

Standard: three career profiles, all sections completed for each profile

Area of Career Exploration: _____

For Module: _____

Career Profile 1

Career Profile 2

Career Profile 3

JOB TITLE
Description (duties, working conditions)
Education qualifications
Employment/entrepreneurial opportunities
Advancement potential
Salary range and benefits
Would you enjoy this type of work? Why? Why not?
Reference used (book, interview, etc.)

JOB TITLE
Description (duties, working conditions)
Education qualifications
Employment/entrepreneurial opportunities
Advancement potential
Salary range and benefits
Would you enjoy this type of work? Why? Why not?
Reference used (book, interview, etc.)

JOB TITLE
Description (duties, working conditions)
Education qualifications
Employment/entrepreneurial opportunities
Advancement potential
Salary range and benefits
Would you enjoy this type of work? Why? Why not?
Reference used (book, interview, etc.)

COMMUNITY RESOURCE	CMHCR
---------------------------	--------------

STANDARD	Students working at standard must complete all sections of the chart. The rating scale on the bottom defines the levels of competencies and should be applied when assessing student performance. Standard required is stated in the module.
-----------------	---

Resource	Describe How They Meet:			Advantages	Disadvantages
	Physical Need	Social Needs	Mental Needs		

OBSERVED CAREER	
Title:	
Duties	
Education Qualification	
Employment Opportunities	
Salary and Benefits	
Pros	
Cons	

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence. <i>Leads others to contribute team goals.</i>
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively. <i>Works cooperatively and contributes ideas and suggests that enhance team effort.</i>
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately. <i>Works cooperatively to achieve team goals.</i>
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately. <i>Works cooperatively.</i>
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

DAY CARE PRACTICUM

CMH DCP

Task	Observation/Rating				
Planning and Preparing	4	3	2	1	0
Personal Skills	4	3	2	1	0
Equipment and Safety	4	3	2	1	0
Teamwork	4	3	2	1	0
Communication Skills	4	3	2	1	0

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/skills.
3	consistently demonstrates all designated technique/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated technique/skill.

COMMENTS/OBSERVATIONS:

(please use reverse side for any comments and/or observations)

The student:

Preparation and Planning

- prepares self for task
- adheres to established timelines
- follows established day-care routine procedures
- interprets and carries out instruction accurately
- plans, organizes and completes an activity with children

Personal Skills

- models a responsible and enthusiastic attitude
- shows initiative
- refrains from coercive attitudes to routines (shaming, forcing, blaming)
- recognizes and responds to children's feelings
- appropriately models curiosity, enthusiasm, playfulness, excitement and risk taking
- practises good supervision techniques
- guides children's actions by appropriate directions
- demonstrates respect for children, staff and parents
- respects confidentiality of children, parents and staff
- allows children enough time to understand and act independently on a requirement or expectation
- encourages children to assume a leadership role
- anticipates and prevents unacceptable behaviour
- recognizes when a child should not be disturbed

Equipment/Safety

- selects and uses appropriate equipment/materials
- models safe procedures/techniques
- practices proper sanitation procedures
- advises supervisors of potential hazards and necessary repairs

The student:

Equipment/Safety (continued)

- assists children to use equipment safely
- keeps traffic areas free from clutter
- knows emergency procedures in case of fire and/or accidents
- _____
- _____

Teamwork:

- works cooperatively as a member of the day care team
- demonstrates respect for children and adults at the day care
- reports observations to supervisor when necessary
- _____
- _____

Communication Skills

- places self at child's level to communicate
- models correct speech, appropriate language, appropriate techniques
- phrases requirements positively
- gains child's attention before giving directions
- carries on friendly, informal conversations with children
- responds to child through active listening and open ended questions
- uses appropriate non-verbal behaviours to reinforce verbal communication
- promotes appropriate language development of children
- _____
- _____

Would you consider this student employable?

Yes _____ No _____

Supervisor's Signature: _____

Date: _____

HOME CARE SKILLS

CMHHCS

STANDARD Students working **at standard** must demonstrate the technique/skill requirements outlined in the checklists below. The rating scale on the right defines the levels of competencies and should be applied when assessing student performance. The standard performance rating is 3 on all techniques/skills.

TECHNIQUE REQUIREMENTS			
<i>The student:</i> describes or demonstrates personal care skills necessary			
RATING	Home Care 1	RATING	Home Care 2
_____	<input type="checkbox"/> three environmental adaptations	_____	<input type="checkbox"/> prepare clear and concise verbal and written reports
_____	<input type="checkbox"/> three equipment adaptations	_____	<input type="checkbox"/> bed bath, tub or shower
_____	<input type="checkbox"/> three aseptic techniques	_____	<input type="checkbox"/> mouth care (dentures, others)
_____	<input type="checkbox"/> takes and records vital signs	_____	<input type="checkbox"/> skin care (shaving, massage, foot, nail and hair care)
_____	<input type="checkbox"/> applications of hot and cold treatments (dry and moist)	_____	<input type="checkbox"/> bowel/bladder elimination (bedpan, urinal, commode)
_____	<input type="checkbox"/> application of simple sterile dressings	_____	<input type="checkbox"/> feeding
_____	<input type="checkbox"/> proper body mechanics	_____	<input type="checkbox"/> dressing a client
_____	<input type="checkbox"/> a technique to promote healthy skin	_____	<input type="checkbox"/> positioning to prevent skin breakdown
		_____	<input type="checkbox"/> range of motion exercises
		_____	<input type="checkbox"/> transferring a patient
		_____	<input type="checkbox"/> bed making (closed, open, occupied), accessory bed devices
		_____	<input type="checkbox"/> cast care
		_____	<input type="checkbox"/> aids or prostheses

Home Care 3			
_____	<input type="checkbox"/> bedridden or non-ambulatory individuals	_____	<input type="checkbox"/> individuals with incontinence and elimination needs
_____	<input type="checkbox"/> prevention of pressure areas	_____	<input type="checkbox"/> recording intake and output
_____	<input type="checkbox"/> maintenance of adequate lung function	_____	<input type="checkbox"/> catheter care (urinary drainage devices)
_____	<input type="checkbox"/> maintenance of adequate circulation	_____	<input type="checkbox"/> ostomy care
_____	<input type="checkbox"/> individuals with prostheses	_____	<input type="checkbox"/> suppositories, enemas
_____	<input type="checkbox"/> use of hearing and visual aids	_____	<input type="checkbox"/> individuals requiring diagnostic tests
_____	<input type="checkbox"/> limbs, braces, splints	_____	<input type="checkbox"/> collecting urine, stool and sputum samples
_____	<input type="checkbox"/> assistance with ambulation (crutches, walkers, wheelchairs, etc.)	_____	<input type="checkbox"/> home glucometer testing
_____	<input type="checkbox"/> individuals with specific respiratory needs	_____	<input type="checkbox"/> understand results of urine and blood tests
_____	<input type="checkbox"/> use of supplemental oxygen	_____	<input type="checkbox"/> home preparation for X-rays, blood tests
_____	<input type="checkbox"/> use of steam inhalation, cold vaporizers	_____	<input type="checkbox"/> supervision of medications
		_____	<input type="checkbox"/> five rights
		_____	<input type="checkbox"/> routes
		_____	<input type="checkbox"/> types
		_____	<input type="checkbox"/> observing and reporting side-effects and degree of tolerance

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/skills.
3	consistently demonstrates all designated techniques/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated techniques/skill.

STANDARD Students working **at standard** must demonstrate the requirements outlined below. The columns to the left of the checklists indicate the minimum rating for *at standard* performance for introductory, intermediate and advanced level modules. The rating scale on the right defines the levels of competencies and should be applied when assessing student performance.

Rating	Intro.	Interm.	Advanced	<i>The student:</i>
_____	1	2	3	Focus Area: <ul style="list-style-type: none"> determines the area for a personal action plan assess present strengths within the area of focus identifies personal concerns
_____	1	2	3	Goals: <ul style="list-style-type: none"> sets realistic short- and long-term goals, specifying timelines sets realistic long-term goals
_____	1	2	3	Action Plan: <ul style="list-style-type: none"> describes immediate plans for action to meet goals describes an ongoing plan of action to maintain goals
_____	1	2	3	Resources: <ul style="list-style-type: none"> identifies a range of resources (material and human) in order to improve and enhance goals
_____	1	2	3	Rewards: <ul style="list-style-type: none"> analyzes the benefits (short and long term) of reaching and maintaining the goals
_____	1	2	3	Implications: <ul style="list-style-type: none"> assesses the implications of actions on self, family, community and career (lifestyles) as applicable

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

Comments

STANDARD:

Students working at **standard** must complete the portfolio as outlined. The rating scale on the right defines the level of competencies and should be applied when assessing student competencies. Standard performance rating is 2.

Competency, Credential, Achievement
<input type="checkbox"/> Title/Cover Page <ul style="list-style-type: none"> • impact • clarity • readability
<input type="checkbox"/> Résumé <ul style="list-style-type: none"> • format/presentation • skills/activities summary (present competencies) • references (including names, addresses, phone and fax numbers) • co-curricular activities/hobbies
<input type="checkbox"/> Placement Investigation <ul style="list-style-type: none"> • effort • interpersonal interactions • resources management • health and safety
<input type="checkbox"/> Employability Plan (explain how volunteer positions help career goals) <ul style="list-style-type: none"> • career path indicated • career goals indicated: <ul style="list-style-type: none"> – short term – long term
<input type="checkbox"/> Letters of Introduction <ul style="list-style-type: none"> • to prospective beneficiaries: <ul style="list-style-type: none"> – format/presentation – readability – impact

Competency, Credential, Achievement
<input type="checkbox"/> Volunteer activities description
<input type="checkbox"/> Career Specific Competencies <ul style="list-style-type: none"> • Position: _____ • Duties and Expectations: <ul style="list-style-type: none"> – _____ – _____ – _____
<input type="checkbox"/> Placement Assessment
<input type="checkbox"/> Personal action plan for assessing and improving competencies

**STANDARD IS 2
IN EACH APPLICABLE TASK**

Rating Scale

The student:

4	exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
3	meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
2	meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
1	meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
0	has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

SCENARIOS

CMH-SCN

STANDARD Students working **at standard** must demonstrate the requirements outlined below. The columns to the left of the checklists indicate the minimum rating for *at standard* performance for introductory, intermediate and advanced level modules. The rating scale on the right defines the levels of competencies and should be applied when assessing student performance.

Rating	Minimum Standard (Intro Level)	Minimum Standard (Inter.Level)	Minimum Standard (Adv. Level)	Scenarios
_____	1	2	3	Situation: (Scenario) <ul style="list-style-type: none"> identify the relevant facts: who, what, where, when, why
_____	1	2	3	Issues: <ul style="list-style-type: none"> state the issue(s) or describe the problem(s) to be solved
_____	1	2	3	Solutions/Plans of Action: <ul style="list-style-type: none"> identifies possible solutions outlines the first step(s) necessary to resolve the situation outlines the rationale supporting the action
_____	1	2	3	Evaluating Choices/Making Decisions: <ul style="list-style-type: none"> identifies further steps necessary to resolve the situation assesses strengths/weaknesses of decisions by considering consequences and implications
_____	1	2	3	Collaboration and Teamwork: <ul style="list-style-type: none"> works cooperatively and contributes ideas and suggestions that enhance team effort

Rating Scale

The student:

4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail. <i>Leads others to contribute team goals.</i>
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail. <i>Works cooperatively and contributes ideas and suggestions that enhance team effort.</i>
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions. <i>Works cooperatively to achieve team goals.</i>
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported. <i>Works cooperatively.</i>
0	fails to understand the situation or attempt a response.
N/A	Not applicable.

Comments:

STANDARD Students working **at standard** must demonstrate the technique/skill requirements outlined in the checklists below. The rating scale on the right defines the levels of competencies and should be applied when assessing student performance. The standard performance rating is 3 on all techniques/skills.

TECHNIQUE REQUIREMENTS			
<i>The student:</i> describes or demonstrates			
RATING	Sports First Aid 1	RATING	Sports First Aid 2
_____	<input type="checkbox"/> assessment of an injured athlete – primary scan (ABCC) – secondary scan	_____	<input type="checkbox"/> criteria that would indicate that medical referral is necessary
_____	<input type="checkbox"/> assessment and treatment of the following athletic first aid emergencies: – obstructed airway – respiratory arrest – cardiac arrest – shock – severe bleeding – neck or back injury – wounds (blisters, abrasions, lacerations) – infections – side stitch – testicular trauma – black eye – object in eye – nose bleed – teeth injuries – heat cramps, heat exhaustion, heat stroke – hypothermia – frost bite	_____	<input type="checkbox"/> first aid for: – sprain/strain – possible fracture – open wounds – dislocation – breathing emergencies – head injuries
_____	<input type="checkbox"/> demonstrates basic treatment, R.I.C.E.	_____	<input type="checkbox"/> recognition and treatment of inflammation
_____	<input type="checkbox"/> cloth wrap-technique	_____	<input type="checkbox"/> joint movement exercises
_____	<input type="checkbox"/> closed ankle technique	_____	<input type="checkbox"/> strengthening exercises
_____	<input type="checkbox"/> alternate heel lock technique		<input type="checkbox"/> taping for:
_____	<input type="checkbox"/> thumb hyperextension		<input type="checkbox"/> thumb
_____	<input type="checkbox"/> triangular bandage		<input type="checkbox"/> knee
			<input type="checkbox"/> shoulder
			<input type="checkbox"/> finger
			<input type="checkbox"/> specified sport injury
			<input type="checkbox"/> specified sport injury

Rating Scale

The student:

4	demonstrates initiative that exceeds required techniques/skills.
3	consistently demonstrates all designated techniques/skills, rarely needs prompting.
2	demonstrates all designated techniques/skills, occasionally needs prompting.
1	demonstrates most designated techniques/skills, frequently needs prompting.
0	does not demonstrate designated techniques/skill.

ILLUSTRATIVE EXAMPLE: SCENARIO
CMH3050: DAY CARE 2

SCENARIO	You are preparing and serving lunch for your three-year-old group. Lara, the oldest child in your group says “Let me pour my milk. I can do it.” Several others say “Me, to. I want to.” It becomes very noisy and children start banging empty glasses.
-----------------	--

ISSUES	SOLUTIONS, PLANS OF ACTION			CONCLUSION/FOLLOW-UP	
	Possible Solution	Priority	Rationale	Further Steps	Anticipated Outcome
1. Pouring the milk.	<ol style="list-style-type: none"> 1. Get a small pitcher and allow child to pour 2. Continue pouring. Tell child “Next time” 	Allowing children to do things they are capable of	A three-year old can pour from one glass to another	In water play tomorrow use glasses and pitchers to have every one practise	They will be able to pour from pitcher to glass
1. Noise level.	<ol style="list-style-type: none"> 1. Stop serving until they quiet down 2. Send them away from table 3. Ask them to be quiet so you can hear them 	Get the noise level down	It will make lunch time chaotic if the noise continues	Explain that today Lara can pour and that everyone will get a chance this week. We’ll put names on charts as helpers	With practice at water play most of the group will have developed the skill

Rating Scale	
4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	Not applicable.

ILLUSTRATIVE EXAMPLE: SCENARIO; MODULE: CMH3090: NERVOUS/ENDOCRINE SYSTEMS

SCENARIO	<ol style="list-style-type: none"> 1. Female falls eight feet. Conscious, moaning and crying, tingling in legs and feet, back pain, cut on head. 2. Elderly neighbour collapses, semiconscious, cannot speak clearly, drooping on left side of face, starts to vomit.
-----------------	---

ISSUES	SOLUTIONS, PLANS OF ACTION			CONCLUSION/FOLLOW-UP	
	Possible Solution	Priority	Rationale	Further Steps	Anticipated Outcome
<p>1. <i>Should I become involved.</i> Possible spinal injury, broken bones, head injury. There is bleeding from the laceration. What made her fall? Are there hazards? Possibility of internal injuries, shock, pain.</p>	Give first aid. Try to prevent further damage until medical help arrives	<ol style="list-style-type: none"> 1. Check hazards – make sure ladder is secured 2. Immediately immobilize victim – get bystander to hold neck and head still 3. Have someone call 911 	<ol style="list-style-type: none"> 1. Do not want another accident 2. Normally, ABCs are first priority but you know she’s breathing because she is crying so preventing further injury becomes priority 3. Will need medical assessment for injuries 	<ul style="list-style-type: none"> • stop bleeding with gently pressure • reassure victim to help reduce shock • keep victim warm • quick assessment for other injuries • continue to monitor breathing, level of consciousness • report incident to see if it could be prevented 	<ul style="list-style-type: none"> • prevent loss of life • prevent or minimize spinal cord damage • reduce pain until help arrives • full recovery • prevention of similar accidents
<p>2. <i>Should I become involved.</i> Symptoms of possible stroke.</p> <ul style="list-style-type: none"> • head injury owing to fall • level of consciousness a concern • could there be other causes (e.g., heart attack, diabetic coma, drugs, alcohol, epilepsy) • other hazards • shock • vomiting may block airway 	Give first aid. Maintain life, prevent further injury until medical help arrives	<ol style="list-style-type: none"> 1. assess and call 911 2. check for hazards 3. use log roll to move victim onto his side and clear vomit from mouth 	<ol style="list-style-type: none"> 1. Because victim is not fully conscious he needs medical attention 2. Do not want any other injuries 3. Although you can tell the victim is breathing because he is making sounds, he may not be able to clear airway because he is not fully conscious <p><i>This is a case when the victim must be moved.</i></p>	<ul style="list-style-type: none"> • continue to monitor breathing • rescue breathing if necessary • look for other injuries that may need treatment • check for medical alert bracelet • treat for shock • monitor until help arrives 	<ul style="list-style-type: none"> • prevent loss of life or further injuries • hopefully victim will recover fully

Rating Scale		PERFORMANCE RATING OF 3
4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.	
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.	
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.	
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.	
0	fails to understand the situation or attempt a response.	
N/A	Not applicable.	

ILLUSTRATIVE EXAMPLE: SCENARIO ASSESSMENT WORKSHEET
MODULE: CMH3120 - FIRST AID/CPR FOR CHILDREN

SCENARIO	You are babysitting a toddler in your home. You leave the toddler in the living room while you answer the phone. When you come back his is eating leaves from a plant and has spit some out.
-----------------	--

ISSUES	SOLUTIONS, PLANS OF ACTION			CONCLUSION/FOLLOW-UP	
	Possible Solution	Priority	Rationale	Further Steps	Anticipated Outcome
Is the plant poisonous? Has he already swallowed some?	<ol style="list-style-type: none"> 1. Clean mouth 2. Pump stomach 3. Poison Control 	<ol style="list-style-type: none"> 1. Clean his mouth out 2. Call the Poison Control 1-800-267-6351 	It is important to get out the plant material that's there	<ul style="list-style-type: none"> • follow suggestions of Poison Control • contact parent • get rid of plant 	<ul style="list-style-type: none"> • child will be fine

Rating Scale	
4	demonstrates a thorough understanding of the situation. Problems are solved independently in effective, creative ways. Conclusion is based on analysis of data and supported with sufficient detail.
3	demonstrates an understanding of the situation. Problems are solved effectively in a self-directed manner. Conclusion is based on analysis of data and supported with some detail.
2	demonstrates partial understanding of the situation. Attempts to use a problem-solving strategy with guidance. Conclusion recommends a minimum of solutions.
1	demonstrates some understanding of the situation. Attempts a response but conclusion is general and not supported.
0	fails to understand the situation or attempt a response.
N/A	Not applicable.

ILLUSTRATIVE EXAMPLE: PERSONAL ACTION PLAN
MODULE: CMH1010: FAMILY DYNAMICS

FOCUS AREA(S) Strengths & Concerns	GOALS		ACTION PLAN	RESOURCES	REWARDS
	Short	Long			
1. Nonsmoker	<ul style="list-style-type: none"> continue to be a nonsmoker 	<ul style="list-style-type: none"> lifelong nonsmoker 	<ol style="list-style-type: none"> Don't hang out at the convenience store or in the school yard where the smokers are Friends will be nonsmokers 	<ul style="list-style-type: none"> family friends myself 	<ul style="list-style-type: none"> healthy lungs more stamina more money for other things
2. No physical exercise except for Phys Ed class	<ul style="list-style-type: none"> take swimming lessons play volleyball in intramurals at school 	<ul style="list-style-type: none"> follow through with swimming to life-saving one intramural activity per term to be able to be physically active 	<ol style="list-style-type: none"> Register for swimming lessons Sign up for intramural volleyball Commitment to learn skills in Phys Ed classes Practise 	<ul style="list-style-type: none"> friends intramural coach family 	<ul style="list-style-type: none"> physically fit parents pleased socially accepted by peers

IMPLICATIONS: How will your decision impact:	
1	Self (costs, time) – I will have to schedule the swimming lessons and sign up for intramurals
2	Family – parents will be pleased because they think I spend too much time watching television, playing video games
3	Community – involved in swimming
4	Career (lifestyles) – I'll be in better shape; part-time job at the pool

ILLUSTRATIVE EXAMPLE: PERSONAL ACTION PLAN

MODULE: CMH2100 - MUSCULOSKELETAL

FOCUS AREA(S) Strengths & Concerns	GOALS		ACTION PLAN	RESOURCES	REWARDS
	Short	Long			
1. Physically active	<ul style="list-style-type: none"> continue present exercise program three times weekly 	<ul style="list-style-type: none"> maintain present level of exercise start golfing 	<ol style="list-style-type: none"> running three times a week – 5 km swimming 20 laps twice a week Phys Ed Intramural program take golf lessons 	<ul style="list-style-type: none"> school pool/community clubs 	<ul style="list-style-type: none"> relieve stress good figure weight control reduce illness improve self-esteem new friends
2. Dislike milk	<ul style="list-style-type: none"> find food alternatives research 	<ul style="list-style-type: none"> calcium supplements 	<ol style="list-style-type: none"> try to find, adapt to new foods/yogurt, cheeses, tofu, bean curd 	<ul style="list-style-type: none"> nutrition courses Foods/Health teacher health food store 	<ul style="list-style-type: none"> develop new tastes may go to new eating establishments strong muscles – reduce muscle cramps

IMPLICATIONS: How will your decision impact:

1	Self (costs, time) – active lifestyle – physically fit – feel like an individual who contributes to society
2	Family – more involved with active family happenings
3	Community – less stress on health care system – participate more – increased socialization
4	Career (lifestyles) – many leisure options open – able to volunteer