.
- Training and related materials.
- Training and related materials are necessary.
- In service provided by Ministry to cover TOC costs.
- FUNDING for release days, for materials and for trainers.
- We need more money allocated to specialized training in counselling.

Staffing

- More money spent on teacher specialists for PP/CAPP.

Resources

- More money poured into local district resource materials.
- programs and materials need to be in schools.
- Money is not available for above or related resources.
- Schools should be provided with the recommended learning resources.
- More funding for more resources.
- Provide support materials and funds to purchase them.
- More money for resources.
- We are expected to access our own teaching materials, for example: books, videos, blackline masters, etc.
- Resources need to be purchased and shared throughout districts.

Increased Funding

- Give more money where it has been identified in the curriculum.
- More funding.
- Increase funding.
- More money.
- FUNDS, FUNDS.
- Money of course.
- More funding is needed for these resources.

Other Suggestions

- Review what money should allocated to this area (district and/or local decision).
- Targeted funding with a suggestion list of outside agency topics.
- Specific responsibility for curriculum funded.
- Reinstate the funding that we used to have for speech therapy in private schools.
- Reinstate the funding we did have for speech pathology and special testing and consider funding for special assistance.
- Reinstate the funding that we used to have for speech therapy - consider funding for the other mentioned areas (specialized testing, ESL, special needs students).
- Consider funding for special testing and for special education assistance.
- More French resources. There are many excellent English ones that should be translated.
- More money to buy or develop more relevant and grade appropriate French resources.
- Implementation \$ is of greatest importance. Boards should have \$ earmarked for this and some accountability.
- Funds available to 'new teacher' orientation.
- Government support of teachers, understanding how impossible it is to cover all curriculum areas well.
- Budget to hire outside experts (especially for sexuality courses).

Implementation: Sensitive Topics

Respondents were consistent about the need for assistance with teaching sensitive topics. Their suggestions were mainly in the areas of better communication with parents, specialized training and/or delivery, and elimination of some of the topics. Standardized lesson plans were also recommended.

Communication with Parents

- Open communication with parents re sensitive issues.

- Parent education by qualified and trained personnel such as an R.N.
- Get parent support.
- Host programs outside of class time which encourage parental involvement.
- Counsellor arranges these parent information sessions in large group for whole school - health nurse support these for Gr. 5 level.

Specialized Training

- Provide in-service to help teachers.

Specialist Delivery

- Bring in women to present certain abuse topics.
- Have counsellors/nurses teach more.
- Have outside experts for sensitive topics.
- Counsellors, nurses.
- More money spent on teacher specialists for PP/CAPP.
- More experts available to deal with sensitive issues.
- Bring in a specialist (counsellor).
- Have counsellors/nurses teach sensitive topics.
- Budget to hire outside experts (especially for Sexuality courses)
- Have counsellors and nurses handle sensitive issues.
- Specialists should be delivering programs on sensitive topics i.e. family life, child abuse topics.
- Continue use of Family Life Team.
- More specialized (specially- trained) presenters needed - too much to expect classroom teachers to cover.
- If we are mandated to teach sensitive topics then the Ministry of Education should engage other ministries to provide specialists needed to deliver information.
- I would like 'experts' (e.g. from Social Services) to present CARE Kit.
- The board should have specialized teachers to teach some of PLO's (i.e.. Child Abuse, Family Life, Substance Abuse, First Aid).
- Have specialized personal deliver: sex, bully proofing, drug awareness, family violence.

Elimination

- Remove the parts of the IRP that deal with sensitive issues like "relate changes at puberty to the human reproductive system" or "describe the family's role in developing moral and behavioural standards". That sounds judgmental to me - my way of thinking is not the only way. It's even suggested in grade 5 to send home a survey on morals. In my opinion it's not appropriate (suggested instructional strategies to have a health care professional talk about sexually transmitted diseases to grade 6's)
- Eliminate part of this IRP or hire specialists.
- No family matters.
- Grade 1 - I do not feel comfortable addressing the Family Life Education, especially the 'physical characteristics that distinguish males from females'. Learning outcome - not enough resources available. some concepts are difficult for 6 year olds, especially self assessment and goal setting.
- Catholic teachers DO NOT want to teach about birth control - there are lots of other examples of reluctant teachers.
- A lot of the material should be dealt with by parents in the home rather than being pushed onto schools.

Other Suggestions

- Develop standardized curriculum with specific lesson plans for sensitive areas - especially family planning - give teachers approved (by Ministry, DPAC, teachers and administration), appropriate lessons for each grade for family planning, child abuse, substance abuse NOT general, large learning outcomes!
- School boards be more accommodating re needs of students in the classroom re sensitive topics.

Implementation: Better Communication

Respondents generally stressed the importance of better communication about the rationale, value and importance of PP K to 7. Positive "PR" and keeping parents well informed were also seen as very important. In addition, respondents provided some suggestions for sharing information and best practices.

Raising Awareness and Garnering Support

- I don't know how to solve the problems faced - I think the program is very good and that it is very useful because so many children NEED this information. I think it requires a "public consciousness" campaign.
- Raising awareness about the value and need for CAPP/PP.
- Political pressure to engage all participants in promoting the objective of CAPP.
- Administrative leadership - Importance of CAPP stressed.
- Raising awareness about the value and need for CAPP/PP.
- Keep up the profile/importance of this curriculum.
- Have vibrant people with a good understanding of career development at the Ministry championing it.
- Train administrators, board members and district executives how to support and promote the curriculum.
- Impress on teachers/administration how valuable this curriculum is - it prepares children for the world - outside school - it is as valuable as the 3 R's.
- Ask the community to take a greater role in implementing PP.
- Take a more pro-active approach in gaining community support.
- Requires some school-home PR.

Informing and Involving Parents

- Inform partner groups, parents, community etc. of benefits.
- Involve parents more.
- Open communication with parents re sensitive issues.
- Validating it for parents, helping them to see that it shares equal importance with other curricula.
- Host programs outside of class time which encourage parental involvement.
- More parent workshops.
- Information given out to parents in a timely fashion so they can decide whether or not to have their child participate.
- Counsellor arranges these parent information sessions in large group for whole school - health nurse supports these for Gr. 5 level.
- More information be sent home to parents on content and timing.
- Have links on the Ministry web site that can take the teacher/parent directly to a site that deals with specific topics and that also provides the teacher/parent with names and phone-numbers of experts in those particular fields.
- More support for translation services and strategies for communicating with students and parents. (ESL issue)
- Parent education by qualified and trained personnel such as an R.N.
- Information given out to parents in a timely fashion so they can decide whether or not to have their child participate.
- Schools can't teach it all - parents and the community have to take responsibility for much more.
- A lot of the material should be dealt with by parents in the home rather than being pushed onto schools.

Sharing Information and Best Practices

- Focus groups through e-mail and on-site to help with understanding and forward thinking - document is good but needs ongoing support.
- Compile list of volunteer organizations willing to speak to school-groups.
- The establishment of a voice, a PSA, for PP/CAPP is urgently needed.
- Broader distribution of social responsibility performance standards.
- Have links on the Ministry web site that can take the teacher/parent directly to a site that deals with specific topics and that also provides the teacher/parent with names and phone-numbers of experts in those particular fields.
- Prepare/distribute sample infused lessons which tie to a use of the social responsibility standards (expand on the lessons or give more examples.)
-

Implementation: School Planning and Coordination

A consistent suggestion by elementary teachers was the need for more school planning.

- PLAN TOGETHER - grade level.
- MODEL TOGETHER - grade level.
- SHARE MATERIAL with each other.
- Teachers decide on staffs, focus areas and needs of their students each year.
- Allow teachers time to get together with each other during school hours to see what each is doing - sharing sessions.
- Teachers/parents/determine how to best meet needs and cover curriculum in some sort of priority RE: time and dollars available to materials.

- Set school assemblies, grade assemblies to reinforce skills taught.
- Cooperative planning health and school.
- Schools need to be more involved in the process of developing a plan for specific needs of school.

Implementation: District Support

Respondents made some suggestions that have direct relevance for school districts.

Leadership

- We had a very active PP district Committee that acted as leaders and motivators. This has not been in place for a couple of years. The instructional leadership wanes without support.
- Continue use of Family Life Team.. Provide further training for staff. Need proper training to handle the C.A.R.E. program, Second Step Program.
- Train administrators, board members and district executives how to support and promote the curriculum.
- SBO informs AO, then AO informs staff regarding current policies especially with sensitive topics.
- Continue promoting PP/CAPP within our community via Chamber of Commerce, Rotary and other service clubs.

Staffing

- Have teachers interested in teaching PP doing the job!
- Full time CAPP coordinator K-12 in each school district. Insist all districts have an active advocate for CAPP who has time. Specialist to help in the school.
- Provide funding for coordinators to oversee resources, in-service, integration, implementation, etc. - this should not be a teacher.

In-service

- In-service, diploma programs, incentives for getting involved in teaching CAPP. District mentors/workshops; in-service/workshops to teachers. Organize in-service training for all school district teachers (by level) during school days.

Funding

- Provide dollars, resources and support. Review what money should allocated to this area (district and/or local decision). Implementation \$ is of greatest importance. Boards should have \$ earmarked for this and some accountability.

Resources

- District scope & sequence has been very helpful.
- I'd like to see a current list of resources that are available at the curriculum center for our school district. Resources need to be purchased and shared throughout districts.
- Perhaps a directory for each school district (contacts for guest speakers or names of groups to contact, eg., for bicycle riding safety, Assoc. for the Blind, Deaf, etc.)

Suggestions for Career and Personal Planning 8 to 12

IRP: General Suggestions

There was consistent support for making the IRP more specific, and for increased accountability in terms of consistent standards for the curriculum. Opinions differed as to whether the delivery model for PP/CAPP should be mandatory, flexible, integrated, etc. Only 7 respondents suggested eliminating the course. There were suggestions to reduce repetition, both across grades and across subjects, and to reduce and reorganize content. Respondents also had specific suggestions for the Ministry of Education to increase support for CAPP.

Allow Autonomy/Flexibility

- It would probably be helpful if everyone used a similar format, but schools need autonomy.
- Should be a choice, not a have to.
- Perhaps it needs to become an occasional course for "Forums on Personal and Social Issues" as the need arises, rather than a firmly timetabled course.
- Introduce Family Studies as an acceptable credit for CAPP.
- Allow parents to be involved in teaching their kids some aspect of the course.
- I think making CAPP 11/12 voluntary. The minority of students who want the class at a senior level could still take it as an easy grad credit and academic students could have another elective towards post secondary preparation.
- I believe making PP/CAPP mandatory by the Gov't is a waste of the payers money and teachers time. I would like to see a program implemented by Alberta in 1988 called "CALM" with its textbook as a better program than that of CAPP. It is only for students in Gr. 11 & 12.

Be More Specific

- Develop a user friendly IRP with clear learning outcomes (i.e. declarative and procedural knowledge the students need to know)
- IRP could be revamped and become more specific.
- IRP must be expanded and become very specific to prevent haphazard delivery methods.
- The IRP's should be more specific.
- The current IRP is a good start. However, I think that it needs to become more specific. Repetition must be deleted in order for the course to be better recognized. Also, a specific text book/workbook would be valuable.
- Teaching CAPP is wonderful but my training and experience has prepared me for this I know less trained teachers are frustrated by an IRP that is not specific enough.
- We recommend that it be developed provincially, with specific criteria and learning objectives and definite goals and levels of accomplishment, so there is standardization and teacher prep is minimal.
- Establish specific learning outcomes (the current IRP is too vague). Lay-out and standardize everything so teacher prep is minimal (teacher participation may improve).

Integrate

- I feel we would be more effective by offering CAPP 9 and 10 as part of PE 9 and 10 curriculum; perhaps Day 1 being PE and Day 2 being CAPP. It is very important to have both physical and mental well-being taught and taught well.
- I would like to see it incorporated into one of the other courses such as P.E. or Social Studies.
- Many of the CAPP goals are better taught in CORE areas, e.g.. resumes in English which has more time to help students write, revise & restructure.
- Let it be integrated into core courses so that students have elective choices.
- About 1/2 of our graduates are in Career Prep and do their work experience in this way. Perhaps CAPP 11/12 should be dropped & the objective incorporated into CPWE which would become mandated for graduation.
- Give more emphasis and money to Social Studies and English teachers - Time & Importance. This is where the CAPP curriculum is covered meaningfully. We integrate it - but, it is a lot of extra work to have to report on it twice.

Accountability/Standardization

- All academic core subjects have a provincial course and course is credited and accepted at post-secondary. This is also needed for CAPP.
- Legitimize CAPP by giving recognized finals & articulation with post-secondary institutions.
- Provincial exams should be attached to this course.
- If CAPP was mandated to be a real course, it wouldn't be fighting for its existence. (from those who believe it takes away from valuable instructional time.)
- Would like Ministry directives stating the course be 120 hours to be taken either in grade 11 or grade 12 followed by a grade 12 government exam.
- A standardized approach is needed for the delivery of the program: While delivery of CAPP was mandated, how that delivery model would last was not - some schools call what they do (homeroom handouts) = CAPP. CAPP and others should deliver the "full meal deal" stand alone course - students with homeroom CAPP get short changed - non-specialists provide handouts and it is simply a paper shuffle.
- Develop a more stringent policy, re CAPP as a full year/one semester course that must be taught in a consistent and uniform manner, i.e., Social Studies.
- A standardized delivery program WITH MATERIALS for integrated CAPP.
- Demand a stand-alone course so that delivery is equitable.
- Consistency - some schools are doing very little - how is this monitored? - what is the accountability? - I have family friends with children in different schools and many do nothing in this area - the province needs to pursue this, I think A clear centerpiece or framework for the CAPP curriculum - having something to constantly relate to - makes sense for students.
- Mandate method of delivering CAPP.
- Accreditation process needs to ensure that required courses are actually being delivered.
- It is difficult to have CAPP course in each grade level at the secondary level, (given the 75 min. blocks and semester system), but maybe it could be revised as CAPP 9/10 and CAPP 11/12?
- Only make CAPP mandatory at the Grade 11/12 level. One course required. Eliminate Grade 8, 9 10 CAPP but continue with health-related lessons in regular classes.
- I think that more pressure needs to be put onto schools/school districts to give CAPP more credibility and the same status as other subjects.
- Political pressure to engage all participants in promoting the objective of CAPP.
- Would like Ministry directives stating the course be 120 hours to be taken either in grade 11 or grade 12 followed by a grade 12 government exam.
- There must be a DEMAND ORDER that it be taught properly 60 hours minimum teachers teach at least 1/2 of their teaching time that the teachings in the school be monitored.
- Leadership and strict guidelines from the ministry.
- Province-wide document to verify hours and have students reflect on their work exposure (we developed our own - not universally accepted by other districts or documented by other districts (schools).
- Make teachers accountable for the course.
- Greatest weakness: lack of direction re implementation from ministry. Mandate method of delivering CAPP.
- College of Teachers must determine minimum qualification to teach this subject, eliminating the present policy for giving this course to anyone.
- To give CAPP credibility, include it in the courses that are used to determine scholarship.
- Perhaps "strict" enforcement of policies regarding the amount of hours students must be kept in CAPP, and the learning expectations.
- The CAPP 11/12 could be expanded to 4 credits each.

Reduce Repetition

- The Planning Process is described ad nauseum.
- We need to remove/eliminate the overlap so that they program is relevant.
- Need for consistency of curriculum from year to year without repetition of topics and material.
- The main concern that I have is that the curriculum is the same from year to year and kids do not see the value of these important topics.
- We need a CAPP course that doesn't ask the same questions over and over.
- Repetition - e.g.. Grade 11 budgeting and finance i.e.. already covered in Math 11 (Chapter 1).
- Redo curriculum as it is clear what is needed to be taught solely in CAPP that is not taught other places (AIDS for example is in PE)
- Content needs to be looked at to avoid repetition at each grade - maybe suggestions for implementing IRP's into existing courses.
- There is no need for repetition at different grade levels if people take the time to do a scope and sequence (e.g. the topic of substance abuse can be smoking at Grade 8, introduce specific drugs and alcohol at Grades 9, 10, do addiction as a visual

problem in Grade 11 and do substance abuse in the workplace in grade 12).

- Don't repeat every year - e.g. basic banking.
- Try not to cover everything at every grade level.
- Avoid repetition - Offer New!
- Deliver CAPP in fewer grades - concentrate on high school.
- Reduce the years CAPP is stretched over.
- To be always bombarding students with PP/CAPP from K-12, it does get boring for students.
- Maybe combined CAPP for grade 9 and 10 and not so much CAPP is needed for them as for grade 11 and 12.
- Offer CAPP as a course at ONE level not FIVE.
- Offer it at only the senior level (11 or 12).
- It is difficult to have CAPP course in each grade level at the secondary level, (given the 75 min. blocks and semester system), but maybe it could be revised as CAPP 9/10 and CAPP 11/12?
- Maybe just have it for Gr. 12s because there isn't a point for the younger kids.
- Remove CAPP 11, cover it all in CAPP 10 and put responsibility on the student to do career searches.

Reduce Content

- SLP is no good, unnecessary, tedious, has got to go.
- Focus on some topics, teach them well in that grade and move on. e.g. Sexually transmitted diseases - most kids think they are invincible and are surprised when it happens to them.
- Eliminate unnecessary material from program.
- shorten it, be specific on all topics.

- To cover all Learning Outcomes in time allotted, treatment must be superficial i.e.. Healthy Lifestyles, F.L.E. The constant battle is whether or not to touch all topics or choose specifics for in-depth treatment.
- Create a specific plan with a few themes per grade level and concentrate on these all year - impact and actual changes are more likely to occur.

Reorganize Content

- Would like to see more emphasis on the development of a portfolio that should be on-going from Grade 8-12 so that students have a thorough collection of achievements and visual documentation for future employers and professional training institutes.
- Separate the career aspect and the personal planning aspect.
- Reorganize Healthy Lifestyles to include abuse, mental health, substance abuse, safety, F.L.E
- Focus only on career in 11 12 earlier years focus on the other areas?

- Perhaps CAPP could be divided into 2 courses, which the students would have the choice of taking (i.e.: CAPP 11/12a = post-secondary planning and career prep; CAPP 11/12b = personal planning and healthy living)
- More emphasis on PP and mental well-being components, i.e., learning better time management skills, effective short planning, developing interpersonal skills, communication skills, i.e., public speaking and interview skills.

*Increase Ministry Support in Terms of:*Promotion

- Ministry should reaffirm the need and importance of this course to ALL stake holders and ensure that ALL schools are presenting the IRP items
- Better Ministry PR - some are still expecting it too disappear.
- If violence is such a focus in our schools why isn't the Ministry talking about CAPP and its role in educating students about conflict resolution.
- Publish a regular basis success human interest stories in provincial papers e.g., Sun, Province.
- More positive PR from the Ministry.
- Definitely a renewed commitment from Ministry of Education that CAPP is here to stay.
- give CAPP the emphasis it needs to be effective
- Positive publicity
- Increase public relations/promotion
- A push on other curricular areas by provincial reps to get other department heads within districts and schools to get other teacher/parent more aware of the benefits of CAPP. People on our staff still refer to it as CAPPS and don't know what the letters stand for!
- CAPP needs to have a more important status - some schools don't teach CAPP - they claim they are but in fact they are not.
- Legitimize CAPP as being here to stay.

In-service

- More support from Ministry needed in terms of professional (up-to-date) development and in-service
- Provide teacher training in the CAPP area.
- Provide provincial in-service on dealing with sensitive issues, and other specific areas.
- of materials and concepts.
- Teacher education programs and Field Services should devote more resources to training teachers for CAPP.

Resource Development

- Develop curriculum resources at each grade level or on a biannual basis.
- Get people together to develop grade level CAPP specific texts that can be augmented with more current inf.
- More support from the Ministry. Provide 'real' lesson plans for teacher use.
- Write resources for K-7 career development.
- Prepare some units at ministry level - but not ones that are too worksheet dependent.

Funding

- Provide the necessary funding for CAPP resources, in-service training, etc.
- More money from Min of Ed to implement course in every year.
- because there are no textbooks, there needs to be adequate funding for computers and site licenses.
- Target funding so administrators must use CAPP funding to support CAPP learning outcomes (i.e. job shadow placements).
- Target money for CAPP resources.
- Send money directly to schools - earmarked for CAPP - DON'T filter it through the school districts - it doesn't reach us!
- Ministry renews commitment. Perhaps target funds so district/school is accountable.
- Ultimately, the ministry must continue to fund it as they did in the past.

Other

- More articulation between colleges/universities/school districts.
- Work with post secondary institutions to develop CAPP as a teaching area.
- More articulation with apprenticeship branch.
- More support for adult learners with special needs.
- Time!! to really make this work. Students have told us that this is the first course a student should do in grade 11.
- Gov't provide up-to-date statistics.
- Well-versed staff at curriculum branch needed to organize CAPP.
- CAPP contact at the Ministry to communicate with administrators.
- I believe that we need to give CAPP modification a rest. We do not need new IRP's/modified IRP's new evaluation strategies etc. we are teachers, CAPP teachers and therefore will use strategies and evaluation and resources, just the way other curriculum teacher. Individual classrooms differ and therefore each teacher may modify or adjust delivery to suit, as any other teacher would change the IRP (again) will not help. Thank you!
- Adequate Ministry of Education support and researching - presently lacking.

IRP: Learning Outcomes

- Respondents provided some *specific suggestions*:
- Concentrate far less on teaching sexuality and more on career choices and goal setting/achievement
- I believe that there needs to be a larger understanding of sex-ed, we need to cover sex-ed more than we do because there are many younger students beginning to have sex and they need to know the consequences.
- The vague wording around sexual safety is detrimental to the program
- If students have a good chance of being sexually active within the 10 years after leaving school we might be their only source of information. More specific wording would permit condom demonstrations along with abstinence in every class
- Still need to cover but minimize time spent on personal skills, strengths, values, etc.
- We need better substance abuse courses.
- Is it our 'job' to work with students on social skills? I believe it is and we need to focus longer and harder on it.
- Where can you go in your community for health questions, jobs, education, tourist stuff
- Learn good health, meal plans, budgeting food supplies, things to keep physically active
- More emphasis on PP and mental well-being components, i.e., learning better time management skills, effective short planning, developing interpersonal skills, communication skills, i.e., public speaking and interview skills
- The little things in life that you think we know: laundry, cooking, bills, financing, health
- Students need hard facts re what jobs pay. Budgeting information would be helpful, the realities of what it costs to live on a low income
- Balance check book
- We need to integrate more information on money matters
- Take goal setting a step-further, e.g.. (How can you reach your goal)
- Stick to career/scholarship topics
- We need to spend more time looking at courses, what courses we need to take - specific courses, in specific university/colleges
- I think it would be very good if more programs, or topics like teaching teenagers about doing taxes, about job areas, colleges & universities (majors, minors, all that stuff).
- More emphasis on entrepreneurship and trades.
- Each grade level should be more structured in terms of learning outcomes - not so much spiraling of the topics.

Other suggestions could be categorized into *recurring themes*:

- be more specific and clearly defined
- reduce overlap and repetition
- reduce number
- provide for more in-depth treatment of the topics
- integrate where possible
- provide suggested time allotments for outcomes
- be more age appropriate
- Schools should have some flexibility as to topics presented, based on their school's cultural, academic, etc., needs.

Also, numerous respondents suggested, in various ways, the development of a *scope and sequence* chart. Generally what was meant by this was the assignment of specific topics to specific grades. The major reasons cited for this were that it would:

- provide for consistent delivery of CAPP
- eliminate repetition and or topic omission
- standardize the course
- allow for sharing of resources

IRP: Instructional Strategies

Respondents provided a *variety of suggestions*:

- Make more use of technology - teach students how to make web pages, use power point etc., problem with teacher training.
- Goal setting - much repetition in this area - need some good teaching ideas and resources!
- Decrease the interviews, ensure projects are not repeated.
- Incorporate guest speakers and community experts, so teacher is often just a facilitator.
- More guest speakers, videos, discussion.
- Lessons should be more fun and interesting.
- Allow for debate/discussion/role playing as possible.
- Speakers about finances, colleges and universities,
- People from different professions
- If games, video or activities addressing the topics, at different age levels were available, it may help.
- Updated Ministry lesson plans / resources provided to schools.
- Needs to have more presentations and be a lot more serious.
- Many more presentation such as BC Opportunities that travel the province. Outside speakers tend to draw more support from students and staff.
- Perhaps some traditional forms of motivating students such as text material and quizzes.
- Problems around repetition of topics will persist. Teachers must work hard to help students understand and see a pattern of change or stability as it relates to personal growth.
- The challenge for teachers is to make the subject fresh and relevant to students' lives.
- Focus more on information and discussion rather than activities and assignments.

IRP: Resources

The suggestions pertaining to resources were mainly in the areas of currency and availability. Some suggestions were included as to specific types of resources.

Currency

- Constantly producing up-to-date material. Kids tend to look at the medium not the message, if, for example, the video is out-of-date.
- Keeping current - materials must be up to date in career planning (changes in post secondary, careers, and the economy, require constant updates).
- Up to date videos to supplement written material.
- Concern over ongoing development of print and visual resources.
- In collaboration with Ministry of health and Ministry of Families Nutritionist to ensure current recommended resources link appropriately with objectives outlined by the curriculum and to consider research for more appropriate resources.

Information

- Produce an updated video and materials supply list each year.
- Continue to offer relevant film lists of associations willing to present to CAPP classes would also be beneficial.
- Some of the videos should be updated.
- Relevant 'career' resources; easy to use; quick; free and useful sites on web (these tools are of question).
- Improve and update resources.
- More up-to-date video material.
- Mutual exchange of outlines, etc.
- Resources - annual edition.

Costs/Funding

- Better funding for resources starting at 8, 9, 10.
- Funding - resources, speakers, conference.
- Need for financial resources for effective learning resources (i.e. videos, booklets, etc.) and guest speakers.

Availability

- There must be on-going support and upgrading of materials and resources from the Ministry, especially in areas such as substance abuse, including tobacco, bullying.
- Update videos and ensure that good videos can be purchased at reasonable prices.
- I wish there were more up-to-date videos available . I know there probably are but the school district has only a limited supply (money is the problem, I imagine).

Specific Types Suggested

- Ministry-Developed.
- I have enjoyed using the resource box put out by the ministry. I believe it is effective because it has the plans and the resources organized together. This package would be even better if it were more comprehensive.
- Develop curriculum resources at each grade level or on a biannual basis.
- Get people together to develop grade level CAPP specific texts that can be augmented with more current information.
- More free resources from provincial agencies would be of great benefit.
- Unit teachers can use after a short in-service with little or no prep. (i.e.: Worksafe)
- I would like to find a better copy of the "Changes" video.
- P.E.M.C. "Lesson 2" Human Values & Choice.
- Grade 8 Family Life Changes by Search Institute 1985.
- Reference material for teachers that is easy to use (eg. on topics like personal finances, labour market, etc.).
- Updated Ministry lesson plans / resources provided to schools.
- Greater online access in school.

Other Suggestions

- Teachers need to be more resourceful and establish contacts for the learning resource materials.

IRP: Assessment

The responses represented widely different opinions:

- Not evaluate CAPP at all
- Pass/Fail
- Use "G", "S", "N"
- Give a letter grade
- Apply a provincial exam

Implementation: Delivery Models

Once again, the respondents suggested very different models for delivery, ranging from a stand alone course to full integration with other subjects. Also, differences of opinion were noted as to whether the course should be optional or mandatory. Other proposals included delivering the course at different grade levels, rather than every year.

Course Options

Stand-alone/mandatory

- Make CAPP and its delivery mandatory Gr. 8-12.
- CAPP should be stand alone only, course integrated approaches are inadequate.
- Should be a set course with more focussed deadlines.
- Restructure the CAPP program in the school such that it becomes a truly stand-alone course.
- Demand a stand-alone course so that delivery is equitable.
- Stop integrating it with classes!
- CAPP should be established as a subject and placed in the normal rotation of student exploratories in every school and every school district
- In my experience - and I feel this is backed by the research I did for my MA - health ed (CAPP) needs to be a discrete course taught by teachers who feel qualified to do so. If done this way, it is powerful and effective. If it is "squished" into other courses, it is an extra that has little status and effectiveness.
- There must be a DEMAND ORDER that it be taught properly 60 hours minimum teachers teach at least 1/2 of their teaching time that the teachings in the school be monitored.
- While delivery of CAPP was mandated, how that delivery model would last was not - some schools call what they do (homeroom handouts = CAPP) CAPP and others deliver the "full-meal deal" stand-alone course - students with homeroom CAPP get short changed - non-specialists provide handouts and it is simply a paper shuffle.
- A standardized approach is needed for the delivery of the program.
- Require standard delivery - I know you want schools to have autonomy but seminar format here - drugs, abuse, safety, healthy living - all the personal development. LO's aren't addressed most of emphasis is put on Careers/Work Experience and Resume'
- CAPP should be taught as a regular class
- Stand alone courses with teachers who want to teach it.

Integrated

- Needs to be integrated within the curriculum.
- I feel we would be more effective by offering CAPP 9 and 10 as part of PE 9 and 10 curriculum; perhaps Day 1 being PE and Day 2 being CAPP.
- Other schools in Delta (Seaquim Secondary - full year school) offer CAPP integrated with every subject - so should NDSS - Don't think it should be taught as a separate course in a semester system.
- Let it be integrated in core courses so that students have elective choices.
- No specific CAPP courses should be offered, integration should be the choice method for delivery of the objectives.
- Make CAPP more integrated into other classes.
- Many of the CAPP goals are better taught in CORE areas, e.g.. resumes in English which has more time to help students write, revise & restructure.
- Give more emphasis and money to Social Studies and English teachers - Time & Importance. This is where the CAPP curriculum is covered meaningfully. We integrate it - but, it is a lot of extra work to have to report on it twice.
- Integration in Gr. 8 & 9 seems to work better than full block courses, e.g., Agenda book use in all classes, career research project in Computers 9, Family Life experts for 6 hours.
- It seems an integrated model works best with younger students. Stand-alone courses suit Gr. 10-12 better.
- Scrap it and add the more crucial areas to P.E. 9-10, English 9-12, Social Studies 9-11.
- I would like to see it incorporated into one of the other courses such as P.E. or Social Studies.

Voluntary

- I think making CAPP 11/12 voluntary. The minority of students who want the class at a senior level could still take it as an easy grad credit and academic students could have another elective towards post secondary preparation.
- should be a choice, not a have to

Different Years

- Might be better if offered every second year after the elementary years with specific topics should be a set course with more focussed deadlines.
- Only make CAPP mandatory at the Grade 11/12 level. One course required. Eliminate Grade 8, 9 10 CAPP but continue with health-related lessons in regular classes.
- Having the course in Gr. 7, 9 and 11 only may be a better solution.
- Reduce the years CAPP is stretched over.
- Only teach CAPP in 10-12
- Should be offered at 8, 10, 12. We are overdoing it and students lose course choices because there are too many CAPP outcomes.
- Offer it at only the senior level (11 or 12)
- Maybe combined CAPP for grade 9 and 10 and not so much CAPP is needed for them as for grade 11 and 12.
- Deliver CAPP in fewer grades - concentrate on high school.
- Remove CAPP 11, cover it all in CAPP 10 and put responsibility on the student to do career searches.
- Offer CAPP as a course at ONE level not FIVE.
- CAPP 10 should be shortened to 1 term only.
- Peer Mentor Module: Within the Grade 11 curriculum we have developed a master component for those students who are considered to have met the standard for the personal development module and some aspects of personal planning. These students apply (cover letter and resume and interview) for an opportunity to work as a mentor in a grade 8 or grade 9 class for certain days of the week within the term they are in CAPP 11. They are evaluated by sponsoring teacher on how they met the employability skills and attendance, punctuality. They complete their career research in the CAPP class.
- Mandate delivery model where CAPP is in rotation for Grades 8's and Grade 11's (plus 30 hours for Grade 12).
- Perhaps it needs to become an occasional course for "Forums on Personal and Social Issues" as the need arises, rather than a firmly timetabled course.
- It would probably be helpful if everyone used a similar format, but schools need autonomy.

Workshop

- Condense CAPP into a 1 day workshop. Have it delivered by a regular teacher - i.e. the Block A teacher. Have "free" staff assigned to CAPP class as an assistant (team-teaching) to facilitate small group work.

Implementation: Teacher Training

Respondents strongly supported the need for teacher training, both pre-service and in-service. In addition, several respondents suggested the establishment a Provincial Specialist's Association.

Pre-service

- Identification as a subject/teaching area.
- Needs to be a recognized teaching area in secondary.
- Include CAPP in teacher training courses.
- Provide training at Teacher Ed. facilities for teaching CAPP.
- Consider it a specialty area - would any teacher teach music?!
- College of teachers must determine minimum qualification to teach this subject, eliminating the present policy for giving this course to anyone.
- Major in this area at University.
- Training included (mandatory) during post-secondary teacher training.
- Should be part of teacher training.
- Make CAPP part of teacher training.
- Recognize CAPP as a teaching 'specialty' - part of the list we can use to amplify our qualifications.
- Have courses available in teacher's college to prepare new teachers. Student teachers don't have chance to qualify as a CAPP teacher. Some are not even trained in CAPP even though they will have to teach it when they graduate. Student teachers not encouraged to include it as part of their practicum.
- Teachers should have some certification or training to aid them to be knowable and successful in this course.
- Provide teacher training in the CAPP area.
- Better teacher training.

In-service

- We need more information on CAPP related courses offered to teachers (e.g. U Vic.) and incentives for this Pro-D.
- Provide CAPP specific training.
- Get teachers trained.
- Pro D for CAPP teachers. Guest speakers for specific areas , e.g. Meg Hickling.
- Teacher training.
- Workshops, etc. for teachers.
- Specialized training in areas such as substance abuse and family abuse would be helpful.
- Experienced CAPP instructors should be sought to provide teachers with examples of guest speakers, etc.
- More support from Ministry needed in terms of professional (up-to-date) development and in-service.
- Provide teacher training in the CAPP area.
- Provide provincial in-service on dealing with sensitive issues, and other specific areas.
- Teachers assigned to CAPP be provided with adequate training to be able to interpret and provide consistent clear messages to students on healthy living.
- Release time within the school to design and update the course.
- Release time within the district to consult amongst other CAPP teachers re consistency and elimination of repetition of materials and concepts.
- Time to get departments together to plan.
- Education of new staff.
- In-service for teachers and administrators re: content and delivery models.
- Provide more training.
- More Pro. D.
- Publish a booklet sharing how other schools implement CAPP and what percentage of teachers are responsible for the program.
- More specialized training for CAPP teachers.
- Teachers should receive special training.
- Ongoing need for training to keep up-to-date.
- If there is on going training of new staff and continuing work on units, lesson plans, resources then continuing implementation of the intent and spirit of the program will occur.
- Training time be provided at district levels.
- Need for training and more teachers teaching full-time in CA.
- Lots of professional development days.
- More training is needed - the curriculum was introduced before training was introduced.
- Need for specialized training or special information, i.e. video.
- Have district people who can come in and teach these units - or provide in-service for teachers in regard to these issues.
- Allocate time for training.
- Teachers need to be trained - especially for sensitive topics.
- Pay teachers additional amounts for their CAPP planning.
- Teachers should receive specialized training - certainly be updated on a regular basis.
- In-service for teachers on career development in subject areas, employability skills, new economy characteristics, non-traditional career paths.
- Provide school district training in CAPP to all teachers so more teachers see the value in the outcomes, support them in discussions with students and integrate them into other courses to reinforce.
- Greater use of ProD days for computer/Internet/software training.
- Discussion and mutual exchange of course outlines with other levels of CAPP.
- I think there needs to be training especially for sensitive topics.
- We need network of professional CAPP teachers.
- More in-service with current statistics and major provincial areas of concern i.e. bullying
- Offer CAPP summer sessions for teachers.
- Compulsory (possible??) in service.
- Provide 'in District' training.

Establish a Provincial Specialist's Association

- A CAPP "PSA" - for district communication.
- Organized specialists association.
- Provincial association or simply on. line forum.
- The establishment of a voice, a PSA, for PP/CAPP is urgently needed.

Implementation: Better Communication

The respondents generally indicated the need for better communication about the rationale, value and importance of CAPP. Also, teachers could benefit from shared information about best practices.

Ministry

- Better Ministry PR - some are still expecting CAPP to disappear.
- If violence is such a focus in our schools why isn't the Ministry talking about CAPP and its role in educating students about conflict resolution?
- More positive PR from the Ministry.
- Campaign to erase the unfavourable first impression from the early years is needed - parents, students, teachers still have negative outlook.
- Definitely a renewed commitment from Ministry of Education that CAPP is here to stay.
- Political pressure to engage all participants in promoting the objective of CAPP
- Ministry should reaffirm the need and importance of this course to ALL stake holders and ensure that ALL schools are presenting the IRP items
- CAPP contact at the Ministry to communicate with administrators.
- Increase public relations/promotion.
- Ministry renews commitment.
- Positive publicity.

Administrators

- Continue promoting PP/CAPP within our community via Chamber of Commerce, Rotary and other service clubs.
- Administrative leadership - importance of CAPP stressed.
- Educate administration at all levels how important CAPP is and staff.
- Train administrators, board members and district executives how to support and promote the curriculum.
- Promote importance of CAPP 11 to students and staff.
- Need administrators to support the program.

Teachers

- Communication between providers of CAPP is lacking.
- Communication! All teachers must know what is taught at the different levels.
- Needs to be explained more clearly to students so they understand the point and significance of goal setting.
- Work on CAPP 8-10 so that students have a positive attitude as they enter grade 11.
- Increase the level of support for CAPP teachers and continue to promote the importance of CAPP and how it can effectively deal with all of the social issues that every school in B.C. is dealing with today i.e., bullying, drugs, respect for others/self, etc.
- Train the principals of Why It is Important!
- Push for greater awareness in other curricular areas as well as in the community as to what CAPP is
- Teachers need to be passionate about any thing they teach to get students excited about learning it.
- I'd like to know who is telling Grade 8's that it is a "non-course"?!
- A push on other curricular areas by provincial reps to get other department heads within districts and schools to get other teacher/parent more aware of the benefits of CAPP. People on our staff still refer to it as CAPPS and don't know what the letters stand for!
- All teachers need to be aware of the importance of CAPP.

Parents

- Open communication with parents re sensitive issues
- Parent Education seminars on CAPP topics
- Information given out to parents in a timely fashion so they can decide whether or not to have their child participate
- More information be sent home to parents on content and timing.
- One or two classes for parents to familiarize themselves with content and even give handouts students will get to increase home communication.
- Increased parent involvement would magnify the benefit for the student. If parents knew what was being discussed (had a course outline and some of the materials) communication might increase!
- Well-informed parents (possibly an evening each year when materials and IRP are available to view and teachers to answer question/concerns)
- Advertise! Let parents know what an SLP should look like. Tell the public that students are getting a sound education re: personal and career planning.

Sharing Information and Best Practices

- Publish a regular basis success human interest stories in provincial papers e.g., Sun, Province
- Collect what is being done well; publish and distribute unit plans, lesson ideas, course outlines for different grades etc. to teachers.
- Publish a booklet sharing how other schools implement CAPP and what percentage of teachers are responsible for the program.
- Discussion and mutual exchange of course outlines with other levels of CAPP.
- Experienced CAPP instructors should be sought to provide teachers with examples of guest speakers, etc.
- Release time within the district to consult amongst other CAPP teachers re consistency and elimination of repetition of materials and concepts.
- Possible list of provincial contacts by region.
- Continue to offer relevant film lists of associations willing to present to CAPP classes would also be beneficial.
- Regular reminders to teachers about resource availability and what is possible.
- Advertise! Let parents know what an SLP should look like. Tell the public that students are getting a sound education re: personal and career planning.
- Provincial association or simply on. line forum.
- Need for CAPP teacher network (on-line?) for sharing of professional concerns Too much time spent creating our own projects. We need network of professional CAPP teachers computer access as indicated elsewhere.
- The establishment of a voice, a PSA, for PP/CAPP is urgently needed.

Implementation: School Planning and Coordination

Suggestions were provided in terms of increased administrative support, staffing, and coordination.

Administration

- Administrative leadership - Importance of CAPP stressed.
- CAPP dept. head requires times and resources to facilitate the CAPP curriculum instruction to occur in each school.
- Budget made available.
- Get schools to give CAPP a budget and department coordinator.
- Identification as a subject/teaching area that has a budget and a department head.
- Better funding for resources starting at 8, 9, 10.
- CAPP needs to have a home: either as its own department or be put in with another one - that would really improve CAPP (e.g.. teachers with experience and motivation).
- CAPP coordinator is needed to insure program actually has (and follows) a scope and sequence. This is necessary in order that topics/subjects are neither ignored (missed) or duplicated.
- Better administration support overall, of CAPP.
- Time provided by admin. - need to relieve some teachers so this can be done.
- Release time to organize/plan.

Staffing

- Teachers need to be passionate about any thing they teach to get students excited about learning it.
- Only enthusiastic teachers assigned to deliver the course.
- There needs to be a core of CAPP teachers that teach the course, revise the materials and ensure the delivery of the course content.
- Only well-trained individuals should be used - especially in sensitive topics.
- Specialized teachers are essential to generate interest and relevance in this course.
- Choose CAPP teachers based on desire, CAPP related experience, education.
- Provide CAPP specific training.
- Allow teachers who have great courses and a passion for CAPP to offer Pro D to those who need it.
- Education of new staff.
- Hire one teacher to teach CAPP!!! Someone who is excited about it will do a better job and will instill excitement in the students.
- CAPP should be taught by specialist CAPP teachers who are enthusiastic about the topic.
- Teachers should have some certification or training to aid them to be knowable and successful in this course.
- Hire personnel to each CAPP specifically.
- Application for this position - CAPP.
- Hire teachers who are trained to teach it (Home Ec. specialists).
- Only enthusiastic teachers assigned to deliver the course.
- There needs to be a core of CAPP teachers that teach the course, revise the materials and ensure the delivery of the course content.

- Have teachers interested in teaching CAPP doing the job!
- Having existing teachers in the school assist (part time) full time CAPP teachers with arranging and evaluating job shadowing/placement experiences.
- It needs to be taught by teachers who want to.
- Actual CAP teacher for grade level groupings could be beneficial.
- Pay teachers additional amounts for their CAPP planning
- Teachers with an interest in CAPP, its relevancy to teach CAPP.
- Qualified professionals should be teaching CAPP - like in any other subject.
- Use a few teachers and treat CAPP as a course.
- Expert teachers should be given money/resources to teach the course.
- Appoint teachers with a strong interest to teach a discrete CAPP course, who can make the course relevant to the students' lives.

Coordination

- Communication! All teachers must know what is taught at the different levels.
- There is no need for repetition at different grade levels if people take the time to do a scope and sequence (e.g. the topic of substance abuse can be smoking at Grade 8, introduce specific drugs and alcohol at Grades 9, 10, do addiction as a visual problem in Grade 11 and do substance abuse in the workplace in grade 12)
Teachers need to look at CAPP IRP and summarize with headers. Decide how many hours you have in the year and focus on what has worked in the past e.g., great CAPP 10 lesson gets repeated for 11 and 12. Then modify for 8 and 9. Get out of the repetition game. If you did something with the same kids last year change it.
- Schools required to set out a course binder to gain intra-school consistency.
- Schools stick to grade specific topics and resources.
- It needs to be organized effectively in the school so there is a focus at different years for different topics and then there will not be so much repetition.
- Develop a district/school program to minimize repetition.
- Once a year planning and discussion session between Jr. High / Sr. High schools.
- Contact feeder schools (no time).
- In order to eliminate repetition we will be contacting elementary feeder schools to survey topics covered/videos viewed, etc.
- Release time within the school to design and update the course.
- Release time within the district to consult amongst other CAPP teachers re consistency and elimination of repetition of materials and concepts.
- Time to get departments together to plan.
- Development of a large "map" or planning visual.
- CAPP teachers should work closely with counsellors - many issues come up for students in CAPP class
- More frequent meetings of Career Programs team members, e.g., between CAPP teachers and Career Centre staff - if we were given more information about specific assignments, Career Centre could host workshops (e.g.. portfolio building) to supplement class work.
- Needs to be connected to counselling department and career prep departments.
- Cooperative planning health and school.
- Reps from each school should meet at a district level and discuss the needs of the district. Schools should report back to school and strike a committee for each grade level.

Implementation: Funding

Specific areas for funding were identified. In addition, several respondents suggested that funding should be targeted specifically for activities related to the implementation of CAPP.

Professional Development

- Increase professional development funding.
- Workshops for teachers.
- In-service training
- Time and dollars for training.
- More CAPP workshops/conferences need to be on the island. We don't have funding for Vancouver events anymore. If any it is limited as to who can go.

Staffing

- CAPP dept. head requires times and resources to facilitate the CAPP curriculum instruction to occur in each school.
- \$ for staffing to implement.
- Get schools to give CAPP a budget and department coordinator.
- Full time CAPP coordinator K-12 in each school district.

Technology

- Increase technology funding.
- Because there are no textbooks, there needs to be adequate funding for computers and site licenses.
- Designate funds for computer lab in B207.
- A classroom designated for CAPP 11 with computer/Internet access.
- Greater online access in school.
- Greater use of Pro D days for computer training.
- Greater use of Pro D days for computer/Internet/software training.

Resources

- Send resources to teachers not school boards.
- Better funding for resources starting at 8, 9, 10.
- Provide the necessary funding for CAPP resources.
- Target money for CAPP resources.
- Funding - resources, speakers, conference.

Planning

- Release time within the school to design and update the course.
- Pay teachers additional amounts for their CAPP planning.

General Implementation Support

- More money from Min of Ed to implement course in every year.
- Greater funding?!
- If you want a new course be prepared to provide on-going funding or don't implement it.
- Leaching funding from other subject areas damages a number of subjects, including the new course.
- Greater funding support for districts to have in house time to organize, plan, and share resources and ideas.
- provide dollars, resources and support.
- Give more money towards CAPP - where it has been identified in the curriculum.
- Allocate a budget that a teacher can work within.
- Needs more funding to make CAPP a proper course implemented at all schools similarly.

Implementation: District Support

Respondents make some suggestions that have direct relevance for school districts

- In some cases funding for coordinators to network/train.
- Provide funding for coordinators to oversee resources, in-service, integration, implementation, etc. This should not be a teacher.
- Expert teachers should be given money/resources to teach the course.

- Funds for technical application - computers for Bridges.com; university exploration; work exploration; skills and interest testing; financial planning - also help us do a more efficient job - relevance etc. and need of computer use.
- Use of computers for many topics would greatly facilitate and enhance course offering e.g. Bridges.com, university exploration, work exploration, skills and interest testing, financial planning - and help us do a more efficient job.
- Acquisition of hardware so that CAPP groups can be booked into labs.

- First Aid, CPR, Good Host, Food Safe should all be provided free to students.
- Need for financial resources for effective learning resources (i.e. videos, booklets, etc.) and guest speakers.

- More \$! (for planning sessions).
- Release time within the district to consult amongst other CAPP teachers re consistency and elimination of repetition of materials and concepts.

- More funding for training, resources, paid job training post-secondary and/or job creation in rural/northern communities.
- Designated budget for CAPP.
- Target funding so administrators must use CAPP funding to support CAPP learning outcomes (i.e. job shadow placements).
- Specific funding.
- Specific budget made available.
- Specific responsibility for curriculum funded.
- Send money directly to schools - earmarked for CAPP - DON'T filter it through the school districts - it doesn't reach us!
- Appropriate funding for First Nations schools.
- Ultimately, the ministry must continue to fund it as they did in the past.

Administrative Support

- The school board should provide administrative support for CAPP implementation.
- Train administrators, board members and district executives how to support and promote the curriculum Continue promoting PP/CAPP within our community via Chamber of Commerce, Rotary and other service clubs - provide dollars, resources and support.
- District support for program.
- District leadership to support a total delivery program.
- Need administrators to support the program.
- Perhaps "strict" enforcement of policies regarding the amount of hours students must be kept in CAPP, and the learning expectations.

Planning

- I believe the TIME must be given to coordinators and even District staff to facilitate. Each year is different - new teachers, new outcomes, more constraints.
- Once a year planning and discussion session between Jr. High / Sr. High schools.
- Promote intra-district support for consistency of model of delivery and scope and sequence (provincial/district/school).
- Release time within the district to consult amongst other CAPP teachers re consistency and elimination of repetition of materials and concepts.
- Develop a district/school program to minimize repetition.
- Have consistency within the district re CAPP delivery.
- Reps from each school should meet at a district level and discuss the needs of the district. School re should report back to school and strike a committee for each grade level.
- District scope & sequence has been very helpful.
- More continuity throughout the district and province in regard to policies concerning CAPP
- Perhaps a district wide test for each grade may help it to be taken more seriously by some teachers.

Staffing

- Hire personnel to teach CAPP specifically.
- Full time CAPP coordinator K-12 in each school district.
- Family Life Team - best thing our district does - one team delivers the same info to all students in all schools - good curriculum - parents are supportive of it.
- There needs to be a core of CAPP teachers that teach the course, revise the materials and ensure the delivery of the course content.
- Provide funding for coordinators to oversee resources, in-service, integration, implementation, etc. - this should not be a teacher.

Training

- Provide school district training in CAPP to all teachers so more teachers see the value in the outcomes, support them in discussions with students and integrate them into other courses to reinforce.
- Provide 'in District' training.
- Have district people who can come in and teach these units - or provide in-service for teachers in regard to these issues.
- Training time be provided at district levels.
- In some cases funding for coordinators to network/train.

Funding

- Specific budget made available.
- Target money for CAPP resources.
- Send money directly to schools - earmarked for CAPP - DON'T filter it through the school districts - it doesn't reach us!
- In our District we get \$500. to run CAPP for 3 grades, work experience, career centre etc. It is not enough. Because we are a Junior High (with no career prep) we do not get the "filter-down" funding full Grade 8 - 12's get.

Resources

- Better coordination of resources.
- Sharing of resources/ideas.

Implementation: Resource Development

Respondents provided suggestions regarding the types of resources they would like to see produced/supported as well as some strategies for developing materials.

Types of Resources

- Develop curriculum resources at each grade level or on a biannual basis.
- Student and teacher friendly "packaged course" that is practical and distributed.
- More support from the Ministry. Provide 'real' lesson plans for teacher use.
- Publish a booklet sharing how other schools implement CAPP and what percentage of teachers are responsible for the program.
- Write resources for K-7 career development.
- More materials and projects for CAPP.
- A selection of lesson plans would be a great deal of help to me.
- Provide more resources to help with the integration of learning outcomes into existing core courses i.e. English 11 and Social Studies 11.
- A specific text book/workbook would be valuable.
- Fun and interesting modules.
- Make good materials readily available to all schools.
- Prepare some units at ministry level - but not ones that are too worksheet dependent.
- More ministry units; e.g. the one on 'smoking'.
- CAPP binder updates and revisions.
- Units teachers can use after a short in-service with little or no prep. (i.e., Worksafe).
- Reference material for teachers that is easy to use (eg. on topics like personal finances, labour market, etc.).
- You may want to see our district's scope and sequence - it seems to be workable.
- Develop a textbook - not that textbooks are the answer itself, but we need more clear guides because we lack CAPP training.
- Updated Ministry lesson plans and resources provided to schools.
- Update the CAPP resource kit for schools.

Numerous respondents made suggestions around the development of a scope and sequence chart. Generally what was meant by this was the assignment of specific topics to specific grades. The major reasons cited for this were that it would:

- provide for consistent delivery of CAPP
- eliminate repetition and or topic omission
- standardize the course
- allow for sharing of resources

Development Strategies

- Discussion and mutual exchange of course outlines with other levels of CAPP.
- Get people together to develop grade level CAPP specific texts that can be augmented with more current information.

Implementation: Parental Involvement and Communication

Several respondents suggested that communication with and involvement of parents was important and should be increased.

Benefits

- One or two classes for parents to familiarize themselves with content and even give handouts students will get to increase home communication.
- If parents knew what was being discussed (had a course outline and some of the materials) communication might increase!
- Increased parent involvement would magnify benefit for students.

Sensitive Topics

- Open communication with parents re sensitive issues.
- Information given out to parents in a timely fashion so they can decide whether or not to have their child participate.
- The teachers must be required (not just suggested or recommended, or 'at your discretion') to communicate with parents prior to classes on sensitive issues.
- Just as the education system sees it as their responsibility to include information on sensitive issues in required curriculum, (because the home has failed to do so) then, that same information or at least sufficient notice of delivery of that information must be given to parents - otherwise we parents are out of the loop!
- More information be sent home to parents on content and timing.

Other Topics for Enhanced Communication

- Well-informed parents (possibly an evening each year when materials and IRP are available to view and teachers to answer question/concerns).
- Parent Education seminars on CAPP topics.
- Advertise! Let parents know what an SLP should look like. Tell the public that students are getting a sound education re: personal and career planning.

- SLPs could be required to be signed by parents as Parents as Teachers

- Allow parents to be involved in teaching their kids some aspect of the course.

Implementation: Sensitive Topics

There are many sensitive and potentially controversial topics in CAPP, and teaching these topics appropriately was often listed as one of the main difficulties for teachers. Respondents provided the following suggestions:

Communication with Parents

- Open communication with parents re sensitive issues. At first parents were concerned re Family Life. We set up a CAPP evening meeting 7 PAC Committee meeting for all parents and shared our materials. A letter describing the program was sent home with option for students not to participate. Only 0-3 of those per year which indicates parent support.
- Well-informed parents (possibly an evening each year when materials and IRP are available to view and teachers to answer question/concerns).
- Parents cooperation is NB. Lots of my students smoke pot at home with Mom or Dad.
- Information given out to parents in a timely fashion so they can decide whether or not to have their child participate
- The teachers must be required (not just suggested or recommended, or 'at your discretion') to communicate with parents prior to classes on sensitive issues.
- Just as the education system sees it as their responsibility to include information on sensitive issues in required curriculum, (because the home has failed to do so) then, that same information or at least sufficient notice of delivery of that information must be given to parents - otherwise we parents are out of the loop!
- Parent Education seminars on CAPP topics.
- Parents to have a better course outline at the beginning of the year.

Specialized Training

- I could see Family Life topics and Sexual Assault, Date Rape, STDs & AIDS to be a specialist training (or aide into the classroom when covering topic). Students know a lot and experiment a lot more now days and it would be beneficial to get knowledgeable answers to these questions.
- Provide training at Teacher Ed. facilities for teaching CAPP.
- Consider it a specialty area - would any teacher teach music?!
- Provide provincial in-service on dealing with sensitive issues, and other specific areas.
- Only well-trained individuals should be used - especially in sensitive topics.

Specialist Delivery

- Easier access to medical specialists would be appreciated for units on: drugs, sex, health/wellness/stress.
- Bring in experts to cover more sensitive/in-depth areas.
- Family Life Team - best thing our district does - one team delivers the same information to all students in all schools.
- More time should be taken by trained professionals for health issues - i.e. birth control.
- Presentation of sensitive topics best left to experts and parents.
- Presentation of sensitive topics without CAPP teachers (who are generalists) receiving specialized training is difficult therefore to overcome this difficulty, we bring in a number of CAPP presenters.

Parent Delivery

- Allow parents to be involved in teaching their kids some aspect of the course
- We let the parents cover this information at home using a pre-prepared information package.
- Parents must be held responsible for raising socially conscious kids, not schools. Allow parents to be involved in teaching their kids some aspect of the course

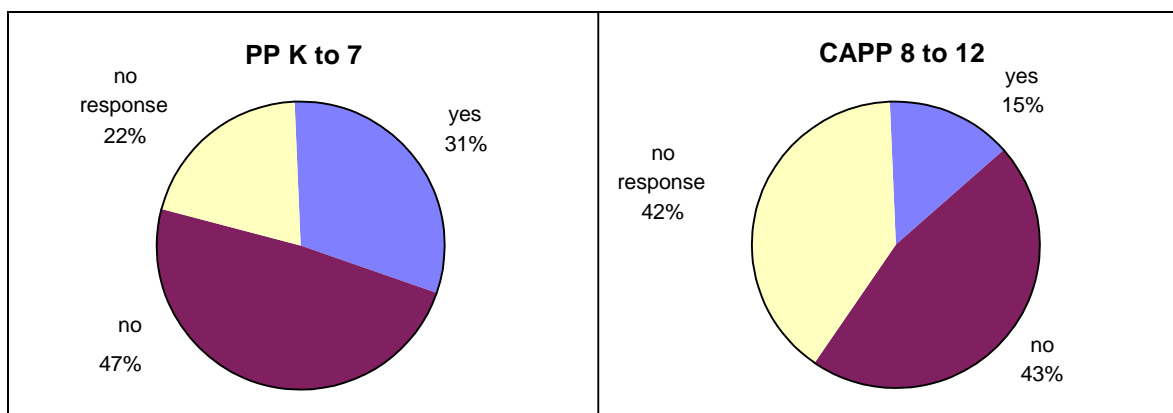
Other

- CAPP shouldn't be mandatory in my view.
- PP should be an 'opt-in' program, not mandatory.
- Up-to-date resources in this area.

Aboriginal Perspective

The promotion of Aboriginal education is a priority with the Ministry of Education. Educators were asked whether or not Aboriginal content, culture and perspective was integrated into the PP/CAPP program. They were also asked to provide examples of how this was accomplished and/or reasons as to why not.

The following pie charts show the response rates for each IRP.



A greater percentage of teachers incorporate Aboriginal content, culture and perspective at the elementary level than at the secondary level. Based on the examples provided, this appears to be due to integration with Social Studies. For both levels much of the overall integration of Aboriginal content is facilitated by the availability of First Nations support workers.

When asked what would be required to assist in the integration of Aboriginal content, culture and perspective, the most common responses were in-service and appropriate learning resources. The issue of relevancy was raised by some respondents.

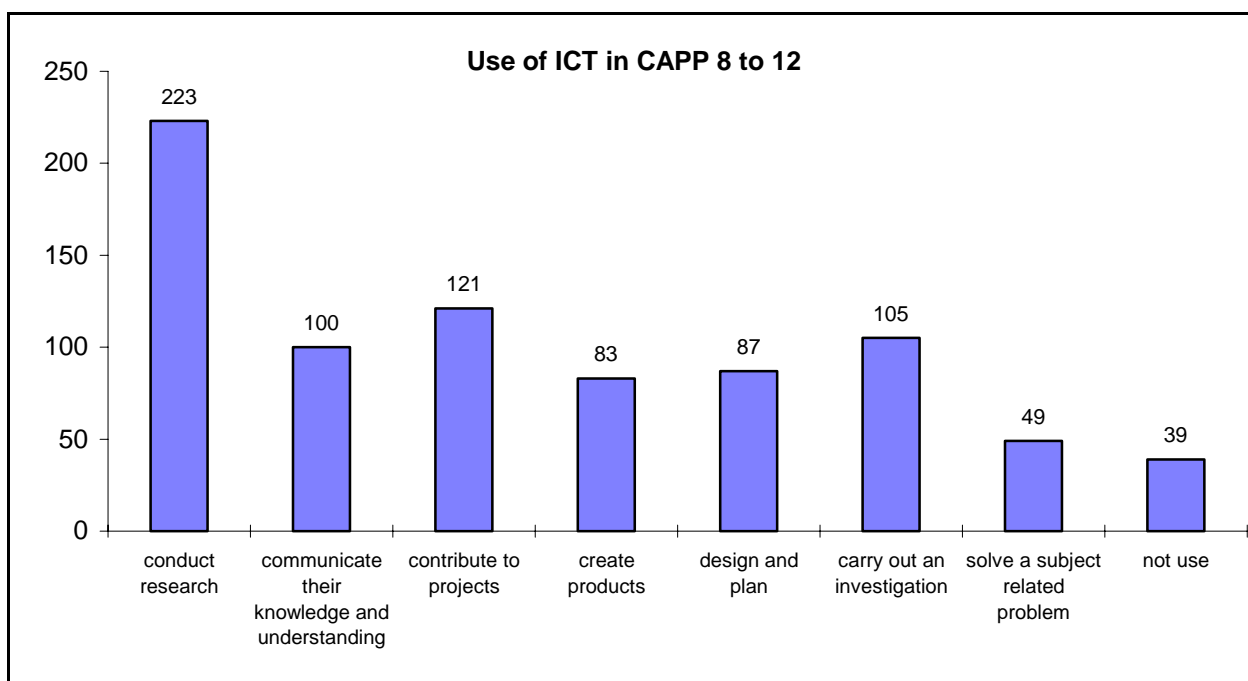
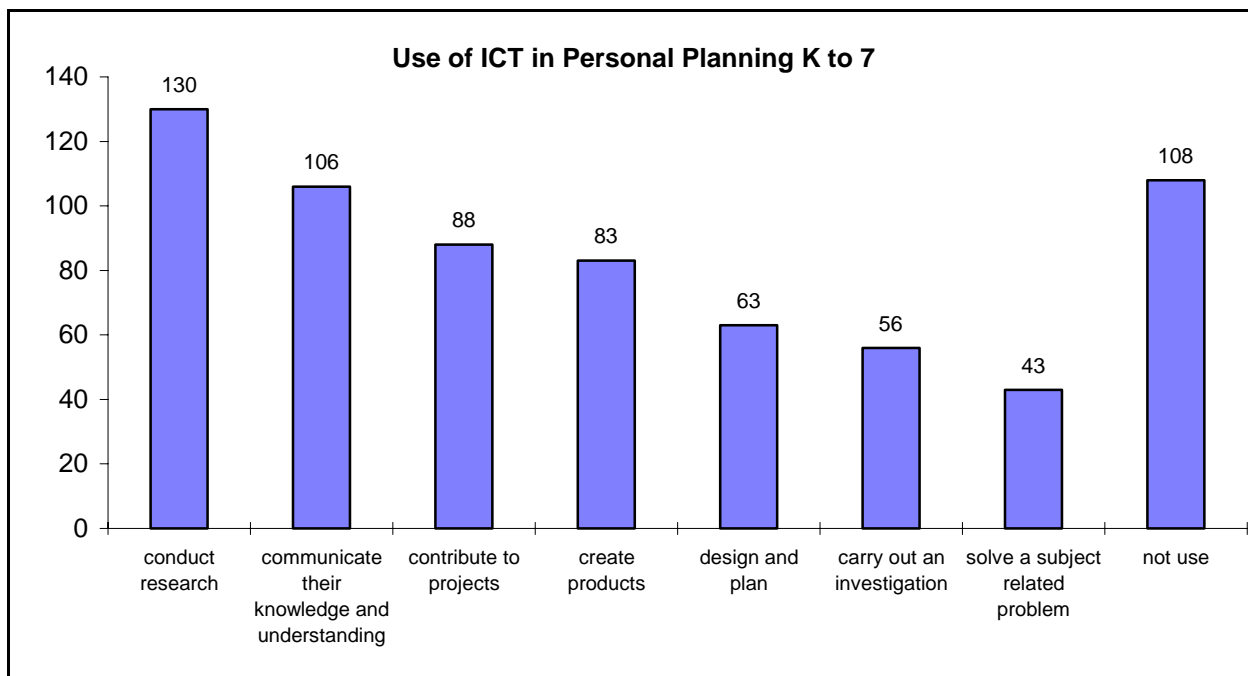
Use of ICT

Respondents were asked to indicate how students use information and communication technology (ICT) tools for various activities in PP/CAPP. More use is made of ICT tools in CAPP than in Personal Planning. In some cases the respondents did not understand what ICT was, based on the nature of their replies (the examples they provided described other types of classroom activities.) For PP this applied to 93 responses; for CAPP, 36.

The most common reasons given for not incorporating ICT include lack of time and resources.

Software programs most commonly named for PP K to 7 were *KidPix* and *Hyperstudio*; for CAPP 8 to 12, *Choices* and *Bridges*.

The following graphs indicate that the most common use of ICT at both K to 7 and 8 to 12 is to conduct research. As indicated by examples provided, this research is primarily related to careers. The next most common use of ICT is word processing.



Work Experience

The CAPP curriculum requires that students complete 30 hours of Work Experience that relates to their career, educational and personal goals as described in their Student Learning Plans. Respondents were asked a series of questions to how students complete their work experience.

Types of CAPP Work Experience

The Work Experience Handbook describes a variety of placements which qualify as community-based work experience, and meet the requirements of CAPP 11/12. The diversity of options allows students and schools a broad flexibility in how they meet the learning outcomes.

Respondents familiar with CAPP 11 and 12 were asked to rank which types of Work Experience were used most frequently in their schools. The top 4 most frequently used types of Work Experience identified: student paid employment; school arranged, community-based work placements; volunteer community service; and job shadows. Few respondents indicated that electronic work experience, career mentoring or entrepreneurship are being frequently used. Several student indicated that they would like more job shadowing and more electronic work experience.

The following chart indicates the number of top three and bottom three rankings which each type received.

Type of Work Experience Placement	#1 Ranking	#2 Ranking	#3 Ranking	#8 Ranking	#9 Ranking	#10 Ranking
School arranged community-based work placements	98²	19	32	6	2	19³
Job shadowing placements	49⁴	26	22	12	5	15
Career seminars by community members	24	11	22	9	7	13
Electronic work experience	2	3	3	11	14	59¹
Student paid employment	122¹	30	18	6	5	14
Volunteer community service	70³	52	37	4	4	7
Career mentoring	15	7	6	27	14	14
Post-secondary fairs	23	12	21	7	5	19³
Career fairs	20	16	18	13	12	15
Entrepreneurship	10	2	8	18	34	25²

The following chart lists the total number of top 3 rankings which each type of Work Experience placement received.

Work Experience Placement Type	Total Number of Times Ranked in Top 3 Most Frequently Used
School arranged community-based work placements	149³
Job shadowing placements	97⁴
Career seminars by community members	57
Electronic work experience	8
Student paid employment	170¹
Volunteer community service	159²
Career mentoring	28
Post-secondary fairs	56
Career fairs	54
Entrepreneurship	20

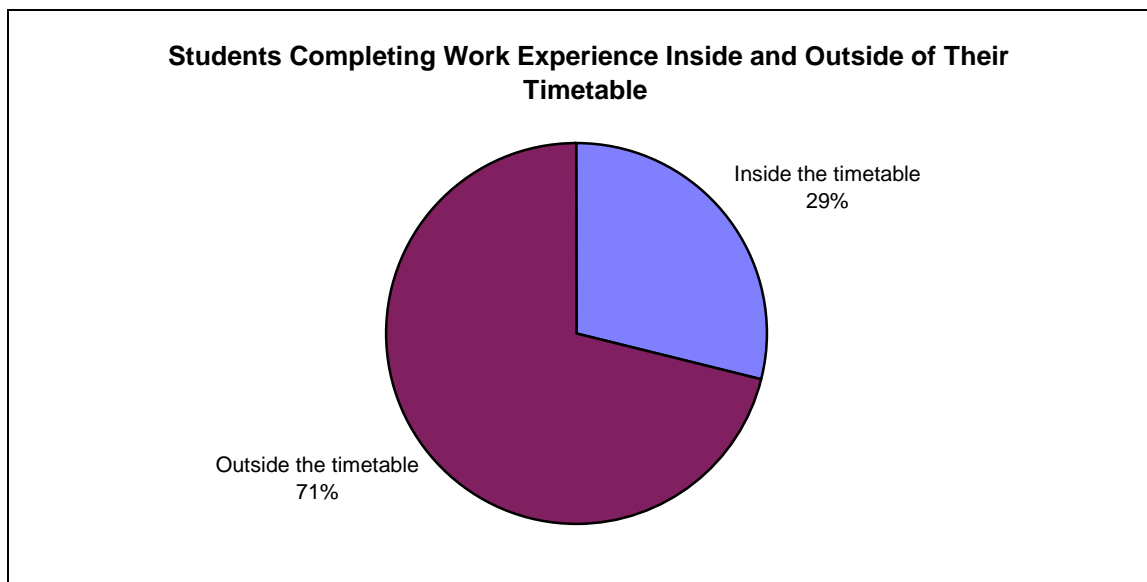
Other CAPP Work Experience activities

Respondents identified various other activities which are used to satisfy the Work Experience requirements. The diversity of activities used by students to fill their 30 hours emphasizes the flexibility of the program:

- Apprenticeships
- Multicultural camp
- On site vocational activities
- Orchestral playing
- Overseas-helping Third World Countries
- Party Program
- Peer tutoring
- Cafeteria Assistant
- Real Game career simulation program
- Rotary sponsored tours
- Take Your Kids to Work (grade nine only)
- School secretaries, Refs, Leadership activities
- Skills training (Super Host, Food Safe, CPR, First Aid, Serving it Right)
- Spirit Day
- Students answer phones for the school
- University tours
- Outdoor Ed. programs
- Working at summer camp
- Working with parents

Where Students Are Completing Their Work Experience

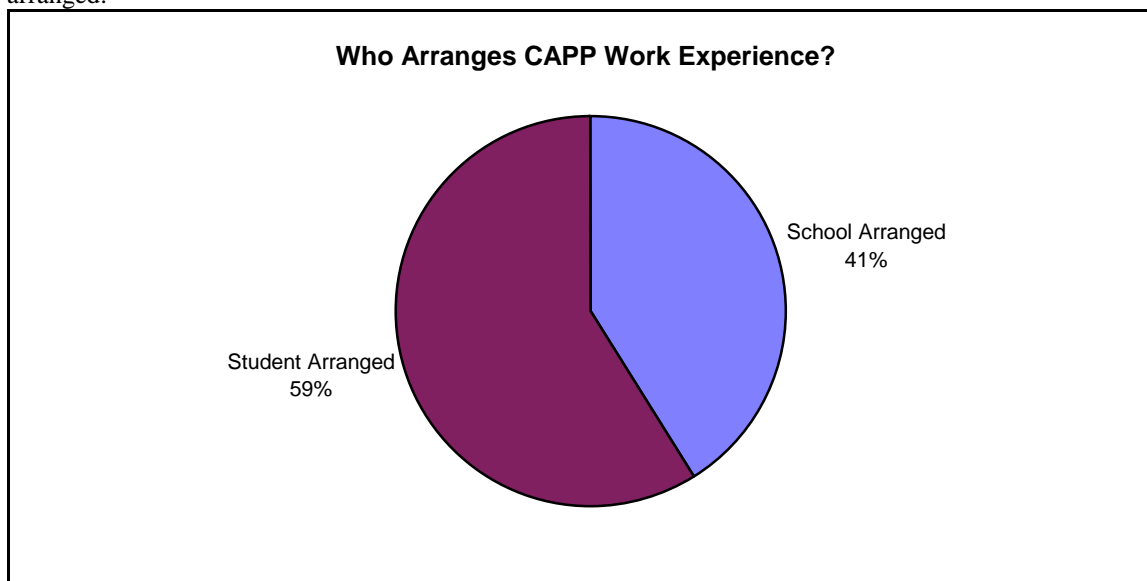
Respondents were asked to indicate whether students complete their Work Experience inside or outside the timetable. A high proportion of students complete their Work Experience outside of the timetable. This is consistent with the findings that most respondents ranked student paid employment as the most widely used individual Work Experience activity.



Respondents were also asked to approximate how many students were fulfilling their Work Experience using a combination of inside timetable and outside timetable activities. Respondents estimated that 47% used this option. This is consistent with the findings that the two most frequently used types of Work Experience were school arranged, community-based work placements and student paid employment. Those who fit in this category would also include students who attended job fairs, post-secondary fairs or did volunteer work in the community.

Who Arranges CAPP Work Experience

Respondents were asked whether the majority of the CAPP Work Experience in their school was school arranged.



Comments

Arranging Work Experience

The following comments reflect some of strategies employed by schools in arranging work experience as well as some of the challenges:

- A Program Worker (Work Experience) assists in placement of students.
- We have an excellent district staff who organize experiences within the community and school staff who they coordinate the students.
- WE Coordinator.
- The school has 1 full time work experience person.
- Most experience is arranged by our Career Prep Coordinator.
- 20 of the 30 hours required are school based spread over grades 9-12 (inclusive).
- At least 50% is arranged by the Career Coordinator, but more students are using the challenge option.
- As a classroom teacher, this work is done by the Career Centre Coordinator.
- Majority career prep placements.
- The "2nd" CAPP teacher deals with this area.
- Excellent coordinator.
- All students are asked to run hours through the career centre. This is completed by June of every year and sent on to the Senior Secondary through the SLP.
- We have a very active work experience program - students have access to a huge number of community placements - we have a coordinator who places hundreds of our students per year.
- Smaller community - limits ability to place students
- Work experience counsellor is too busy with WE 12.
- 30 hours included in 100 hours.
- Student work experience is timetabled within the school day. Students attend the job site for a 1/2 or full block for one semester.
- A process is in place for students to meet with the Career Counsellor.
- Most students don't have as much time to participate in school activities due to their jobs.
- Impossible; particularly with new Ministry criteria.
- For the 30 hours many students use a challenge procedure from paid work experience.
- We have one person, given one block to place 480 grade 12 students.
- Too small to set up a work experience program.
- Too difficult to place 600 students in the community.
- Neither the time nor the funding to allow for school arranged.
- Impossible to arrange in the school given the number of students in Grades 11 and 12 (700+) and given the manner it allotted.
- We do not have a staff member to coordinate work experience.
- No time is provided to arrange it. Students go to career counsellor (only available Thursday, Friday and every 2nd Monday) then they come to me with info. Can take up to 12 phone calls to place!
- Problems with insufficient staffing and community resources to arrange placements for most students.
- Placement would severely restrict and impact employers. Would disrupt career prep. placements.
- There isn't enough time to do career prep placements (CPP) and CAPP.
- No time to place students.

The following are sample comments provided when respondents replied “false” to school arranged work experience:

- 80% of students in the school work from 5-15 hours per week.
- 70% of high school students work at some time during the year. Almost all grade 11/12 students do summer work.
- 2/3 of students use the transferability of skills i.e., paid employment or volunteer work to fulfill 30 hours.
- A great number of our students work and have a good handle on transferable skills.
- A great number of students at this school bring experience to their CAPP course. As well they challenge hours through outside course work.
- Except for Career Prep 12 students and in-school volunteer work, all students arrange their own work experience.
- For the 30 hours many students use a challenge procedure from paid work experience.
- Kids bring in form to counsellors. Most often entered without audit.
- Majority of students arrange their own work experience (with very few exceptions).
- Many of students in our area are already working at jobs by end of grade 10.
- Most students have jobs and volunteer outside of school or opt to volunteer with school events.
- Only students in CPWE 12A have arranged placements (30% of our population).
- Paid student employment would be the most common way of completing 30 hours.
- Students are expected to arrange job shadows.
- Students are given the parameters then turn in documentation of actual hours. They schedule their work on their own.

Additional Comments

Respondents were asked if they had any additional comments regarding CAPP Work Experience. The responses were categorized according to whether the comments came from students, parents, teachers or others.

The majority of the students saw the value of CAPP Work Experience. Many felt that the school should have played a greater role in helping them find placements or offering a wider variety of career exploration activities.

Parents could see the value in a required work experience, but had a variety of concerns as to how it was being implemented. These concerns often related to the efforts that the schools were making to help students complete quality CAPP Work Experience placements.

Teachers are divided on the issue of the value of CAPP work experience. Some feel that the work experience is a valuable for student career exploration and career skills development; whereas, others see it as unnecessary and difficult to implement. Implementation seems to be more of a challenge in small communities or large schools.

The ‘others’ comments were submitted by administrators, counsellors and other staff.

Student Comments

Value

- I think it is important and easy to get.
- I think it is important for people to get work experience before leaving high school.
- I think that work experience for CAPP is good, because it gives us all a feel of the “real world” and how to work with others.
- Work experience provides valuable experience for my life skills.
- Important to have this requirement, good experience.
- It was really exciting.
- It gave me ideas as to where and what I’d like to be doing in five years.
- It’s useless and incredibly forgettable. Children should be educated and not pushed into gathering work experience.
- I don’t think that work experience is required. Students usually meet the requirements anyway.
- It is good to have the opportunity to get hands on experience in different fields while you are still young.
- I don’t think this should exist. If someone wants to get a job, that’s good. If not, that’s okay too.

School Support

- There should be more job placements because not everyone works and they don't end up getting their hours soon enough.
- Good idea, school should assist, in some of, but let students get their own jobs with school help.
- It is a good idea, the school should play a bigger role in offering work experience.
- Our school supplies NO HELP in getting work experience.
- Thirty hours is too much. Some people try to find jobs but no one will hire them.
- The counsellors gave a lot of help in getting a work experience position.
- I think that schools should have want-ads in the counsellor's office so students know of available jobs.
- Takes too long for counsellor to place you in a job shadow.
- It isn't quite difficult to get the 30 required hours. However, I feel students don't obtain these hours by working in a career they wish to pursue.
- It isn't very hard to get 30 hours of work experience.

Variety of Options Offered

- More variety of positions should be more easily available for high school students when working outside school in CAPP programs (i.e., job shadowing)
- I would have liked to have had more time, but focus on the information I need. A focus on choices after graduation and the kinds of careers and employment for the field of interest.
- There isn't a broad range of opportunities for students to gain work experience. At least not broad enough. We need more interesting choices.
- Would have liked more school arranged, community-based work placements.
- Great counsellors and teachers are supplying a great and variety of work experiences.
- Would have liked more post-secondary fairs and career fairs.

Parent Comments

Value

- It is an excellent resource for students to learn about different career opportunities.
- Good idea to allot a week of work experience to all grade 12's.
- Great counsellors and teachers are supplying a great and variety of work experiences.
- That was the part my son enjoyed the most.
- He already had the hours done.

Implementation

- I am asked to sign a contract stating that I know each time my son is scheduled to work at the work experience site, when in fact nothing is conveyed to me. The wording needs to be changed to reflect the authorization to go.
- It seems to not be a priority when staff or time changes are made leaving students and support staff (or supportive staff) to pick up the pieces.
- More efficient placements should be made for students who do not work.
- I think CAPP Work Experience must increase to 100 hours.
- I wish work experience was done in an earlier grade-maybe grade 8, 9 or 10. Later is too hard on the academic students.
- More working places can be provided.
- Work experience is a good thing and should happen more often. However, during school will interfere with student grades.
- CAPP Work Experience should be more structured. Volunteer positions should be promoted. Community should get more involved.
- I would like to see the program improved, more standardized throughout the province.

Teacher Comments

Positive Value

- A must! A great program!
- Positive experience.
- Great idea as long as there is a range of choice on how delivered
- A very high percentage (85-90%) of our students see the need and value of 'hands on' work experience.
- Students take this aspect of CAPP seriously.
- Very valuable. Most students really don't have a clue what a career/job involves or what is available.
- This does not seem to be a problem for most students.
- All our students do an actual on-the-job experience to receive credit for CAPP. No students receive credit for anything other than actual work.
- CAPP Work Experience is an integral part of CAPP and as such, it is taken very seriously- students don't graduate without both the course and work experience components being completed.
- I am very pleased to offer the work experience to our students and would like to do more work experience hours.
- Very seldom do we struggle with students accumulating 30 hours work experience.

Negative Value – Unnecessary

- Not necessary.
- 30 hours is not necessary. 20 would do as a requirement.
- By the time students finish grade 12 all (or the great majority) have more than 30 hours-not necessary to document nor to formally require.
- I do not believe in the program. I think it is a waste of class of more importance.
- For the most part, students are being given credit for work experience by using their part time jobs.
- Most students provide their own job experience.
- It is unnecessary. Most students work part-time. As well, it's a nightmare to keep track of.
- All the students have to complete their work experience at home. The responsibility is sluffed off to students and parents.
- Much of it is meaningless. Students get credit for part time work not enough time to organize and debrief.
- To make any student have to have this work experience in order to graduate is absolutely absurd!

Negative Value – Difficult To Implement

- Difficult at times to ensure level of participation.
- Not taken seriously, nor seen as relevant.
- ESL students have great difficulty finding job shadow placements due to language restrictions.
- If we are to do it properly and place students and check by phone call and observation then we need release time.
- Need more time to do a better and quality job.
- Very time consuming to accurately monitor
- Impossible task to place 650 students/semester in local area.
- It is difficult in a small community with limited options.
- Very impractical for students to be placed in a work place fitting in with their career goals.
- Not able to do in a small isolated community.
- Many senior students, teachers and parents are opposed to students missing class time to complete work experience.
- When students are absent from classes (i.e., job shadowing/work placements) they miss lessons and this causes some teachers great concern.
- Unionized organizations have zero tolerance for work experience. Local organizations are laying off employees, so feel it is unfair to bring in someone else.
- Students often do not know what career they want to pursue and find it frustrating to have to link 30 hours of work experience to future career goals, especially when they don't know what their future career is.

Others Comments

- A must! Great program!
- Very important-all the students like it.
- It is impractical to have students do 30 hours in a very specific career area. This should be reserved for Career Prep students who are more focussed on a career path. The sheer volume of CAPP students who want science or law placements etc. would be impossible to place.
- It is unrealistic to expect the school to place all students in work experience placements.
- Unrealistic to expect schools to arrange-under staffed.
- It is valuable but there is a wide variety of what work is acceptable (few guidelines) e.g., a student wants to be a pharmacist but uses work experience at McDonalds.
- It seems a constant battle to remind students of the need to do this and the accompanying journal.
- The program could use increased community support. Many career areas are inaccessible for students.
- This is really tough for some students to work into their schedules and lives (e.g., live far from town, heavy academic course loads, etc.)
- Trying to tie work experience to goals as stated on the Student Learning Plan is sometimes difficult.