



Department of Education
English Programs

Prince Edward Island Health Curriculum

Health

Grade 7

CURRICULUM

2007
Prince Edward Island
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Table of Contents

Acknowledgments	3
Program Rationale and Philosophy	5
Meeting the Needs of All Learners	6
Assessment and Evaluation	7
General Curriculum Outcomes	8
Specific Curriculum Outcomes	9
How to Use the Four-Column Curriculum Layout	10
Teacher Notes	11
Student LifeWork Portfolio Matrix	12
Curriculum Outcomes Overview	13
Wellness Choices: PEI Specific Curriculum Outcomes	17
Wellness Choices: Four-Column Spread	18
Relationship Choices: PEI Specific Curriculum Outcomes	45
Relationship Choices: Four-Column Spread	46
Life Learning Choices: PEI Specific Curriculum Outcomes	67
Life Learning Choices: Four-Column Spread	68
Appendix: Teacher Information/Student Activity Sheets	83

Acknowledgments

The Department of Education of Prince Edward Island gratefully acknowledges the contribution of the intermediate health curriculum committee and the pilot teachers in the development of this curriculum. Members of the committee include the following:

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The Department of Education is also grateful to the province of Alberta for granting permission to reproduce/adapt materials from the *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* document to assist us in the development of this guide.

Reproduced/Adapted with permission from Alberta Education, *Kindergarten to Grade 9 Health and Life Skills Guide to Implementation* (Edmonton, AB: Alberta Learning, 2002).

The Department of Education extends appreciation to the province of Nova Scotia for granting permission to reproduce/adapt materials from *A Question of Influence*, a drug education curriculum supplement.

Adapted/Excerpted with permission from the province of Nova Scotia, Department of Education and Department of Health Promotion and Protection, *A Question of Influence* (2007).

This curriculum guide is intended to provide teachers with an overview of the outcomes framework for grade 7 health education and to assist teachers in designing learning experiences and assessment tasks.

Program Rationale and Philosophy

Health education involves learning about the habits, behaviours, interactions, and decisions related to healthy daily living and planning for the future. The home, school, and community play important roles in contributing to the healthy personal development of students, by providing an opportunity for them to consider information and acquire, practise, and demonstrate strategies for dealing with the challenges of life and living.

The aim of the health curriculum is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others.

- Choices are based on attitudes, beliefs, and values. The family is the primary educator in the development of student attitudes and values. The school and community play a supportive and crucial role in building on these attitudes and values.
- To make responsible and healthy choices, students need to know how to seek out relevant and accurate information. They learn health-related information from many sources, including home, school, peers, the community, and the media. This program assists students in identifying reliable sources of information and in becoming discerning consumers of health-related information.
- Students develop decision making skills that support informed personal health practices and responsibility for health, learn to prevent or reduce risk, and have opportunities to demonstrate caring for self and others.
- Students focus on safety and injury prevention and develop strategies to assess risk, to reduce potential harm, and to identify support systems for self and others. Students learn about products, substances, and behaviours that may be injurious to their health. They also learn strategies to use in unsafe situations.
- Students are encouraged to promote and maintain health as a valued and valuable resource, and to examine health issues and factors that promote or limit good health. They gain an understanding of their individual behaviours as well as social and environmental factors which all have an impact on their health.
- In an environment of acceptance, understanding, respect, and caring, students can learn to acknowledge and express personal feelings and emotions, as well as to appreciate the strengths and talents of self and others. There are opportunities for students to accept and appreciate diversity and the uniqueness of self and others in our global society. There is an emphasis on healthy interactions and safe and caring relationships. Friendship skills are developed and then extended to incorporate skills for working in groups.
- Students build and expand upon safe and supportive networks for self and others that link the home, school, and community.
- Students develop the skill of goal setting and begin to realize their ability to influence or control many outcomes and results.
- Students acquire a strong foundation of knowledge, skills, and attitudes basic to employability. Successful careers are founded on a basis of self-knowledge, self-esteem, healthy interactions, lifelong learning, and skill development. A fundamental aspect of career education is to move students from being dependent learners to being independent and interdependent, contributing citizens.
- Students gain confidence and a sense of commitment to family, school, and community through opportunities for participation in cross-age interactions, volunteerism, and meaningful involvement in activities.
- Students develop practical skills directly related to further education, job seeking, and career path exploration.

Meeting the Needs of All Learners

Students learn in different ways and at different rates. Each student comes to class with varying interests, experiences, developmental maturity, background knowledge, and skills. What is important is that within each lesson, there is something for everyone—something that meets the needs and learning styles of each and every student.

An effective approach for accommodating student differences is to begin lessons with a whole-group activity and shared experience. Students then choose from a variety of ways to process their thinking and represent their learning. This allows students to work on the same concept in ways that most suit their individual learning styles and developmental stages. Teachers should utilize materials and strategies that accommodate student diversity and ensure that all students have equitable opportunities to experience success as they work toward achieving designated outcomes.

Learning supports for students with special needs, including English as an Additional Language (EAL) students, could include

- alternate formats for print materials, such as audiotapes, large print, talking computer books, and read alouds
- a scribe for written assignments and/or tests
- access to computers
- content-area spelling and vocabulary word lists
- peer support
- questions to guide or focus reading
- demonstrations or modelled examples
- extra time to complete work
- highlighted or underlined sections in textbooks
- specific assistance with organization
- graphic organizers
- visual prompts and pictures

The variety of learning experiences described in this guide, and the suggestions for a variety of assessment practices, will assist teachers in accommodating the diversity of learners.

Assessment and Evaluation

The terms “assessment” and “evaluation” are often used interchangeably, but they refer to quite different processes.

Assessment is the systematic process of gathering information on student learning.

Assessment Techniques

- **Formal / Informal Observation** gathers information while a lesson is in progress. When observation is formal, the student is made aware of what is being observed and the criteria being assessed. Informal observation, it could be a frequent, but brief, check on a given criterion. You might be observing the student’s participation level, use of a piece of equipment, or application of a process. You could record the results with a checklist, a rating scale, or written notes. Remember to plan the criteria, have recording forms ready, and be sure all students are observed in a reasonable time period.
- **Performance** encourages learning through active participation. This could be a demonstration/presentation. The performance is most often assessed through observation.
- **Journals** provide opportunity for students to express thoughts and ideas in a reflective way. They permit a student to consider strengths and weaknesses, attitudes, interests, and new ideas.
- **Interview** promotes understanding and application of concepts. Interviewing a student allows the teacher to confirm that learning has taken place beyond factual recall. Interviews may be brief or extensive. Students should know what criteria will be used to assess formal interviews. This assessment technique provides an opportunity to students whose verbal presentation skills are stronger than their written skills.
- **Paper and Pencil** can be formative or summative. These assessments may be written assignments or tests.
- **Presentation** requires students to analyse and interpret information and to then communicate it. These may be given orally, in written/pictorial form, as a project summary, or by using video or computer software.
- **Portfolio** allows the student to be central in the process. Students can make decisions about what goes in it, how it is used, and how it is evaluated. It should provide a long-term record of growth in learning and skills.

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered. The assessment provides the data, and the evaluation process brings meaning to the data. When students are aware of the outcomes for which they are responsible, and of the criteria by which their work will be assessed or evaluated, they can make informed decisions about the most effective ways to demonstrate their learning.

General Curriculum Outcomes

Three general outcomes serve as the foundation for the health curriculum.

Wellness Choices

- **Students will make responsible and informed choices to maintain health and to promote safety for self and others.**

Throughout the grades, students study active living, positive health habits, growth and change, body image, nutrition, substance awareness, and abuse awareness, as developmentally appropriate. Each grade level focuses on different aspects of these significant health issues.

Consideration about safety for self and others in the home, school, and community begins in the early grades and continues throughout the program.

Relationship Choices

- **Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.**

Students learn the characteristics of healthy relationships. They learn that the development and maintenance of effective relationships require the communication skills of listening, expressing needs and emotions, and providing feedback. They learn about support networks, mentors, and developing healthy relationships and positive interdependence.

Students learn how to maintain relationships and how to deal with change and transitions in a variety of life roles.

They also learn to value the strengths and gifts of self and others, as well as their uniqueness.

Life Learning Choices

- **Students will use resources effectively to manage and explore life roles and career opportunities and challenges.**

Students begin to develop practices, knowledge, and skills related to career development in grade one. They learn to respect the property of others and to understand the concepts of consequences and accountability.

Self-direction and personal responsibility are developed as students learn to organize and manage their own resources of time, energy, and personal property.

Students begin by recognizing the strengths, interests, attributes, and skills of self and others as a basis for understanding that opportunities and possibilities for learning are ever present and lifelong.

Service learning experiences and explorations provide students with opportunities to learn, practise, and refine skills while making meaningful contributions to their families, schools, and communities.

The general curriculum outcomes are interrelated and interdependent. Each is to be achieved through a variety of experiences. The emphasis is on overall well-being. Students learn to enhance attitudes and behaviours that reflect healthy choices and reduce the potential for harm. They develop personal responsibility for health and they demonstrate caring for others.

Specific Curriculum Outcomes

Each general curriculum outcome includes specific curriculum outcomes that students are expected to achieve by the end of each grade. Specific outcomes within each grade are developmentally appropriate, building upon and making connections to prior learning.

Thus, the specific curriculum outcomes are progressive and lead to more developmentally complex thinking skills that address the interrelated dimensions of health: physical, emotional/social, mental/cognitive, spiritual. The specific outcomes incorporate the potential for students to extend and refine learning in real-life situations.

Depending on the learning context and developmental needs of students, outcomes can be integrated or reclustered within the grade, as appropriate.

How To Use the Four-Column Curriculum Layout

The curriculum has been organized into four columns to relate learning experiences to the outcomes by

- providing a range of strategies for learning and teaching associated with a specific outcome or a cluster of outcomes
- demonstrating the relationship between outcomes and assessment strategies
- suggesting ways that teachers can make cross-curricular connections
- providing teachers with resource suggestions

Column 1: Specific Curriculum Outcomes

Column 1 provides specific curriculum outcomes describing what students are expected to know, be able to do, and, hopefully, value by the end of the year.

Specific outcomes are identified with a coding system (for example, W-7.6, R-7.3, or L-7.7). The letter in the abbreviation refers to the general outcome—Wellness, Relationship, or Life Learning Choices. The number after the hyphen is the grade level, and the final number refers to the order number of the specific outcome. The heart symbol \heartsuit is used to identify outcomes that should be addressed with sensitivity.

Column 2: Elaboration-Strategies for Learning and Teaching

The first part of this column contains an elaboration of the outcome and/or some background related to the outcome for the teacher. The bullets in the second column indicate suggestions for learning and teaching.

Column 3: Tasks for Instruction and/or Assessment

This column provides suggestions for ongoing assessments that form an integral part of the learning experience.

The suggestions are grouped into a variety of types of assessment.

Column 4: Resources/Notes

This column provides additional information for teachers, including resource titles, cross-curricular links, supplementary resources, and web links. Appendix items with teacher information, student information, and activity sheets are also indicated in this column.

The Four-Column Spread

The curriculum has been organized in four columns in a two-page layout as illustrated below. The content of these columns is explained on pages 9 and 10.

WELLNESS CHOICES	
CCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.	
<p>Outcomes Students will be expected to</p> <ul style="list-style-type: none"> compare personal health choices to standards for health (W-7.1) examine personal grooming/cleanliness, and evaluate the impact of grooming/cosmetic advertisements on personal grooming habits/choices (W-7.2) ▼ 	<p>Elaborations-Strategies for Learning and Teaching Personal Health</p> <p>Get Ready</p> <ul style="list-style-type: none"> Brainstorm choices and actions teens make to stay physically, emotionally and mentally healthy. Make a list of categories for personal health choices. For example: food, sleep, physical activity, safety, relationships, time management. Discuss standards for healthy choices in each of the categories. For example, how much sleep is enough? <p>Standards: Physical Activity - 20-60 minutes/day depending on level of activity Sleep - 8.5 - 9.5 hours/night Food - 5-12 servings of grain products 5-10 servings of vegetables and fruit 3-4 servings of milk products 2-3 servings of meat and alternatives Safety (e.g.) - Mandatory seatbelts and bicycle helmets</p> <p>Get Ready</p> <ul style="list-style-type: none"> Collect and display grooming product ads that are aimed at and used by teens. Sort them into essential and nonessential products. Working with a partner, choose six ads and identify the techniques to promote the product and the message each ad presents.

WELLNESS CHOICES	
CCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.	
<p>Tasks for Instruction and/or Assessment</p> <ul style="list-style-type: none"> Create a personal health enhancement plan focused on three to five personal health choices. Include a goal for each choice and strategies to achieve each goal. Follow your plan for at least one month and record your progress. Complete the following sentences: <ul style="list-style-type: none"> "To stay healthy, I need to be physically active . . ." "My physical activity . . ." "To stay healthy, teens need to eat . . ." "My eating habits . . ." "To relax, teens need to . . ." "I make time for relaxing . . ." "Teens need to sleep . . ." "My sleep . . ." "Reflection is an important part of good health because . . ." "I reflect by . . ." Find two grooming products ads you dislike and explain why you object to their techniques and messages. Find two contrasting ads for similar grooming products. Explain why advertisers may have chosen the techniques and messages they did. 	<p>Resources/Notes</p> <p>Health For Life 1 Ch. 2 (pp. 15-27) Ch. 3 (pp. 28-35) Ch. 4 (p. 50)</p> <p>Teacher Background A goal is something you want to accomplish. It can be short-term, such as getting a good night's sleep. It can be medium-term, such as saving to buy a computer game; or it can be long-term, such as planning what career you will choose.</p> <p>When you set a goal, think of the following things: Goals - Your goals must be realistic. Obstacles - Recognize obstacles that might stop you from reaching your goal. Work out potential solutions. Action Plan - Prepare a step-by-step plan of how to reach your goal. Look, listen, learn - You might need to do some research to find out what skills or information you need to achieve your goal. Success - Measure successes along the way. Recognize when you have reached your goal. Feel good about your progress.</p> <p>Health For Life 1 Ch. 4 (pp. 46-47), (pp. 51-54)</p> <p>Videos: Teen Hygiene: Healthy Habits for Life</p>

Teacher Notes

- Health is a compulsory subject for grades 7-9. The time allotment based on the *Minister's Directive No. MD 99-05* is as follows:
4-6 % (12-18 minutes/day, or approximately 37-55.5 hours/year)
- Authorized Resources:
 - Grade 7 - *Health For Life 1*, Student Text
 - *Health For Life 1*, Teacher's Resource
 - *Prince Edward Island Health Curriculum Guide*, Grade 7
 - Grade 8 - *Health For Life 2*, Student Text
 - *Health For Life 2*, Teacher's Resource
 - *Prince Edward Island Health Curriculum Guide*, Grade 8
 - Grade 9 - *Choice For Positive Youth Relationships*, Instructional Guide
 - *Smart Start*, Binder
 - *Prince Edward Island Health Curriculum Guide*, Grade 9
- Human Sexuality outcomes are boldfaced and included with Wellness Choices. Before addressing any of these outcomes, you must provide parents with information about the content. The minimum expectation is to inform them by letter. An "opt-in" form must be signed by the parent/guardian and returned to the school. (A sample letter is available in the appendix.) Schools may decide to have an information meeting or discuss the program at events such as "Meet-The-Teacher Night."
- Life Learning Choices Outcome L-7.5 should be addressed early in the school year to give students an opportunity to begin collecting data for their personal portfolios.
- In column 4, **Other Suggested Resources** (books, videos, web sites) are listed. Teachers are encouraged to use a variety of resources to address the curriculum outcomes (e.g., videos, posters, reference materials, community programs, web sites, resource people). Please ensure that the material being used is appropriate, engaging, and accurate.
- Eastern School District teachers have access to a selection of materials from the Teachers' Resource Centre. Western School Board teachers are encouraged to visit the Little Red School House for resources. All teachers are encouraged to use the Confederation Centre Library and to consult with the teacher-librarians in their schools for updated video curriculum lists as well as other resources.
- Each school has a *School Healthy Eating Toolkit* from the PEI Healthy Eating Alliance.
- The heart symbol \heartsuit is used to identify outcomes that should be addressed with sensitivity. It is important to know your students and to consider what outcomes/issues should be handled with care.
- Consider community opportunities when planning. Look for designated weeks or months such as Verbal Abuse Prevention week, or Heart and Stroke Month, to address topics that complement the health curriculum.
- *Teen Hygiene: Healthy Habits For Life* (video) is available in your school library and may be used to address specific outcome W-7.2.
Puberty For Girls: Amazing Changes Inside and Out (video) and *Puberty For Boys: Amazing Changes Inside and Out* (video) are also available in your school library to address specific outcome W-7.9.

Student LifeWork Portfolio Matrix

Student LifeWork Portfolio outcomes are embedded throughout the curriculum from grade 7 to grade 9. This matrix has been prepared to provide teachers with a comprehensive understanding of how the portfolio outcomes are addressed from grade 7 through to grade 9. Portfolio work is continued at the high school level.

Grade	Outcome <i>Students will be expected to</i>	Resources and Expectations
7 Health	<ul style="list-style-type: none"> • Collect data for a personal portfolio showing evidence of interests, assets, and skills (L-7.5) 	<ul style="list-style-type: none"> - Introduction to portfolios - Begin collecting portfolio pieces - Identify personal skills and interests - <i>Career Cruising</i> software - <i>Health For Life 1</i>, Student Text and Teacher's Resource
8 Health	<ul style="list-style-type: none"> • Collect data for a personal portfolio showing evidence of interests, assets, and skills (L-8.5) 	<ul style="list-style-type: none"> - Continue to collect pieces that show relevant skills and achievement - Explore careers related to their skills and interests through <i>Career Cruising</i> software program - <i>Health For Life 2</i>, Student Text and Teacher's Resource
9 Health	<ul style="list-style-type: none"> • Create a LifeWork Portfolio (L-9.5) 	<p>Core Items Produced</p> <ul style="list-style-type: none"> - Cover Page - Table of Contents - Life History Narrative - Chronological Record - Goals - Documentation
Senior High and Beyond	<ul style="list-style-type: none"> • Select items and maintain a LifeWork Portfolio • Demonstrate an understanding of the career-building process • Present LifeWork Portfolio to an audience • Practise selecting portfolio artifacts for a presentation (e.g., admission to college, specific job, or other purpose) 	<ul style="list-style-type: none"> - Select items and maintain a LifeWork portfolio - Interpret, evaluate and use career information - Engage in LifeWork decision making - Research career paths - Write reflections on artifacts

Grade 7**WELLNESS CHOICES-General Curriculum Outcome**

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Specific Curriculum Outcomes**Personal Health**

Students will be expected to

- compare personal health choices to standards for health
- evaluate the impact of grooming/cosmetic advertisements on personal grooming habits/choices
- analyse the messages and approaches used by the media to promote certain body images and lifestyle choices
- relate the factors that influence individual food choices to nutritional needs of adolescents
- analyse social factors that may influence avoidance and/or use of particular substances

Safety and Responsibility

Students will be expected to

- demonstrate an understanding of the concept and possible consequences of various forms of harassment
- analyse differing personal perspectives on safety
- identify characteristics of resiliency

Sexual Health

Students will be expected to

- describe the human reproductive process, and recognize several misunderstandings associated with sexual development
- identify the effects of social influences on sexuality
- analyse the influences on personal decision making for responsible sexual behaviour
- demonstrate an understanding that abstinence and postponement of sexual activity are responsible decisions for adolescents

RELATIONSHIP CHOICES-General Curriculum Outcome

Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Specific Curriculum Outcomes**Understanding and Expressing Feelings**

Students will be expected to

- analyse how thinking patterns influence feelings

- demonstrate an understanding for short-term and long-term support for emotional concerns
- identify sources of stress in relationships, and describe positive methods of dealing with such stressors
- examine the role of feedback in effective communication

Interactions

Students will be expected to

- examine the characteristics of healthy relationships, and develop strategies to build and enhance them
- evaluate the impact of media violence on relationships
- identify strategies for dealing assertively with conflict

Group Roles and Processes

Students will be expected to

- analyse the potential effects of belonging to a group, team, or gang
- use group goal-setting skills

LIFE LEARNING CHOICES-General Curriculum Outcome

Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Specific Curriculum Outcomes**Learning Strategies**

Students will be expected to

- develop improved organizational and study strategies/skills by analysing the different ways individuals learn
- identify strategies to extend personal capacity for learning
- differentiate between choice and coercion in decisionmaking for self and others
- identify and revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes, and skills

Life Goals and Career Development

Students will be expected to

- collect data for a personal portfolio showing evidence of interest, assets, and skills
- examine factors that may influence future life role/ education/career plans

Volunteerism

Students will be expected to

- determine and use knowledge and skills of the class to promote school and community health
- apply effective group skills to design and implement a school-community health enhancement plan

Wellness Choices



Notes:

PEI Specific Curriculum Outcomes

Personal Health

Students will be expected to

- compare personal health choices to standards for health (W-7.1)
- evaluate the impact of grooming/cosmetic advertisements on personal grooming habits/choices (W-7.2)
- analyse the messages and approaches used by the media to promote certain body images and lifestyle choices (W-7.3)
- relate the factors that influence individual food choices to nutritional needs of adolescents (W-7.4)
- analyse social factors that may influence avoidance and/or use of particular substances (W-7.5)

Safety and Responsibility

Students will be expected to

- demonstrate an understanding of the concept and possible consequences of various forms of harassment (W-7.6)
- analyse differing personal perspectives on safety (W-7.7)
- identify characteristics of resiliency (W-7.8)

Sexual Health

Students will be expected to

- describe the human reproductive process, and recognize several misunderstandings associated with sexual development (W-7.9)
- identify the effects of social influences on sexuality (W-7.10)
- analyse the influences on personal decision making for responsible sexual behaviour (W-7.11)
- demonstrate an understanding that abstinence and postponement of sexual activity are responsible decisions for adolescents (W-7.12)

* Sexual health outcomes may only be taught with written permission from parents/guardians.

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- compare personal health choices to standards for health (W-7.1)
- evaluate the impact of grooming/cosmetic advertisements on personal grooming habits/choices (W-7.2) ♥

Elaborations-Strategies for Learning and Teaching

PERSONAL HEALTH

Personal health choices related to physical activity, sleep, food, and safety will be explored by students. Students should compare their personal health choices to the standards listed below. Students should be able to determine how well they compare to the standards.

Standards:

Physical Activity - 90 minutes/day

Sleep - 8.5 - 9.5 hours/night

Food - 6 servings of grain products

6 servings of vegetables and fruit

3-4 servings of milk products

1-2 servings of meat and alternatives

Safety (e.g., mandatory seatbelts and bicycle helmets)

- Brainstorm actions teens choose to stay physically, emotionally, and mentally healthy.
- Make a list of categories for personal health choices (e.g., food, sleep, physical activity, safety, relationships, time management). Discuss standards for healthy choices in each of the categories. For example, how much sleep is enough?
- Have students create a table in which they compare their personal health choices to standards of health in the areas of physical activity, sleep, diet, and safety.

Use the video *Teen Hygiene: Healthy Habits for Life* to review personal cleanliness habits that students have learned in previous grades. The focus of this outcome is for students to learn that as consumers they are a specific target group for advertisers. They will be expected to evaluate the impact of grooming and cosmetic advertisements on their personal grooming habits and choices.

- Have students collect and display grooming product ads that are aimed at and used by teens. Sort them into essential and nonessential products.
- Ask students to work with a partner, choose six ads, identify the techniques to promote the product and the message each ad presents, and evaluate the impact of these ad techniques on personal grooming habits and choices. These techniques may include the following:
 - music (e.g., a popular singer)
 - rewards (e.g., free T-shirt)
 - the promise of more personal appeal (e.g., more attractive)
 - humour (a cute or funny animal)
 - celebrity endorsement (e.g., a famous person uses it)
 - appeal to emotions (link to friendship)
 - Possible questions:
 - What is appealing in the advertisement?
 - Is it effective?
 - Is it a positive and truthful communication?

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Journal

- Create a personal health enhancement plan focused on three to five personal health choices. Include a goal for each choice and strategies to achieve each goal. Follow your plan for at least one month and record your progress. (W-7.1)
- Complete the following sentences:
 - “To stay healthy, I need to be physically active . . .”
 - “My physical activity . . .”
 - “To stay healthy, teens need to eat . . .”
 - “My eating habits . . .”
 - “To relax, teens need to . . .”
 - “I make time for relaxing . . .”
 - “Teens need to sleep . . .”
 - “My sleep . . .”
 - “Reflection is an important part of good health because . . .”
 - “I reflect by . . .” (W-7.1)

Presentation

- Find two grooming products ads you dislike and explain why you object to their techniques and messages. (W-7.2)
- Find two contrasting ads for similar grooming products. Explain why advertisers may have chosen the techniques and messages they did, and evaluate their effectiveness. (W-7.2)

Resources/Notes

Health For Life 1 - Student Text

Ch. 2 (pp. 15-27)

Ch. 3 (pp. 28-35)

Ch. 4 (p. 50)

Health For Life 1 - Teacher's Resource

Ch. 2 (pp. 32-45)

Ch. 3 (pp. 56-60)

Ch. 4 (p. 90)

Teacher Background

A **goal** is something you want to accomplish. It can be short-term, such as getting a good night's sleep. It can be medium-term, such as saving to buy a computer game. Or it can be long-term, such as planning what career you will choose.

When you set a goal, think of the following things:

- Goals - Your goals must be realistic.
- Obstacles - Recognize obstacles that might stop you from reaching your goal. Work out potential solutions.
- Action Plan - Prepare a step-by-step plan of how to reach your goal.
- Look, Listen, Learn -
You might need to do some research to find out what skills or information you need to achieve your goal.
- Success - Measure successes along the way. Recognize when you have reached your goal. Feel good about your progress.

Health For Life 1 - Student Text

Ch. 4 (pp. 46-47, 51-54)

Health For Life 1 - Teacher's Resource

Ch. 4 (pp. 83, 91-93)

Video: *Teen Hygiene: Healthy Habits For Life*
(Copy in School Library)

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- analyse the messages and approaches used by the media to promote certain body images and lifestyle choices (W-7.3) ♥

Elaborations-Strategies for Learning and Teaching

PERSONAL HEALTH

Body image can be defined as a mental picture of one's body, along with associated feelings and thoughts. Body image is learned. It both reflects and reinforces self-esteem. Canadian studies estimate that two-thirds of adolescent girls and two-fifths of adolescent boys are unhappy with their body weight.

- Have students collect and display pictures of celebrities and models who represent "the perfect body" from different times and cultures. Have them ask, "What message is being communicated in this picture?"
- Have the class discuss body images.
Discussion questions:
How have ideas about the perfect body changed?
What do today's female models have in common?
What do male models have in common?
When you see these pictures, how do you feel about your own body?
Do you wish to look like the models?
Do you think that you'd like yourself more?

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Presentation

- Design a brochure for teens promoting positive body image and self-acceptance.

Paper and Pencil

- Write a letter to the editor of a magazine that promotes “the perfect body.” Include three reasons why this focus is harmful to adolescents and why the magazine should promote a balanced perspective.

Presentation

- In small groups or pairs, create a storyboard or a PowerPoint presentation for a public service ad promoting self-acceptance and a realistic perspective on body image.

Resources/Notes

Health For Life 1 - Student Text
Ch. 4 (pp. 51-57)

Health For Life 1 - Teacher's Resource
Ch. 4 (pp. 91-97)

DVD: *Straight Talk About Sex, Gender, and Media* (Confederation Centre Library)

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- relate the factors that influence individual food choices to nutritional needs of adolescents (W-7.4) ♥

Elaborations-Strategies for Learning and Teaching

PERSONAL HEALTH

With this outcome, students consider why people make poor food choices even though they know about healthy food and how much is required for healthy bodies. There are several factors that can influence their food choices. These include

- hunger
- finances (money to spend)
- influence of family
- personal food choices
- influence of friends and peers
- advertising
- available time
- stress/pressure/conflict from school or in the home
- physical activity
- socio-cultural factors (pressure to be thin)

The current thinking on the teaching of eating habits suggests that it is best to focus on the healthy and positive choices students can make regarding food and physical activity. Rather than use the word “diet”, teachers should focus on positive phrases such as “making healthy food choices,” “eating in moderation,” and “healthy eating.”

Invite students to

- do an A-B-C brainstorm list of favourite foods and identify one favourite food for each letter of the alphabet
- discuss factors that influence food choices, including advertising, peer pressure, and preferences
- review *Eating Well with Canada's Food Guide* and identify the components of a healthy diet for teens
- identify five places one can purchase food to eat away from home, and for each place, identify available food choices that fit within the guidelines of *Canada's Food Guide*

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Presentation

- As a class, brainstorm a list of popular fad diets and healthy eating patterns, such as vegetarianism, high protein diets, or low fat diets.

In pairs, choose one diet or eating pattern. Use a Venn diagram to compare the diet or eating pattern with the nutritional needs identified in *Canada's Food Guide*. Share findings with the class.

Paper and Pencil

- Identify a popular magazine that promotes unhealthy food choices through its advertising. Write a letter to that magazine and urge them to rethink their advertisements. Include three reasons why promoting unhealthy foods is a bad idea and three reasons why promoting healthy eating is a good idea.
- Discuss the importance of physical activity as a means of balancing food intake.

Resources/Notes

Health For Life 1 - Student Text
Ch. 3 (pp. 36-40)

Health For Life 1 - Teacher's Resource
Ch. 3 (pp. 61-67)

www.healthcanada.gc.ca/foodguide
Health Canada's Web site, Food and nutrition link to order *Eating Well with Canada's Food Guide*

www.cancer.ca

www.dietitians.ca

www.healthyeatingisinstore.ca

Appendix: Teacher Information

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- analyse social factors that may influence avoidance and/or use of particular substances (W-7.5)
♥

Elaborations-Strategies for Learning and Teaching

PERSONAL HEALTH

While there are many different kinds of drugs and substances, they can be grouped into four main categories.

Depressants slow down a person's heart rate, lower blood pressure, and relax muscles. They can also alter moods.

Stimulants are drugs that increase a person's heart rate and blood pressure.

Hallucinogens alter a person's perceptions. They can cause memory loss and personality changes.

Inhalants are substances that are breathed in or sniffed. They cause a sense of disorientation and light-headedness. Inhalants can cause headaches or blurred vision. Repeated use can result in lung, kidney, and brain damage.

The most dangerous drugs that students should be aware of are the following:

Alcohol	Heroin	Tobacco	Inhalants
Cannabis	Amphetamines	Cocaine/Crack	Hallucinogens
MDMA (Ecstasy) (See <i>Health For Life 1</i> - Teacher's Resource, p. 125)			

- Invite students to brainstorm a list of substances that students may choose to use or refuse.
- Using the "Separating Fact from Fiction" activity (Appendix), encourage students to examine some myths around alcohol and cannabis, two substances that grade 7 students are likely to encounter.
- In small groups, have students generate a list of social factors that influence decisions to use or refuse particular substances.

Introduce and discuss the **REFUSE** acronym.

R eally ask questions about the activity.

E xamine all the consequences.

F ind alternatives. Suggest different things to do.

U se persuasion. Be assertive.

S tate all the consequences and problems.

E xit from the situation.

A particular focus of this outcome is to have students recognize that improper use of prescription drugs is substance abuse.

Points to consider:

- Prescription medicine is obtained with a prescription from a doctor. It is for a specific person to treat a specific condition.
- Important information appears on the label of prescription medicines.
- Knowing how to follow instructions for medication and being aware of possible side effects are fundamental steps in becoming more literate about personal health (health literacy).

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Presentation

- Research a substance (e.g., tobacco, an illegal drug, alcohol). Create a brochure for peers that lists the effects of this substance and offers suggestions on how to deal with pressure from others to use or abuse this substance.
- Design a series of posters entitled *Just Say Yes*, encouraging good decision making skills. Display around the school.

Journal

- Complete the following statements in your journal:
 - “Factors that may influence teens to use particular substances include . . .”
 - “Factors that may influence teens to refuse particular substances include . . .”
 - “A refusal strategy that works for me is . . .”

Resources/Notes

Health For Life 1 - Student Text
Ch. 5 (pp. 60-73)

Health For Life 1 - Teacher’s Resource
Ch. 5 (pp. 111-118, 120-124)

Invite a guest speaker to address the class on how to deal with pressure to use substances.

Appendix: Teacher Information

“Separating Fact From Fiction” (activity)

TEACHER BACKGROUND

While many grade 7 students state that they do not intend to use drugs or alcohol, beliefs, attitudes, and behaviours change over the intermediate years.

According to the *Prince Edward Island Drug Use Survey 2002*, only 10.3% of students in grade 7 had used alcohol in the previous year, and only 5.4% had used cannabis. By grade 9, however, 38.8% will have used alcohol, and 20.4% will have used cannabis (according to the 2002 figures). In spite of what students state in grade 7, some will change their behaviour over the next two years. In large part it is because of the increasing influence of new personal, social or interpersonal, and environmental or cultural factors in their lives. This outcome introduces students to the types of factors that can influence their decisions regarding alcohol, cannabis, and other drugs.

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- demonstrate an understanding of the concept and possible consequences of various forms of harassment (W-7.6)

Elaborations-Strategies for Learning and Teaching

SAFETY AND RESPONSIBILITY

Harassment is the act of tormenting or bothering someone repeatedly.

Effects of Harassment:

- feeling helpless
- blaming yourself
- fearing revenge if you take action
- dropping activities to avoid where the harasser might be
- losing your self-confidence
- losing interest in school and activities you enjoy
- developing headaches or feeling sick

Verbal	<ul style="list-style-type: none"> • making threats • making rude remarks or telling rude jokes • making comments about a person’s religion, clothing, culture, appearance, or gender • spreading rumours about a person • leaving offensive or intimidating phone messages
Physical	<ul style="list-style-type: none"> • pushing, shoving • blocking a person’s way • unwanted touching, patting, pinching, or other physical contact
Visual	<ul style="list-style-type: none"> • sending someone rude e-mails, photographs, drawings, or cartoons • displaying objects that are offensive
Retaliation	<ul style="list-style-type: none"> • taking revenge on someone because that person complained about being harassed

* **Sexual harassment** means harassing someone in a sexual way. Sexual harassment can be any of the actions listed above.

- Ask students to define “harassment” and give examples of different kinds of harassment.
- Invite students to discuss why they think people often find it difficult to tell others if they are being harassed. Brainstorm a list of people someone can talk to if he or she is being harassed. This list should include parents or other family members, teachers, principal, school counsellor, and the public health nurse.

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Journal

- Have you ever seen someone being harassed? What did you do? What could you have done? Do you think that doing something would have affected the actions of the harasser or the victim? If so, how?

Performance

- With a partner, role-play a scene about harassment or bullying. The scene should include where the harassment is taking place, the people involved, the effect on the victim, and actions the victim or others take to stop the harassment.

Resources/Notes

Health For Life 1 - Student Text
Ch. 6 (pp. 80-84)

Health For Life 1 - Teacher's Resource
Ch. 6 (pp. 145-147)

The section on sexual abuse on page 146 should be completed with the human sexuality outcomes.

Appendix: Teacher Information

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- analyse differing personal perspectives on safety (W-7.7)

Elaborations-Strategies for Learning and Teaching

SAFETY AND RESPONSIBILITY

Discuss “What does being safe mean?” and “What kinds of things do students do to stay safe physically, socially, and emotionally?”

Physical Safety: protection from danger, physical harm, or injury to the body.

Social Safety: sense of being safe, feeling secure, cared for, and trusted with others.

Emotional Safety: being aware of your emotions and being free to express them in a positive and confident way.

Internet Safety: being aware of what the Internet is, how it works, and the potential risks and dangers associated with online activities.

- Have students quickly list 12 safety tips for any area of their lives. Remind them to think about safety at home, at school, in sports, and in other physical activities. Possible answers: lock the doors to your house, wear a helmet when riding a bike, look both ways before crossing a street, avoid giving out personal information when you are using chat rooms on the Internet, ensure that your house is equipped with a fire extinguisher and a smoke detector, and let parents know where you are when you are away from home.

Students could compare their lists with partners’.

Define **risky behaviour** and give examples of what risky behaviour looks like for different people. Discuss how each person has the right to set his or her own safety limits.

Generate a list of safety issues and poll the class to identify the range of personal perspectives on what is considered safe. Discuss how to show respect and acceptance of others whose ideas about safety are different from your own.

Risky Behaviour: taking an action when the consequences of the action are not known.

Personal Safety Limits: your line between what you think is safe and what you think is unsafe.

- Have students write the risks associated with these activities: playing volleyball, smoking cigarettes, attending a new school, spreading a rumour, trying some pills that are not yours, learning to cook, following fad diets, and applying for a part-time job.
- Invite students to compare their answers with those of partners. Are they the same or different? Explain why.

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Performance

- With a partner, generate a scenario that involves a safety risk, such as cliff diving, boating without life jackets, or being offered a drink of alcohol. Prepare a short role-play in which a person is asked to participate in risky behaviour but uses assertive communication to refuse.

Journal

- Describe three safety limits you have for yourself. How do these limits protect you physically, emotionally, and socially? How do you communicate these limits to others? Give examples of strategies you can use to honour your own limits and avoid being pressured into doing something you don't want to do.
- Give an example of a time when you were not comfortable sharing your ideas. Why were you uncomfortable? What would you do next time so that you are more comfortable expressing your ideas?

Resources/Notes

Health For Life 1 - Student Text

Ch. 6 (pp. 74-79)

Appendix (pp. 145-147)

Health For Life 1 - Teacher's Resource

Ch. 6 (pp. 139-145)

Mirror Image - (Interactive Computer Game)

It is recommended that this game be done presentation style (with a LCD projector) as a class so as to enable discussion and questions.

Internet 101 - www.internet101.ca

Kit 101: An Educator's Guide to Internet Safety

(Available from Teacher-Librarian)

Appendix: Teacher Information

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- identify characteristics of resiliency (W-7.8) ♥

Elaborations-Strategies for Learning and Teaching

SAFETY AND RESPONSIBILITY

Resiliency is the ability people have to bounce back from life's ups and downs; it's how people cope with life's "tough stuff." There are many things that teens can do to help themselves handle difficulties they may encounter in their lives.

- Have a positive outlook.
- Set goals for yourself.
- Develop good decision-making techniques.
- Learn self-monitoring behaviour.
- Get involved in meaningful tasks as a volunteer.
- Keep a sense of humour.

(Student Information Master)

- As a class, brainstorm a list of items that are resilient (e.g., a trampoline).
- Discuss what makes a person resilient. What characteristics do they need? (Sample answers: being responsible, positive, optimistic, resourceful, confident, determined, flexible, helpful, having a sense of humour.)

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Journal

- A young man who once belonged to a gang said, “Kids can walk around trouble, if there is someplace to walk to and someone to walk with.” Discuss how this quote relates to resiliency.

Presentation

- With a partner, research a person who overcame a major problem in his or her life. Make a video or an audiotape in which you and your partner explain who the person is and how he or she overcame the obstacle.
- Create a poster that shows one characteristic of resiliency.

Resources/Notes

Health For Life 1 - Student Text

Ch. 6 (pp. 85-87)

Health For Life 1 - Teacher's Resource

Ch. 6 (pp. 149-151)

Appendix: Student Information

Information Pertinent to Sexual Health Outcomes (W-7.9 - W-7.12)

Sexual Health

- * Parents/guardians will retain the right to exempt their child from school instruction of sexual health outcomes (W-7.9 - W-7.12). (See sample letter - Appendix). Schools will provide alternative learning experiences for those students who have been exempted.

Setting the Scene

At the beginning of this unit, it is important to establish or reinforce class rules, climate, and responsibilities. These can be established as a class, or the teacher may decide to present them. The appendix includes ideas for these.

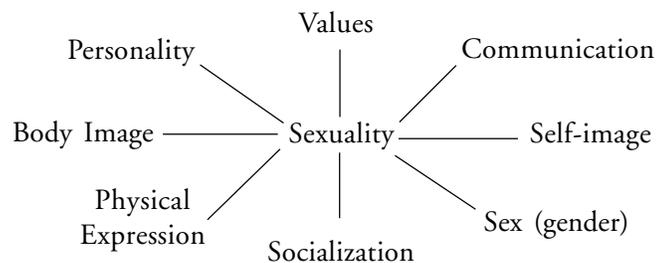
Teachers will explain the outcomes of this section and the rationale for studying this topic.

Sexuality Education will

- provide opportunities to explore attitudes, feelings, values, and moral views that may influence choices regarding sex and sexual health
- provide accurate information to students to help them develop the knowledge and skills to make informed, healthy behavioural choices that have a positive impact on sexual health
- foster self-image and self worth
- prepare students for the present and future, whether they choose to be sexually active or not
- show where and how teens can find correct information about sexuality. (suggested books, web sites, videos, and resource people must be relevant and developmentally appropriate)

Suggested Teaching Strategies For Sexual Education Introductory Classes

- As a class, discuss and clarify the meaning of **sexuality**. Create a web on the board or flipchart. Invite students to identify aspects of themselves that contribute to their sexuality. Most students will have previously discussed the concept of sexuality in grade 6 and this will serve as a review. You may use the handout “Sexuality is . . .” (Appendix) to clarify each of the aspects of sexuality that are part of the web.



- An icebreaker activity is included in the appendix that you may choose to use as part of your introduction.
- Read and discuss the “Me” story (Appendix) with the class.
What was the story about?
What was (were) the main message(s)?
(We each have unique and special qualities that are worthy of noting and celebrating.)

Appendix Resources/Notes:

Sample letter to Parents/Guardians	“Setting Ground Rules”
Scope and Sequence	“Classroom Climate”
“Instructional Methods”	“Sexuality is....”
“Teaching Tips”	“Icebreaker Activity”
“Sex Facts in Canada” - Teacher Information	“Me” Story

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- **describe the human reproductive process, and recognize several misunderstandings associated with sexual development (W-7.9)**

Elaborations-Strategies for Learning and Teaching

SEXUAL HEALTH

The focus of this outcome is for students to recognize that there are many myths and misunderstandings about puberty and reproduction, and to identify sources of good information and support. By addressing myths and anxieties about adolescence, teachers can encourage students to accept this time of change as normal and healthy.

In order to discuss human sexuality, students need a knowledge of sexual anatomy and physiology.

In grade 6, students identified the basic components of the female reproductive system (uterus, vagina, ovaries, Fallopian tubes) and the male reproductive system (testicles, scrotum, urethra, penis) and the basic functions of each. They also have a basic understanding of menstruation, fertilization, conception, pregnancy, and fetal development. (See scope and sequence—Appendix.) You may choose from the suggested resources in column 4 to facilitate this review and best meet the needs of students. The focus of this outcome may be best addressed through the Question Box. Throughout this unit, encourage students to submit questions.

Teachers should try to answer all questions, or explain the reason for not answering particular questions. Students should be encouraged to access accurate information.

- Have students brainstorm sources of accurate information about puberty and sexual development.

This list should include

parents	doctors
teachers	nurses
school counsellors	school library
public health workers	community library

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Paper and Pencil

- Identify three common misunderstandings associated with sexual development. Choose one misunderstanding and write a brief explanation that clears up the misunderstanding by providing clear and factual information.
- Individual worksheets/quizzes. (See appendix)

Resources/Notes

Health For Life 1 - Student Text
Ch. 4 (pp. 41-57)

Health For Life 1 - Teacher's Resource
Ch. 4 (pp. 3, 83-88)

Line Masters
(pp. 99-103)

Videos: (Copies of these in School Library)
Puberty For Girls: Amazing Changes Inside and Out

Puberty For Boys: Amazing Changes Inside and Out

(Materials to accompany these videos are included in the appendix and may be used as a follow up to viewing.)

Appendix: Blackline Masters (BM) and Worksheets

“Who’s Who Vocabulary” (worksheet)

“The Menstrual Cycle” (BM)

“Sperm Production” (BM)

“Menstruation and Sperm Production” (worksheet)

“Menstruation and Sperm Production” Cards

“Conception” (BM)

“Implantation” (BM)

“Words About Fertilization and Pregnancy” (worksheet)

“Stages of Fetal Development” (worksheet)

“Fraternal Twins” (BM)

“Identical Twins” (BM)

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- **identify the effects of social influences on sexuality**
(W-7.10)

Elaborations-Strategies for Learning and Teaching

SEXUAL HEALTH

(The focus of this outcome is gender roles)

The way teens perceive themselves can be strongly affected by the media, culture, and attitudes around them. The images of teens in movies, song lyrics, advertisements, music videos, and other forms of media often reinforce sexual stereotypes and behaviour. These influences can result in a distorted understanding of sexuality and gender roles. It is important to help students recognize and understand these influences and messages and distinguish between those that are healthy and positive, and those that are unhealthy and negative.

As a class, discuss the following terms to ensure understanding.

Gender Roles: the behaviour and characteristics expected of a male or female

Equity: fairness; justice

Media: the industrial forms of mass communication (e.g., advertising, television, movie, music, news, Internet)

Culture: the beliefs, customs, and traditions of a specific group of people

- Divide students into small groups and invite them to discuss the scenarios for the “Gender Stereotypes” activity. (Appendix)
- Have students do a three-minute journal entry about what it means to be a 13 year-old female or male in your school.
- Invite students to brainstorm different ideas about what it means to be male or female. Display ideas on a chart.
- Have students design a survey to collect information on the interests of girls and boys their age. Do the interests tend to be gender-specific? What do these interests tell us about sexuality and self-identity?

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Presentation

- Use magazine pictures and headlines to create a collage expressing what *Being Female* or *Being Male* means to you.

Paper and Pencil

- Research a culture or society in which gender roles are different from typical gender roles in Canadian society.

Journal

- Write a paragraph on what it means to be a male or female today.

Resources/Notes

Health For Life 1 - Teacher's Resource
Ch. 4 (p. 95)

Appendix: "Gender Stereotypes" (activity)

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- analyse the influences on personal decision making for responsible sexual behaviour (W-7.11)

Elaborations-Strategies for Learning and Teaching

SEXUAL HEALTH

Sometimes teens feel pressured to engage in sexual activity and they don't know what to say. They may want to say no but are not sure how. They may be confused about their feelings—believing they shouldn't continue, but wanting to at the same time. Making decisions about responsible sexual behaviour requires good decision making skills. Individuals need to identify the problem, think about the choices, then make a wise personal decision. They need to know how to be assertive. They need to have good refusal skills and know when to say no. They have to understand that “no” means “no.” People must respect others' decisions, practise self-control, and set limits for themselves.

- Have students work in small groups to design a chart which will record factors that influence decisions about sexual behaviour.
Consider the following headings:
 - personal values (e.g., educational goals)
 - family values (e.g., religious beliefs)
 - responsibility (e.g., contraception)
 - consequences (e.g., risk of STIs)
 - peer pressure (e.g., friends engaging in sexual activity)
 - social opportunity. (e.g., unchaperoned party)
- Invite students to brainstorm reasons why teens become involved in sexual relationships. Identify and discuss sources of pressure.
- As a class, discuss the following questions/points:
 - How is not making a decision, a decision? Explain.
 - Decisions about sexual relationships should be made by equal partners. These decisions should reflect the values and wishes of both partners. Why is equality so important?
 - Why are assertiveness skills important when a couple is making decisions about a sexual relationship?
 - “No” means “no”, and this decision should be respected by both people.
- Brainstorm a list of ways someone can say no to someone else's pressure to engage in sexual activity.

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Journal

- Describe three personal and family values that could influence a teen's decision making about sexual behaviour.

Presentation

- The media gives teens many messages about sexual behaviour. Collect ads and articles from a variety of publications for teens and identify the underlying messages about sexual behaviour in each.

Resources/Notes

Health For Life 1 - Student Text
Ch. 5 (pp. 66-67)

Health For Life 1 - Teacher's Resource
Ch. 5 (pp. 120-121)

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Outcomes

Students will be expected to

- **demonstrate an understanding that abstinence and postponement of sexual activity are responsible decisions for adolescents (W-7.12)**

Elaborations-Strategies for Learning and Teaching

SEXUAL HEALTH

Puberty is a time when adolescents mature both physically and emotionally. They experience new thoughts and emotions. They can feel sexually attracted to others and they form new kinds of relationships. They will also be making decisions about responsible sexual behaviour. Abstinence is one decision teens can make.

- As a class, discuss and define **abstinence**. **Abstinence** can mean different things to different people. For some, it means having no physical contact with other people. For others it could mean having limited contact, allowing some activities, but not sexual intercourse. Abstinence is 100% safe only if it includes eliminating any intimate sexual behaviour involving skin-to-genital, genital-to-genital, or body fluid-to-genital contact.
- Brainstorm reasons why students choose to abstain from sexual activity. (Appendix - “Postponing Intercourse vs. Having Intercourse”)
- Develop a list of qualities in a personal relationship that are necessary for abstinence.
- Brainstorm pressures that teens may face to become involved in a sexual relationship. Discuss reasons why it is difficult to say no in these situations. (See Appendix.)

GCO: Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Tasks for Instruction and/or Assessment

Journal

- Write a letter to a fictitious boyfriend or girlfriend and outline at least three convincing reasons why you shouldn't become sexually active at this point in your life.

Presentation

- Work through the Six Steps to Making a Decision (*Health For Life 1*, Student Text, p. 63) for the following situation:

Your girlfriend/boyfriend tells you that s/he wants to have sex, but you don't want to.

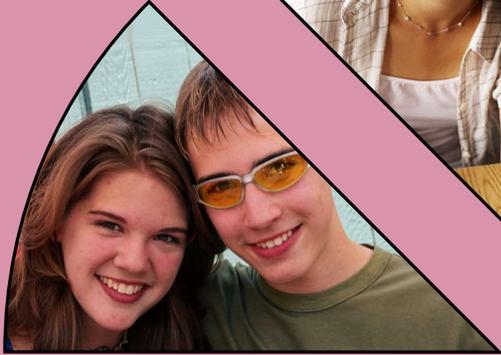
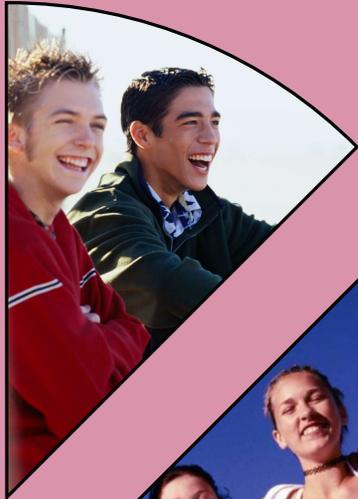
Resources/Notes

Health For Life 1 - Teacher's Resource
Ch. 5 (pp. 119-121)

Appendix: "Postponing Intercourse vs.
Having Intercourse"

"Method: Abstinence/Postponing"

Relationship Choices



Notes:

PEI Specific Curriculum Outcomes

Understanding and Expressing Feelings

Students will be expected to

- analyse how thinking patterns influence feelings (R-7.1)
- demonstrate an understanding for short-term and long-term support for emotional concerns (R-7.2)
- identify sources of stress in relationships, and describe positive methods of dealing with such stressors (R-7.3)
- examine the role of feedback in effective communication (R-7.4)

Interactions

Students will be expected to

- examine the characteristics of healthy relationships, and develop strategies to build and enhance them (R-7.5)
- evaluate the impact of media violence on relationships (R-7.6)
- identify strategies for dealing assertively with conflict (R-7.7)

Group Roles and Processes

Students will be expected to

- analyse the potential effects of belonging to a group, team, or gang (R-7.8)
- use group goal-setting skills (R-7.9)

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Outcomes

Students will be expected to

- analyse how thinking patterns influence feelings (R-7.1)

Elaborations-Strategies for Learning and Teaching

UNDERSTANDING AND EXPRESSING FEELINGS

Thinking Pattern: the most common way a person thinks about something and tries to understand or explain it.

Make a chart to record the things students say or think to themselves in different kinds of situations. Examples:

- winning a race
- achieving a goal
- losing something
- falling out with a friend

- Invite students to discuss the definitions of the terms **positive thinking**, **all-or-nothing thinking**, **overgeneralization**, and **perfectionism**. How do these terms apply to the reactions that the class charted?

Positive Thinking: thinking which will enable you to act with a positive attitude, help you find solutions to problems, and encourage you to try new things.

All-or-Nothing Thinking: a pattern of thinking whereby only your own actions or opinions are acceptable to you.

Overgeneralization: thinking that is limited by accepting only one possible result, usually a negative one.

Perfectionism: a pattern of thinking where by a person is not content unless everything is done without mistakes.

- Have students use the chart to identify the feelings that result from our thinking patterns.

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Journal

- Keep a journal for one week and record positive and negative thinking patterns. At the end of the week, make a list of positive thinking patterns you observed in yourself. Identify any negative patterns and describe how you can reframe them as positive thoughts. Explain how your thoughts affected your feelings.

Resources/Notes

Health For Life 1 - Student Text
Ch. 7 (pp. 88-93)

Health For Life 1 - Teacher's Resource
Ch. 7 (pp. 164-168)

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Outcomes

Students will be expected to

- demonstrate an understanding for short-term and long-term support for emotional concerns (R-7.2) ♥

Elaborations-Strategies for Learning and Teaching

UNDERSTANDING AND EXPRESSING FEELINGS

Students need to know that there are bound to be times in their lives where they will need support to deal with difficult times and stress. Changes in friendships or the loss of someone through death or moving are common causes of stress for teens. Reactions can vary and teens may experience emotional symptoms such as depression, anger, resentment, or tears. They feel isolated from those around them. Physically they may overeat or undereat, have difficulty sleeping, or be distracted and unable to make decisions. They may even try experimenting with drugs or alcohol. Students need to know that these symptoms are related to what is happening in their lives, and that there is no shame in experiencing symptoms or seeking support.

- Have students identify situations in which they or their friends might need support for difficult times or emotional concerns.
- Ask students to make a list of people who could provide support to them or a friend, including parents, teachers, school counsellors, community health workers, mentors, or other trusted adults.
- Pair students. Have them use the following scenarios in which a grade 7 student needs emotional support, and role-play a student asking for help.
 - Lee is frustrated because of difficulties keeping up with school work, especially because he finds math challenging.
 - Deidre is finding that her newly diagnosed diabetes is making it difficult to participate in social activities with her friends.
 - Ray has just moved in with his dad and he is feeling overwhelmed with new responsibilities, including preparing meals and doing his own laundry.

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Paper and Pencil/Presentation

- Identify five situations in which a typical grade 7 student might need short-term emotional support and three situations in which he or she might need long-term emotional support. How could you help in each situation? With a partner, role-play one of these situations.

Resources/Notes

Health For Life 1 - Student Text

Ch. 7 (pp. 96-98)

Health For Life 1 - Teacher's Resource

Ch. 7 (pp. 170-171)

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Outcomes

Students will be expected to

- identify sources of stress in relationships, and describe positive methods of dealing with such stressors (R-7.3) ♥

Elaborations-Strategies for Learning and Teaching

UNDERSTANDING AND EXPRESSING FEELINGS

- As a class, discuss stress—what it is, and how it makes a person feel.

Stress is tension or pressure that can result in physical and emotional changes.

- Have students work in pairs or small groups to brainstorm a list of things that can cause stress in a relationship.

Possible answers:

- ending a friendship
- dealing with the illness or injury of a family member
- fighting with a friend or someone at school
- arguing with parents
- having trouble with a sibling
- witnessing arguments between parents
- Have students describe how stress can make a person feel.
- Invite students to brainstorm ways of coping with stress in a relationship.

Some ways to deal positively with stress:

- Talk with a friend. Your friend may have the same problem.
- Talk with a parent, or another adult you trust.
- Accept support from your friends when they offer it.
- Keep connected with people in your life who care about you.
- Accept that there are some things you cannot change or control, and then focus on what you can change.
- Deal with the issue.

Some people you may get help from:

- school counsellor
- community health worker
- doctor
- social worker
- psychologist
- grief counsellor

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Presentation

- Create a poster promoting positive ways to deal with stress in relationships.

Paper and Pencil

- Describe three common sources of stress in relationships.
Describe three positive strategies for dealing with this type of stress.

Resources/Notes

Health For Life 1 - Student Text

Ch. 7 (pp. 94-99)

Health For Life 1 - Teacher's Resource

Ch. 7 (pp. 171-173)

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Outcomes

Students will be expected to

- examine the role of feedback in effective communication (R-7.4)

Elaborations-Strategies for Learning and Teaching

UNDERSTANDING AND EXPRESSING FEELINGS

Communication is about sending and receiving messages. Feedback is a response to a message that has been sent. It lets the sender know that the message was received and understood. Feedback gives a reaction to the message and can be positive (e.g., a thumbs-up) or negative (e.g., a statement that tells you your thoughts are not valued). The focus of this outcome is positive feedback.

Feedback is information sent by the receiver of a message which helps the sender judge the effectiveness of the message sent.

- In small groups, have students generate a list of ways to give feedback.
Examples:
 - body language, such as head nodding or smiling
 - tone of voice
 - choice of words
- Discuss how it feels when little or no feedback happens during a conversation.
- Discuss why some individuals have difficulty with feedback. For example, some people have difficulty accepting compliments because they don't believe good things about themselves. Generate a list of gracious responses to a compliment.
- Discuss ways you can gather feedback about yourself in order to become a better learner.
- Discuss ways to give feedback to let someone know he or she is liked, appreciated, or has done a good job.

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Presentation

- Write a tip sheet for giving and receiving feedback. (5 of each)
- With a partner, brainstorm two examples of positive feedback that someone could give to a person at school, a family member, and to a friend. Make your examples as realistic as possible. Role-play these situations to practise giving and receiving positive feedback.

Journal

- Write three pieces of constructive feedback to yourself. Explain why you deserve this feedback and how it can help you.

Resources/Notes

Health For Life 1 - Student Text

Ch. 7 (p. 98)

Ch. 8 (pp. 103-104)

Health For Life 1 - Teacher's Resource

Ch. 7 (pp. 170-171)

Ch. 8 (pp. 187-188)

Appendix: Teacher Information

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Outcomes

Students will be expected to

- examine the characteristics of healthy relationships, and develop strategies to build and enhance them (R-7.5)

Elaborations-Strategies for Learning and Teaching

INTERACTIONS

Relationships are connections with others. For a relationship to be strong, each person must give and receive support, friendship, time, and respect. Students will be expected to express personal attributes of a healthy relationships and ways to these connections.

People in a healthy relationship make an effort to

- have good communication (e.g., share thoughts and feelings)
 - feel comfortable sharing information (e.g., not worried that the other person will put them down)
 - understand each other (e.g., know likes and dislikes of the other person)
 - care about each other (e.g., loyalty and trust)
 - co-operate with each other (e.g., give and receive support)
 - appreciate each other (e.g., know you are valued)
- Invite students to list three people who are important in their lives. List two things they can expect from each person and two things these people can expect from them.
 - Have students work in small groups or with a partner to develop an action plan for improving the atmosphere and enhancing relationships at school. How can caring, sharing, and appreciating the differences and values of others be promoted?

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Paper and Pencil

- List and describe 10 ways you can create and maintain healthy relationships with others.
- Describe a situation when it might be better to end a relationship than to try to make it better.

Presentation

- Create a poster or write a poem that explains why friendship is important.

Resources/Notes

Health For Life 1 - Student Text
Ch. 8 (pp. 100-106)

Health For Life 1 - Teacher's Resource
Ch. 8 (pp. 186-190)

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Outcomes

Students will be expected to

- evaluate the impact of media violence on relationships (R-7.6) ♥

Elaborations-Strategies for Learning and Teaching

INTERACTIONS

Students will explore and analyse violence in relationships in the media and recognize how it can influence viewers.

(It is recommended that you read relevant information in the Appendix before addressing this outcome.)

- As a class, brainstorm a list of specific examples of violent scenes on television, in books, in movies, in music videos, and in computer and video games.
- Put students in small groups. Have them choose three examples from the list, and for each example, answer the following questions:
 - Why is violence used?
 - What happened after the violence?
 - How might people react to the same situation in real life?
- Invite students to suggest non-violent ways to resolve the issues listed by the class.

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Paper and Pencil

- Write a letter to the editor of a magazine or newspaper, or to a television network or music producer, to express your concerns about the impact of media violence on relationships. Outline why this is unhealthy or problematic for young people.

Presentation

- Choose one media representation of violence and critique that representation.
Consider these questions:
 - What image is the media trying to convey?
 - How realistic is the representation?
 - What message does the representation give to the public?
 - What does this media representation say about relationships?

Share and discuss your critique with the class.

Journal

- Challenge yourself to take a two-week media break. Replace television, videos, and computer games with going for walks, doing sports, reading, and spending time with your family. Keep a journal of how this break affects your attitudes, actions, and relationships.

Resources/Notes

Health For Life 1 - Student Text
Ch. 8 (pp. 111-112)

Health For Life 1 - Teacher's Resource
Ch. 8 (pp. 192-193)

Appendix: Teacher Information

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Outcomes

Students will be expected to

- identify strategies for dealing assertively with conflict (R-7.7)

Elaborations-Strategies for Learning and Teaching

INTERACTIONS

- Brainstorm types of conflicts a typical grade 7 student might have. Define and discuss the following terms:
 - Win/Win:** a solution that takes work, but in the end, leaves both sides feeling good about the results.
 - Win/Lose:** a solution whereby one person is happy, and one person is not.
 - Lose/Lose:** a solution whereby neither person is happy with the results.
- Have students generate conflict scenarios involving two students who are friends, a student and a parent, or a student and a teacher.
- Pass out conflict-resolution style cards labelled “win/win,” “win/lose,” or “lose/lose” to pairs of students and have them prepare short role-plays dealing with one of the scenarios and using the conflict-resolution style on the card.
- After each presentation, identify which style the role-play showed. Discuss.
- With win/win resolutions, students should recognize that the following steps need to be taken:
 - Step One:** Find out what is wrong. It may be just a misunderstanding.
 - Step Two:** Talk about the problem; remain calm; avoid insults and rudeness; control your temper; do not sulk, pout, or withdraw. Ask what each person wants.
 - Step Three:** If you both can't have what you want, find the best solution for each of you.

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Journal

- Write a paragraph about an example of a win/win conflict resolution from your life. Describe what you said and did, ways the other person responded, things you still need to practise, and how you feel about approaching your next conflict.

Presentation

- Draw three cartoon strips illustrating three different styles of conflict resolution:
 - win/win
 - win/lose
 - lose/lose.

Resources/Notes

Health For Life 1 - Student Text

Ch. 8 (pp. 107-110)

Health For Life 1 - Teacher's Resource

Ch. 8 (pp. 190-192)

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Outcomes

Students will be expected to

- analyse the potential effects of belonging to a group, team or gang (R-7.8)

Elaborations-Strategies for Learning and Teaching

GROUP ROLES AND PROCESSES

Group: a collection of people who share something in common.

Team: a group of people working together toward a common goal.

Gang: a group of people united by illegal activity and acts of violence.

Potential effects of belonging to a . . .

Group

- spending time with people who share your interests
- feeling as if you belong
- learning new skills
- getting support and assistance
- having fun

Team

- being able to work toward a common goal
- developing communication skills
- developing collaboration skills
- getting better at making decisions and solving problems

Gang

- sharing a common group identity
- feeling protected
- finding it difficult to get out, once in
- Have students generate a list of groups they belong to or have belonged to in the past.
- Ask students to discuss reasons why they choose to be part of a group.
- Have students read “The Goose Story” and relate its meaning to membership in a group.

The Goose Story

Next fall, when you see geese flying along in a V formation heading south for the winter, you might be interested in knowing what science has discovered about why they fly that way. As each bird flaps its wings, it creates an uplift for the bird immediately following. By flying in a V formation, the whole flock adds at least 71 percent greater flying range than if each bird flew on its own.

When a goose falls out of formation, it feels the drag and resistance of trying to go it alone, and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front. When the lead goose gets tired, it rotates back, and another goose flies point. The geese honk from behind to encourage those up front to keep up their speed.

Finally, when a goose gets sick or is wounded and falls out, two geese leave the formation and follow it down to help and protect it. They stay with it until it is able to fly or until it dies. Then they fly off to catch up with their group.

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Journal

- Think about your group of friends. Describe two ways they are like a gang and three ways they are different from a gang.
- Write about a group that has been important to you. It might be a circle of friends, a group of relatives, a club, or some other group. Describe the group and explain why it has been important.

Resources/Notes

Health For Life 1 - Student Text
Ch. 9 (pp. 113-123)

Health For Life 1 - Teacher's Resource
Ch. 9 (pp. 206-214)

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Outcomes

Students will be expected to

- use group goal-setting skills (R-7.9)

Elaborations-Strategies for Learning and Teaching

GROUP ROLES AND PROCESSES

How to Work Working Together Toward A Goal

1. Decide on a goal and agree to work together. Be sure to write out the goal so everyone can see it.
 2. Make an action plan. List the steps to reach your goal. List the tasks that need to be done. List the resources you will need. Set deadlines.
 3. Beside each task on the lists, write the name of the member responsible for that task.
 4. Meet once in a while to review the goal and check on each person's progress. Help one another when needed.
 5. Celebrate the team's success. Praise one another.
- Have students generate a list of groups in their lives and identify the goals each group might have.
 - Discuss the process groups use to set goals. Examples:
 - deciding on a goal
 - planning how to achieve their goal
 - identifying the roles each member has
 - Define and discuss the term **collaboration**.
Collaboration: working well together to achieve a goal.

GCO: Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Tasks for Instruction and/or Assessment

Performance

- As a class or in small groups, set three group goals for the school year. Consider goals in the following areas:
 - climate building
 - volunteer service
 - student achievement

Presentation

- Develop a poster-sized checklist of factors to consider in group goal-setting.

Journal

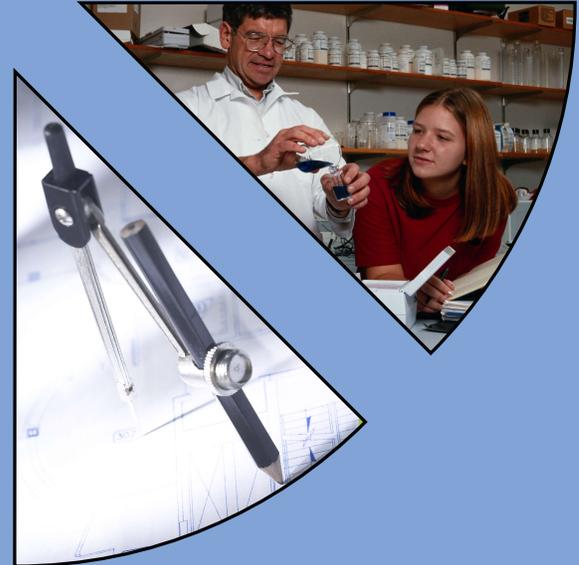
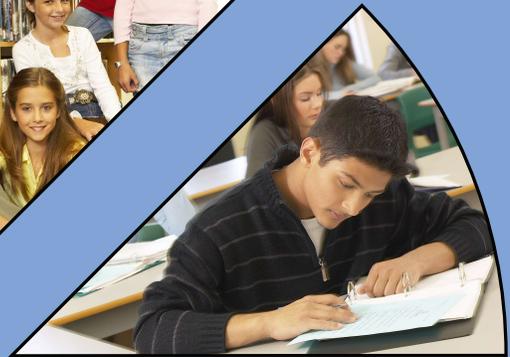
- Do a five-minute quick-write on how you can help a group you belong to set goals effectively and fairly.

Resources/Notes

Health For Life 1 - Student Text
Ch. 9 (pp. 119-120, 124-127)

Health For Life 1 - Teacher's Resource
Ch. 9 (pp. 209-211, 214-217)

Life Learning Choices



Notes:

PEI Specific Curriculum Outcomes

Learning Strategies

Students will be expected to

- develop improved organizational and study strategies/skills by analysing the different ways individuals learn (L-7.1)
- identify strategies to extend personal capacity for learning (L-7.2)
- differentiate between choice and coercion in decision making for self and others (L-7.3)
- identify and revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes, and skills (L-7.4)

Life Roles and Career Development

Students will be expected to

- collect data for a personal portfolio showing evidence of interests, assets, and skills (L-7.5)
- examine factors that may influence future life role/education/career plans (L-7.6)

Volunteerism

Students will be expected to

- determine and use knowledge and skills of the class to promote school and community health (L-7.7)
- apply effective group skills to design and implement a school-community health enhancement plan (L-7.8)

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes

Students will be expected to

- develop improved organizational and study strategies/skills by analysing the different ways individuals learn (L-7.1)

Elaborations-Strategies for Learning and Teaching

LEARNING STRATEGIES

A learning style is the way a person takes in information. Students will explore different learning styles and discover that they probably prefer one or two of them. The way a person likes to learn is his/her personal learning style. **Visual Learners** learn best by seeing what they are learning. They want to read and see pictures and diagrams. **Auditory Learners** learn best by hearing and listening. They want to listen to new information. **Kinesthetic Learners** learn best by touching and doing new things. They want a physical connection and like “hands-on” learning.

- Brainstorm a list of the different ways people learn.
- Have students create a mind map of their preferred way of learning, including how they study and gather information.
- Discuss why it’s important to use a variety of ways to learn.
Examples:
 - to improve our abilities
 - to make the most of all learning opportunities
- Discuss why people differ in the ways they prefer to learn.
- Discuss the disadvantages of relying solely on one preferred learning style.

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Tasks for Instruction and/or Assessment

Journal

- Describe one organizational or study strategy that you use. Explain why this strategy helps you be a better learner. Explain how this strategy matches your personal learning style.

Resources/Notes

Health For Life 1 - Student Text

Ch. 1 (pp. 1-11)

Health For Life 1 - Teacher's Resource

Ch. 1 (pp. 11-18)

Appendix: Teacher Information

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes

Students will be expected to

- identify strategies to extend personal capacity for learning (L-7.2)

Elaborations-Strategies for Learning and Teaching

LEARNING STRATEGIES

Self-talk is an important thinking tool. It can help students think differently about themselves and their abilities. Statements such as “I can’t do it!” or “It’s too hard!” are self-defeating. Suggest that students find and use positive statements instead, such as “I have some skills I can use.” Self-talk can also help students work through small tasks as they can congratulate themselves for success in each step.

Self-talk is a private talk that you have with yourself. Positive self-talk gives you confidence and courage. Negative self-talk makes you believe you can’t do something.

Affirmations are another way to encourage ourselves. They are positive statements. (e.g., I am a good listener.)

Visualizations are pictures created in our minds. It is important to see yourself doing something positive.

- Discuss ways that athletes use strategies such as visualization and self-talk to focus and enhance their performance.
- Brainstorm a list of affirmations emphasizing positive personal qualities of people in the classroom.
- Have students do a think-pair-share of roadblocks to learning and successful performance. Choose three strategies for overcoming roadblocks and enhancing capacity to learn. For example, if test anxiety is a roadblock, use a relaxation technique before and during tests to help reduce the anxiety and get higher test scores.

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Tasks for Instruction and/or Assessment

Journal

- Describe three situations in your life in which you could use self-talk or visualization to improve your performance or personal capacity for learning. Describe the self-talk or visualization script you would use in one of the situations.

Presentation

- Design posters outlining strategies that build personal capacity for learning.

Paper and Pencil

- Research a successful athlete and report on the specific strategies he or she uses to improve athletic performance.

Resources/Notes

Health For Life 1 - Student Text

Ch. 1 (pp. 12-14)

Health For Life 1 - Teacher's Resource

Ch. 1 (pp. 18-21)

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes

Students will be expected to

- differentiate between choice and coercion in decision making for self and others (L-7.3)

Elaborations-Strategies for Learning and Teaching

LEARNING STRATEGIES

With this outcome, students examine the difference between choice and coercion. They see that choice means having control of decisionmaking. Peer pressure may be felt, but what students decide will be their choice. Students should recognize the difference between pressure and coercion. Coercion is much stronger than peer pressure. If people feel they can't say no because they will be embarrassed, intimidated, isolated, or made to feel very uncomfortable, they are being coerced.

- As a class, discuss and define **choice** and **coercion**.

Choice: having control of decisions that concern you.

Coercion: the act of forcing someone to do something that he or she doesn't want to do.

- Have students brainstorm examples of choices they have made in the past week, month, or year.
- Ask to students to brainstorm examples of coercion in their lives (for example, watching a horror movie with older siblings because they were teased about being afraid).
- Review basic refusal skills, including the following:
 - say no and give a reason
 - say "no, thank you"
 - say no and walk away

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Tasks for Instruction and/or Assessment

Paper and Pencil

- Make a list of five statements people use to pressure others, such as “Everybody’s doing it.” For each statement, provide a potential response. Share with the class.

Presentation

- Complete a Venn diagram comparing and contrasting the concepts of choice and coercion in decision making.

Resources/Notes

Health For Life 1 - Student Text

Ch. 5 (pp. 64-67)

Health For Life 1 - Teacher’s Resource

Ch. 5 (pp. 116-118)

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes

Students will be expected to

- identify and revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes, and skills (L-7.4)

Elaborations-Strategies for Learning and Teaching

LEARNING STRATEGIES

With W-7.1, students learned how to set goals and create action plans to achieve those goals. With this outcome, students learn about long-term goals, how these goals need to be realistic, and how an action plan can help achieve a long-term goal.

Discuss the following statement:

“The most important thing about goals is having one.”

-Geoffrey F. Abert

- Have students work in small groups to make a list of potential goals a typical grade 7 student might have in each of the following areas: education, family, self-development, relationships, and community involvement. Post the lists for class discussion.
(A sample list is included in the Appendix)
- Discuss the benefits of goal setting and identify at least 10 opportunities for setting goals in the grade 7 school year.
- Discuss the importance of revisiting and revising goals.

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Tasks for Instruction and/or Assessment

Journal

- Identify a long-term personal or social goal that you can work toward this school year. Break the goal into short-term chunks and develop an action plan. Identify at least three ways you might consider revising this goal over the course of the year.

Resources/Notes

Health For Life 1 - Student Text
Ch. 10 (pp. 132-134, 139-141)

Health For Life 1 - Teacher's Resource
Ch. 10 (pp. 230-236)

Appendix: Teacher Information

"Some Things That Are Important to
Grade 7 Students"

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes

Students will be expected to

- collect data for a personal portfolio showing evidence of interests, assets, and skills (L-7.5)

Elaborations-Strategies for Learning and Teaching

LIFE ROLES AND CAREER DEVELOPMENT

As a class, discuss and define the term portfolio.

A **portfolio** is a collection of items organized for some purpose or goal. It is one way to organize information about who you are and what you can do. It includes information about your interests, your skills, and some of your goals.

- Brainstorm categories to include in a personal skills and interests portfolio. Examples:
 - goal and action plans
 - evidence of skills
 - evidence of interests
 - evidence of talents
 - educational project information
 - career information

In grade 7, have students identify their personal skills and interests. Use the *Career Cruising* software program to do this. This information is then saved for future use.

Grade 7 students should be made aware of portfolios and how they will be used to illustrate examples of their learning and accomplishments. They should be encouraged to keep anything they might include in theirs (e.g., babysitting course certificate). If at all possible, bring someone in as a guest speaker to share a portfolio.

There are four steps in the portfolio process.

1. Collect (Grade 7 and 8)
2. Select
3. Reflect
4. Share

Students in grade 7 should keep a collection of their class work and any other pieces that show relevant skills and achievement. Choose and use a system to store all work until portfolio selections are made in grade 9. Storage boxes, manila envelopes, unused pizza boxes, and three-ring binders are all good options. Remind students that photos can document skills.

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Tasks for Instruction and/or Assessment

Portfolio

- Design a portfolio page that demonstrates your skills or interests in a particular area.

Resources/Notes

Health For Life 1 - Student Text

Ch. 10 (pp. 135-138)

Health For Life 1 - Teacher's Resource

Ch. 10 (pp. 232-233)

Invite community members to class to show their portfolios and discuss how they developed them and the purposes they serve. Possible speakers could include an architect, a writer, a new teacher, or a senior high school student.

Career Cruising (Computer Program)

Appendix: Teacher Information

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes

Students will be expected to

- examine factors that may influence future life role/ education/career plans (L-7.6)

Elaborations-Strategies for Learning and Teaching

LIFE ROLES AND CAREER DEVELOPMENT

In outcomes L-7.4 and L-7.5, students have learned to set goals, make plans, and take action. With this outcome, students see how they can use this information when they think about and plan for their future. Students are encouraged to think about the impact new discoveries and technology have on education and skills needed for jobs in the future. Clarify the meaning of technology.

Technology: the use of new knowledge and discoveries to create new products and processes.

- Have students work in small groups to list discoveries and inventions that have changed their lives, and then, make another list of new ones that would make big changes in our lives and world. Share with the class.
- In a round table discussion, have students share current interests for future careers. Give reasons for personal preferences. (Reasons may include role models, people around them, education and training required, cost, potential earnings, favourite school subjects, interests, and skills.) Discuss how family roles and expectations of others may influence career interests and choices.

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Tasks for Instruction and/or Assessment

Journal

- Take some time to think about things you enjoy now, your dreams for the future, what you would like to do once you graduate from school, and what kind of education you will need. Record your thoughts in your journals.
- Describe one career you are currently interested in, and identify at least three factors that influenced your interest in this career.

Presentation

- Research a career path of interest and share findings with the class.

Interview

- Interview three adults about the factors that influenced their career choices. Share with the class.

Resources/Notes

Health For Life 1 - Student Text
Ch. 10 (pp. 128-131, 139-141)

Health For Life 1 - Teacher's Resource
Ch. 10 (pp. 228-230, 233-234)

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Outcomes

Students will be expected to

- determine and use knowledge and skills of the class to promote school and community health (L-7.7)
- apply effective group skills to design and implement a school-community health enhancement plan (L-7.8)

Elaborations-Strategies for Learning and Teaching

VOLUNTEERISM

Brainstorm a list of service learning projects that could enhance the health of your school or community.

Sample Service Learning Projects

Goal: To make school a positive place for everyone.

Possible projects

- Create posters with positive messages on friendship, co-operation, cross-cultural understanding, school spirit, and other topics.
- Start school-wide campaigns to eliminate put-downs. Make posters, organize noon-hour events, and involve school staff.
- Begin campaigns using posters, buttons, and bulletin boards to encourage students to strive toward higher academic achievement. Develop special awards for improvement. Organize mini-workshops and tutoring programs.
- Plan appreciation days for school staff.
- Plan appreciation days for school volunteers.

Goal: To beautify the school.

Possible projects

- Organize school clean-up campaigns.
- Plant flowers and trees around schools.
- Organize halls of fame with photos of outstanding graduates.
- Sponsor campaigns to keep schools litter-free.
- Paint murals on hallways or walls.

Goal: To make a positive contribution to seniors in the community.

Possible projects

- Write letters to house-bound seniors who would enjoy receiving mail.
- Adopt grandparents in the community.
- Plan holiday dinners for senior citizens at nursing homes.
- Invite senior citizens for special days of sharing and discussion.
- Create handmade gifts for special occasions.
- Send handmade birthday cards to people celebrating 80+ birthdays.

Goal: To contribute to young families in the community.

Possible projects

- Plan special parties for children in day care.
- Present puppet shows in an elementary school.
- Teach simple craft projects to children in after-school programs.
- Read stories to children in elementary school.
- Organize on-site baby-sitting services for special parent and community meetings held at the school.

Goal: To improve living conditions for people struggling in the community.

Possible projects

- Cook and serve meals at community centres.
- Collect food, clothing, and toys for distribution at local shelters.
- Learn about the local homelessness situation and write letters of concern to community officials suggesting strategies for improving the living situations of people who are homeless.

GCO: Students will use resources effectively to manage and explore life roles and career opportunities and challenges.

Tasks for Instruction and/or Assessment

Performance

- Select a service learning project to do as a class.
 - Identify how the knowledge and skills of individuals in the class can be used.
 - Develop a goal statement, including timelines.
 - Determine and assign specific tasks to be done by class members.
 - Carry out the project, logging each activity in a project journal.
 - As a class, evaluate the project at various stages and at the end.
(L-7.7, L-7.8)

Journal

- Design a mind map to reflect on what you learned from the service learning project. (L-7.7, L-7.8)

Paper and Pencil

- Describe in writing how the project benefited you, other participants, and students and staff in the school.
(L-7.7, L-7.8)

Resources/Notes

Health For Life 1 - Student Text
Ch. 9 (p.120, pp. 124-127)

Health For Life 1 - Teacher's Resource
Ch. 9 (pp. 210-211, 214-217)

Appendix: Teacher Information

APPENDIX

IDEAS FOR ENCOURAGING HEALTHY FOOD CHOICES

Students can

- recognize that external factors influence eating habits, both positively and negatively
- commit to learning more about how these factors influence them as individuals
- brainstorm strategies to overcome negative influences

Parents can

- be role models for healthy eating and active living
- demonstrate tolerance for varying body shapes and sizes
- promote the importance of health and well-being over body type
- discuss their negative experiences with fad diets
- explain the limitations of engaging in short-term, quick-fix strategies for health, such as fad diets
- engage teens in discussions about advertising techniques and the impact on family purchases
- promote a strong self-image and positive sense of self-worth in teens
- be aware of the significant impact of peer pressure on teens
- encourage and support teens in making healthy food choices

Communities can

- support proposals by teens and others to curb unethical or questionable advertising practices
- provide programs that build positive feelings of self-worth in teens
- make wise choices in the sponsorships they solicit for teen programs and services in the community

INFLUENCES ON EATING HABITS

Eating habits are influenced by a multitude of factors. Hunger, personal preferences, activity level, finances, and socio-cultural factors all play a role in determining the foods people choose.

Unique factors influence the eating habits of many teens. Peer pressure, concerns with body image and self-esteem, advertising and the media can all have a dramatic impact on what teens eat. Recognizing and fully exploring the factors that shape eating habits can reduce the impact of potentially negative influences.

Analysing the advertising techniques and methods of media communications can help teens gain insight into why they find some foods and beverages so compelling. Advertisers typically draw on a select group of techniques to promote their products. Recognizing these techniques, and the ways they are used to encourage people to buy specific products, can help teens critically evaluate their purchasing habits, including food purchases. Key advertising techniques include

- humour
- sexual innuendos
- rewards, discounts, or coupons
- appealing music
- emotional appeal
- testimonials from famous, respected, or everyday people
- use of babies or animals to appeal to maternal or paternal instincts
- appealing colours
- the promise of a miracle cure

SEPARATING FACT FROM FICTION

The purpose of this activity is to provide a springboard for discussion and an opportunity to examine some myths around alcohol and cannabis, two substances that grade 7 students are likely to encounter.

- Explain that misinformation about alcohol and other drugs can have consequences. To avoid this, people need to know the facts.
- Ask the students to form teams of two or three and distribute a copy of Student Handout - “Fact or Fiction Quiz” to each team. If you prefer, you can use a slide of all the questions and complete this exercise with the entire class as a group.
- Instruct the students to respond to each statement with a T (True) or F (False) next to the statement.
- Once the teams have completed the quiz, review their responses to each quiz item with the entire class using Student Handout - “Fact or Fiction Answers”. Ask for one person from each team to be the official responder for their team. Then ask for a show of hands from each team that answered “true” and “false” for each of the 10 items. List the numbers 1 through 10 on the board and keep track of how many teams responded true or false for each question.
- Once the responses from each team are recorded, review each statement using the provided answer key.
- Once you have gone over the answers, the class can discuss the results with the following questions as discussion starters:
 - Did any of the correct responses surprise you? If so, which ones?
 - Were you surprised by #2 when alcohol is referred to as a drug? Do you tend to think of alcohol as a drug? Do you understand why it is a drug?

FACT OR FICTION QUIZ

Discuss each of the following statements in your group. Decide if they are true or false.

1. It is safer to use cannabis than to drink or take any other drug.
2. You can overdose on alcohol the way you can with other drugs.
3. Cannabis is illegal for all ages.
4. Drinking beer can cause as many serious health problems as drinking “hard” liquor can.
5. It is dangerous to drink and take prescription or over-the-counter drugs.
6. For teens, one of the riskiest things to do is to drink to get drunk.
7. Alcohol is a stimulant that makes you feel happy.
8. Prince Edward Island students who responded to a survey have reported their drinking has caused tension with family and friends.
9. Using cannabis affects one’s ability to drive a car.
10. There is evidence that smoking cannabis can lead to lung cancer.

FACT OR FICTION ANSWERS

1. **False** - Cannabis can affect short-term memory, impair decision making, and contribute to accidents. Longer-term regular use can cause lung damage and lead to dependency. Recent research shows that long-term regular use can lead to mental health problems among people who are vulnerable to these problems.
2. **True** - An alcohol overdose comes in the form of alcohol poisoning. If the blood alcohol level rises high enough (from drinking a lot of alcohol in a short time), this can shut down breathing and lead to unconsciousness and death. Drinking can also cause death when a person loses consciousness, vomits, and suffocates or chokes on the vomit. When someone passes out after drinking, s/he needs help.
3. **True** - The possession and use of marijuana is illegal everywhere in Canada, regardless of age.
4. **True** - Beer drinkers can develop health problems that are just as serious as the health problems of people who drink spirits (such as whiskey, rum, gin, vodka), liqueurs, and wines. Which type of alcohol one drinks has less impact on health than how much, how often, and for how long one drinks.
5. **True** - Alcohol when mixed with other drugs (prescription and over-the-counter medications as well as illegal drugs) can produce unpredictable results. Some combinations are potentially dangerous because they may multiply rather than simply add to each other's effects. For example, alcohol can have potentially dangerous effects when mixed with Aspirin products or antihistamines found in cold, cough, or allergy medications, or with marijuana, painkillers, tranquillizers, and sleeping pills, with consequences ranging from seriously impaired behaviour to overdose and coma.
6. **True** - Getting drunk means having poor motor coordination combined with lowered inhibitions and poor judgement. This combination of effects greatly increases the risk of being injured, having an accident, being in a fight, overdosing, or engaging in other dangerous behaviour. Over time, other problems can arise, ranging from distraction from goals to alcohol dependence (alcoholism). Alcoholism can result in many other problems, including conflicts with family, friends, and the law.
7. **False** - Alcohol is actually a depressant that slows down the functions of the central nervous system, including the brain. This is the reason why people feel relaxed soon after they consume alcohol. Alcohol also depresses the part of the brain that controls inhibitions, resulting in less self-control. If too much alcohol is consumed, the brain slows enough to cause sleep or unconsciousness. Since the brain controls the heart and breathing rate, muscle coordination, memory, and thought, the slowing of the brain's functioning will have a depressing effect on the body. Alcohol may give temporary relief to feeling sad or down, but it does not correct the circumstances that are causing the feelings.

FACT OR FICTION ANSWERS (Cont'd)

8. **True** - Fourteen percent (or 1.4 out of 10) reported they had consumed alcohol in the 12 months leading up to the survey and reported tensions with family or friends as a result of drinking.

Other alcohol-related problems among those students who consumed alcohol included

Damaging things when drinking	23.0%
Personal injury	19.6%
Unplanned sex	16.9%
Money problems	12.7%
Driving under the influence of alcohol	17.1%
Trouble with police	7.7%
School work problems	3.7%

9. **True** - Cannabis can affect a person's balance, judgement, reactions, memory, and perceptions. Operating a vehicle while under the influence of cannabis is illegal and, particularly when it's combined with alcohol, dangerous.
10. **True** - Cannabis smoke contains up to 50 percent more tar and cancer-causing chemicals than cigarettes. This, combined with the fact that a cannabis smoker tends to bring the smoke deeper into the lungs and hold it for a longer period, means that lung problems (e.g., bronchitis and major lung diseases such as emphysema and cancer) can result from smoking fewer joints than cigarettes. The smoke also harms the immune system, which wards off infection and disease in the body.

NOTE

Some of the survey questions and answers used in this exercise have been adapted from results of the most recent Prince Edward Island Drug Use Survey found in Van Til, L. and Poulin, C. (2002) *Prince Edward Island Drug Use 2002: Technical report*. Charlottetown, PE: Prince Edward Island Department of Health and Social Services

REFUSAL SKILLS

There will be times when your friends make choices that go against your needs, beliefs or goals.

Some of your friends' choices may be contrary to your values or the values of your family and culture. Saying no is not always easy, especially when you don't want to hurt people's feelings. We need to learn to say no without feeling guilty.

The following guidelines will help you resist negative peer pressure.

- **Ask questions to find out more about the activity.** Consider how this activity might have consequences your friends haven't thought about.
- **Firmly state your decision.** Say no and say it right away. Make eye contact. Communicate the fact that you are sure of what you want. Use a strong voice.
- **Don't offer long explanations and excuses.** This will give others more opportunities to argue with your explanations. You can't lose an argument that you don't get into.
- **Keep saying no if the pressure continues,** without offering excuses or explanations. Just keep saying, "I understand what you want but I am not going to do it."
- **Make an excuse, such as "I don't feel well, "or" I have to be home."** Work out a code word with your parents so that if you phone and give the code, they will come and get you right away.
- **Avoid situations** where you know there will be pressure to do things that go against your values and beliefs.
- **Recruit an ally.** Getting a friend in the group to agree with you reduces the pressure the majority can assert.
- **Suggest something else.** This is a delaying tactic. Delaying tactics can help you avoid the pressure when it is difficult to say no. Using a delaying tactic doesn't mean you will say yes later, but it may give you time to get out of the situation or think of other ways to refuse when the situation comes around again.
- **Change the subject** or pretend you didn't hear the request.
- **Make a joke** of the situation.
- **Choose friends** who respect your feelings, beliefs, and values.

REFUSAL SKILLS

Here are a few specific ways to say no.

“No, thanks.”

“No way, my family would disown me.”

“My mind is made up and I don’t want to talk about it any more.”

“I like me the way I am now.”

“I have plans and goals for my life and this would interfere.”

Tricks of persuasion.

People use many ways to try to persuade others to do things. When you understand the techniques, it is easier to resist the pressure.

These are some of the most common techniques.

- **Bandwagon** - “Everyone else is doing it.” You could respond with “Great, then I guess you won’t have trouble finding someone who will.”
- **Name-calling** - “You are such a wimp.” You could respond with “Thanks for the character analysis.”
- **Bargain/Free stuff** - “What is your problem? It won’t cost you anything.” You could respond with “It costs more than you will ever realize.”
- **Personal attack** - Instead of dealing with the issue, you are verbally attacked. Recognize that the attack is to try to convince you to do something that you don’t want to do.
- **Repetition** - The person keeps saying the same things over and over to wear you down. The best response is to keep saying the same thing back, over and over again.
- **Testimonial** - Someone famous or someone you know does the thing you are refusing to do. State firmly that you choose your own behaviours, and others do not make choices for you.
- **New stuff** - The person tries to convince you that because the substance or the technique is new you have to try it. Respond with something like “new stuff but same response.”
- **Snob appeal** - People may try to justify certain choices by rationalizing “But we deserve it. We can handle it.” Respond with “I deserve the right to make my own decisions.”

DECISION STORIES ROLE PLAY

- Explain to the class that they are going to use their tools by role-playing some decision stories. Size-of-group guidelines for each story are as follows:
 - Story One:** A minimum of three students, can accommodate four or five
 - Story Two:** Three students
 - Story Three:** Three students
 - Story Four:** A minimum of three students, can accommodate four or five
 - Story Five:** A minimum of three students, can accommodate four or five
 - Story Six:** A minimum of four students, can accommodate more
 - Story Seven:** Three students
- Distribute one of the seven decision stories from Student Handout “Decision Stories - Working It Out” (Appendix) to each of the groups. Instruct the students to read their story and decide who will take each individual part. Some of the roles involve exerting negative influence, and some of the roles involve resisting the influence and refusing alcohol or cannabis. In each role-play, students are to demonstrate using some of the techniques they have learned. Give the students about 10 to 15 minutes to practise their stories. Each group has two to three minutes to present their role-play.
- Have each team present their role-play. After each individual skit, ask the class the following questions:
 - What benefits did the person applying the negative influence identify?
 - What techniques did you see used to refuse alcohol or cannabis?
 - Were there other options you can think of?

Limit each discussion to two or three minutes.

- Once all of the groups have presented, wrap the session up by asking: What have you learned about standing up to negative influence from peers? Do you think that you will be able to use some of the techniques we’ve discussed in your real life?

DECISION STORIES - WORKING IT OUT

Story 1: Your Choice

You and your best friend are invited to a party on a Friday night at the home of a guy in your class, and you go. At the party, you are invited by other kids that you don't know all that well to go into another room to listen to music and to share some cannabis. They tell you that taking a few tokes from the joint will make you feel great. You don't want to do this. What can you do or say?

Story 2: Your Choice Part 2

This story is exactly like the first one...with a twist.

You and your best friend are invited to a party on a Friday night at the home of a guy in your class and you go. At the party, a close friend (who is usually with you and arrived at the party ahead of you) invites you to go into another room to listen to music and to share some marijuana. Your friend has just tried it and tells you that a few tokes from the joint will make you feel great. You don't want to do this. What can you do or say?

Story 3: It is a School Night

You are at a friend's house early one evening. It is the night before a math test at school, and you are studying together. Your friend's parents are out running a few errands, but her older brother is home. He comes into the kitchen where you are studying and gets a beer out of the fridge. He offers the two of you a beer, saying it will relax you and make the studying easier. You don't want a beer. What can you do or say?

Story 4: Beer Pressure

Two of your friends have invited you to come with them to one of their homes. They are bragging about the fact that there is beer in the garage, and they are going to drink. Although they are your friends and you like hanging out with them, you really do not think taking beer from the garage and drinking it is a good idea, and you don't want to do it. What will you do or say?

Story 5: Bring the Booze

Your friends are planning a small party to celebrate Amanda's 13th birthday. Amanda is the first one in your group to turn 13, and you want to make it special. One of the girls suggests celebrating with drinks like parents do. They have all seen the fancy liquor cabinet with all the glasses and bottles at your house, so Stacey suggests that you take a bit of booze from each bottle in your parent's cabinet and bring it to the party. You don't want to. What can you do or say?

Story 6: Wine with the Meal

It is Thanksgiving weekend and your parents have gone away, leaving you to spend the weekend at a friend's house. The family is having a big meal with relatives, and lots of food. At the beginning of the dinner, as everyone starts to enjoy the meal, one of the adults pours wine in everyone's glass, including your friend's and yours. You have never had a glass of wine at home. You don't want to do this. What can you do or say?

Story 7: Behind the Wheel

You are at your best friend's house working on a school project. You work longer than you had planned and now it is late. You pack up to go home, prepared to walk. Just as you leave the house and walk down the driveway with your friend, your friend's older brother pulls into the driveway in his car and offers to give you a ride home. You can smell cannabis coming from the open car window and notice a few empty bottles in the car. You don't want to get into the car but you are also worried about getting home late. What can you say or do?

IDEAS FOR DEALING WITH HARRASSMENT

Teachers need to

- understand your school's harassment policy and the recommended procedures for handling complaints
- be role models by not making demeaning comments about anyone and speaking out against demeaning remarks of others
- take all complaints seriously and assist students in following correct procedure for reporting incidents within the school
- have a legal and ethical responsibility to report any incidents of abuse of children under 18 to Prince Edward Island Child and Family Services (1-800-341-6868)

Ideas for reducing harassment and bullying in the school and community.

Students can

- organize a peer education project on bullying in the school and community
- organize activities for a violence prevention month in the school
- plan and participate in safe and caring school assemblies
- create and display posters with positive messages through the school

Parents can

- model and expect appropriate behaviour at home, with both friends and family members
- supervise activities in the home and community
- attend special presentations at school

Communities can

- sponsor drama presentations related to harassment and violence prevention
- train leaders of youth groups and clubs, (such as Guides, Scouts, or Cadets) to set appropriate standards for behaviour and deal consistently with harassment

IDEAS FOR PROMOTING AND MAINTAINING A PERSONAL SENSE OF SAFETY

Students can

- use assertiveness skills to set and maintain personal safety limits in refusing rides from people they do not know
- refuse to let strangers enter the home when they are alone
- talk to their parents about safety issues
- express their fears or worries about safety at school or in the community
- walk in groups in unfamiliar areas or after dark
- be aware of their surroundings when walking, such as being alert near parked cars and shrubbery
- arrange for rides home after dark
- carry change for an emergency phone call
- report suspicious activities or situations to proper authorities

Parents can

- acknowledge and discuss teens' feelings of fear
- give practical suggestions for staying safe in specific circumstances
- get to know teens' friends and their parents
- include friends in family activities
- develop strategies with teens for staying safe as a family
- provide rides to and from activities after dark
- set clear rules and consequences; monitor teens' whereabouts
- foster independence by adjusting boundaries and curfews as teens mature

Communities can

- support the Neighbourhood Watch program or Rural Crime Watch program
- encourage neighbours to take responsibility for monitoring youth behaviour in residential and business districts
- encourage schools to have consistent rules and boundaries
- require professionals and caregivers working directly with teens to be aware of guardianship and custody issues.

I CAN HANDLE IT

I can handle it.

I am the master of my own fate.

I can figure out solutions to my problems.

I am not alone.

People care about me.

I make a difference in the world!

Resiliency is the ability to rise above difficult life circumstances. There are many things that teens can do to help themselves handle difficulties they may encounter in their lives.

Have a positive outlook

People who are hopeful are people willing to take on new challenges. They keep moving forward because they expect good things to happen. There are four important ways of thinking that influence a positive attitude.

- When things don't go your way, that's okay.
- You can have control over most of the circumstances in life that can cause you unhappiness.
- You can depend on yourself.
- The past doesn't define you, but your attitudes, actions, and values do.

Set goals for yourself

Making plans and following through can help you get what you need. Setting goals and acting on them can help you become what you want. Here are five benefits of being a goal-setter:

- You gain independence. You're not letting someone else decide your life for you.
- You gain a sense of accomplishment. You're not just following orders or doing what's expected of you.
- You make things happen. You're not waiting and wishing they would happen.
- You manage your time more effectively. Getting more done gives you more freedom to explore other things you want to do.
- People who set goals aren't bored, and they aren't boring.

I CAN HANDLE IT (Cont'd)

Develop good decision making techniques

Practise making thoughtful, deliberate decisions. One of the best and simplest ways to do this is with Plus and Minus lists. Think of a decision you're facing, and then come up with as many Pluses (good things) and Minuses (not-so-good things) about it as you can. If your Plus list is longer or stronger, do it. If your Minus list is longer or stronger, don't do it.

Learn self-monitoring behaviour

Learn to check on your own behaviour to make sure you are doing everything you can to avoid or survive difficult times.

Ask yourself questions like the following:

- Am I separating myself from negative circumstances?
- Am I accessing all the resources available to me?
- Do I have a support system in times of crisis?
- Am I keeping a positive attitude?
- Am I making the most of my personal talents?

Get involved in meaningful tasks as a volunteer

People who give of themselves as volunteers

- have many opportunities to recognize their talents
- develop relationships with a variety of people
- make themselves known and appreciated
- feel good about themselves
- learn to respect others
- learn new skills
- develop leadership skills
- develop patience, tolerance, and understanding

Keep a sense of humour

Laugh at yourself. Don't take yourself too seriously. Help yourself keep a more positive perspective by looking for the lighter side in all situations.

KEEP YOUR SANITY

Here are suggestions for how to keep your sanity when things around you seem out of control:

- **eliminate unnecessary stresses**
- **end unhealthy relationships**
- **reduce the noise level around you**—both external and internal psychological noise
- **prevent last minute anxiety** by making a schedule for homework, studying, and practice sessions
- **use a day timer and stick to your plans**—and reward yourself now and then when you do!
- **use positive self-talk**
- **be flexible** and remember that real life involves unexpected interruptions which will require you to change your plans
- **take routine breaks** from your school work
- **eat regularly and well**
- **get enough sleep.**

Sample

**Permission Letter For Parents/Guardians
Printed on School Letterhead**

Dear Parent(s) / Guardian(s):

As you may be aware, a sexuality unit is one component of your child's health program at our school.

The following learning outcomes will be addressed in the grade 7 curriculum:

- Describe the human reproductive process, and recognize misunderstandings associated with sexual development.
- Identify the effects of social influences on sexuality.
- Analyse the influences on personal decision making for responsible sexual behaviour.
- Demonstrate an understanding that abstinence and postponement of sexual activity are responsible decisions for adolescents.

We hope you find that this curriculum supports your efforts. I will encourage students to discuss what they are learning with you. Please contact the school if you would like further information. Your interest and support are greatly appreciated.

Please complete the form below and return it to the school by _____.
(An alternative learning experience will be provided for those students who have been exempted.)

(Signature of Teacher/Principal)

Detach and return the form below.

Please check one box:

_____ I give permission

_____ I do not give permission

for _____ to participate in classes that address grade 7 sexual health outcomes. I request that alternative arrangements be made.

(Signature of Parent/Guardian)

Teacher Information

SEXUAL HEALTH OUTCOMES SCOPE AND SEQUENCE

Grade 6

- Define Sexuality
- Puberty
- Female Reproductive System
 - uterus
 - vagina
 - ovaries
 - Fallopian tubes
 - ova/ovum
- Male Reproductive System
 - testicles
 - scrotum
 - urethra
 - penis
 - sperm
- Introduce
 - Menstruation
 - Sperm Production
 - Fertilization
 - Conception
 - Pregnancy
 - Fetal Development

Grade 7

- Review Meaning of Sexuality
- Review / Expand Puberty
 - physical development
 - **emotional development**
- Review / Expand Female Reproductive System
 - uterus
 - vagina
 - ovaries
 - Fallopian tubes
 - ova/ovum
- Review / Expand Male Reproductive System
 - testicles
 - scrotum
 - urethra
 - penis
 - sperm
 - epididymus
 - glans
 - foreskin
- Review / Expand Menstruation
 - Sperm Production
 - Fertilization
 - Conception
 - Implantation**
 - Pregnancy
 - Stages of Fetal Development
 - Genetics -- Sexual Determination**
 - Fraternal Twins
 - Identical Twins
 - Gender Roles
 - Decision Making for Responsible Sexual Behaviour (Focus on Abstinence)

Grade 8

- Review Meaning of Sexuality
- Review / Expand Puberty
 - physical development
 - emotional development
 - **sexual development**
 - **social development**
- Review Female Reproductive System
 - uterus
 - vagina
 - ovaries
 - Fallopian tubes
 - ova/ovum
- Review Male Reproductive System
 - testicles
 - scrotum
 - urethra
 - penis
 - sperm
 - epididymus
 - glans
 - foreskin
- Review / Expand Menstruation
 - Sperm Production
 - Fertilization
 - Conception
 - Implantation
 - Pregnancy
 - Stages of Fetal Development
 - Genetics -- Sexual Determination
 - Fraternal Twins
 - Identical Twins
 - Gender Roles
 - Decision Making for Responsible Sexual Behaviour (Focus on Abstinence)
 - Physical, Emotional, Sexual Abuse, and Neglect**
 - Sexual Orientation
 - Responsibilities and Consequences of Being Sexually Active
 - STIs (8)
 - Basic Types of Contraceptives (7)

Grade 9

- Review Meaning of Sexuality
- Review Puberty
 - physical development
 - emotional development
 - sexual development
 - social development
- Review Female Reproductive System
 - uterus
 - vagina
 - ovaries
 - Fallopian tubes
 - ova/ovum
- Review Male Reproductive System
 - testicles
 - scrotum
 - urethra
 - penis
 - sperm
 - epididymus
 - glans
 - foreskin
- Sexual Assault
 - four basic types
 - consequences
- Safer Sex Practices
 - abstinence
 - condoms (public health nurse condom demonstration)
 - Contraception (review methods from grade 8)
 - lower risk sexual activity
- Pregnancy and Parenting
 - process of pregnancy and birth
 - myths and facts about pregnancy
 - pregnancy risk and impact
 - options for women who are pregnant
- STIs and HIV
 - review STIs/HIV (Grade 8)
 - strategies to prevent or reduce sexual risk of STIs and HIV

* Bold type indicates new material for this grade level.

INSTRUCTIONAL METHODS

The most effective ways to teach sexuality to your students

Role-Playing

- Provides opportunity for students to assume roles of others, therefore appreciating another's point of view
- Allows for a safe exploration of solutions and an opportunity to practice sexual health skills
- Tends to motivate students to learn
- Promotes and develops critical and creative thinking, attitudes, values, and interpersonal and social skills

Question Box

- Anonymity provides a way for students to ask questions related to sexuality without risking embarrassment or self-consciousness
- Time between lessons allows teachers to prepare an answer ahead of time and to avoid being caught off-guard
- Capitalizing on “teachable moments” is effective and can enrich the classroom experience

Small Group Instruction

- Provides opportunity to think through an idea and exchange alternative ideas and viewpoints
- Increases students' self-confidence
- Enhances social and personal development

Class Discussions

- Help build a positive classroom climate
- Lead to student interest in sexual health
- Result in students' feeling more positive about themselves and the learning environment

Multi-media Experiences

- Keep group's attention
- Stimulate discussions
- Illustrate complex, abstract concepts

TEACHING TIPS

- Invite qualified members in the community (e.g., public health nurse) to support instruction (with administrative approval).
- Be willing to look for information to address topics or questions that students raise. Always stay within the boundaries of the authorized curriculum.
- Know where and when to send students for help.
- Establish ground rules in the first lesson and reinforce them regularly to ensure a safe and respectful class atmosphere.
- Reinforce the universal values, including honesty and respect for the rights and feelings of others, throughout the course.
- Present information in an unbiased, non-judgmental way, and focus on helping students develop the knowledge, skills, and attitudes that will empower them to make health-enhancing decisions.
- Talk about topics and answer questions using factual statements rather than value statements.

Value Statements:

It's wrong for people to be gay or lesbian.
Too many young people are having sex.

Factual Statements:

Some people are gay or lesbian.
Some young people are having sex.

- Remind students that value-based questions are personal and influenced by our families, friends, school, the media, culture, and religion, and encourage students to discuss these types of questions with their parents/guardians.
- Use exact terms and definitions (not slang) when talking about sexual health topics.
- Use gender-neutral terms such as “partner” instead of “boyfriend” or “girlfriend”.
- Use icebreakers and humour to help students feel more comfortable.
- Encourage students to ask questions and to use the Question Box strategy.

SEX FACTS IN CANADA (Compiled in 2006)

Sexual Experience

- The average age at which both male and female Canadians have sex for the first time is 16.5.
- 28% of teens aged 15-17 report having had sexual intercourse at least once. By age 20-24, this increases to 80%.
- In a 2005 report, 41% of males aged 15-17 and 39% of those aged 18-19 reported having more than one sexual partner in the previous year.
- For females in the study, 29% of 15-17 year olds and 31% of those aged 18-19 reported having more than one sexual partner in the previous year.

Sex Education

- Young people turn to parents and guardians as a primary source of sexual health education.
- A survey among grade nine students in Canada revealed that school was most frequently cited as the main source of information on human sexuality/puberty/birth control and HIV/AIDS.
- Over 85% of parents agree that sexual health education should be provided in schools, as do 92% of high school youth.

Contraception

- Oral contraceptives (i.e., the pill) are the most common method of conception used by Canadian women who have had intercourse (32%), followed by condoms (21%).
- 39% of female grade nine students and 54% of grade eleven students used the pill the last time they had intercourse.
- The percentage of both male and female students who reported using a condom the last time they had sex decreased from grade nine to grade eleven.

Teen Pregnancy

- Among 15-19 year old Canadian females, the pregnancy rate declined from 41.7 per 1,000 in 1998 to 40.2 in 1999 and 38.2 in 2000.
- The number of teenaged women who gave birth has also declined, from 16.8 live births in 1997 to 12.1 in 2003.
- Though not scientifically conclusive, increased use of the birth control pill by females has corresponded with the drop in teen pregnancy rates.

Safer Sex

- Of sexually active adults aged 20-24, 44% reported having sex without a condom, compared with 33% of those aged 18-19 and 22% of those aged 15-17.
- 29% of males aged 15-19 and 44% of males aged 20-24 do not use condoms.
- For females, 51% aged 15-19 and 53% aged 20-24 do not use condoms.
- Of young people who reported in 2003 that they had had sex with multiple partners within the past year, approximately three in 10 had not used a condom the last time they had sex.

Sexually Transmitted Infections (STIs)

- The term sexually transmitted infection (STI) is now commonly used in place of sexually transmitted disease (STD) in order to include infections that may be asymptomatic.
- In 2003, 854,817 people aged 15-49 who have ever had sexual intercourse reported ever being diagnosed with a sexually transmitted infection.
- There are more than 25 classifications of STIs.
- STIs can lead to genital warts, blisters, infertility, spontaneous abortion, cancer, and death.
- While many STIs are curable, several are not, including Hepatitis B, genital herpes, Human Papillomavirus (HPV), and the Human Immunodeficiency Virus (HIV).

Sex Facts in Canada (cont'd)

Human Papillomavirus (HPV)

- HPV is the world's most common sexually transmitted infection.
- Over 80 types of HPV have been reliably identified, but researchers believe there are likely over 200.
- It is estimated that 75% of Canadians will have at least one HPV infection in their lifetime.
- It is often referred to as a 'silent' infection, as most cases are asymptomatic.
- HPV is transmitted through vaginal, oral or anal sex, as well as skin-to-skin contact.
- HPV can cause skin warts, genital warts, pre-cancerous lesions, and lead to certain types of cancers.

Human Immunodeficiency Virus (HIV)

- From 1985 to 2005, a total of 60,160 positive HIV tests have been reported to the Public Health Agency of Canada.
- In Canada in 2005, approximately 30% of individuals with HIV were unaware of their infection.
- The average time between HIV infection and AIDS is 10 years.

Chlamydia

- Chlamydia is the most commonly reported STI in Canada.
- Close to 63,000 cases of chlamydia were reported in 2004, the highest number of cases since the disease became reportable in 1990.
- 40-70% of chlamydia cases present no symptoms. People may carry the infection for many years without knowing.
- From 1997 to 2004, rates in males rose from 58.7 to 129.5 per 100,000, more than doubling, while female rates increased by 57%, from 167.8 to 263.2 per 100,000.
- Females account for over two-thirds of all reported cases. Two-thirds of all reported cases are in the 15-24 age group.
- Consistent condom users (100% compliance) have significantly lower rates of infection compared with inconsistent condom users (25-27% compliance).
- Serious long-term health consequences are attributed to chlamydia, including infertility, chronic pelvic pain, and ectopic pregnancy, which can be a life-threatening medical emergency.

Gonorrhea

- Gonorrhea is the second most commonly reported STI in Canada.
- Most men and women experience no symptoms.
- Reported rates have nearly doubled from 14.9 per 100,000 in 1997 to 28.9 per 100,000 in 2004.
- Different from chlamydia, more than 60% of reported cases are attributed to males.

Syphilis

- Syphilis affects 3.5 per 100,000 people in Canada, nearly nine times the rate in 1997 (0.4 per 100,000).
- Syphilis is escalating in both males and females, but more so in males. 2004 rates for men were 15 times higher than in 1997 (6.3 vs. 0.4 per 100,000).
- Male cases appear to be driven by those over 30 (82% of reported male cases and 72% of overall cases are attributed to men aged 30-59).

Source: www.sexualityandu.ca and The Society of Obstetricians and Gynaecologists of Canada

SETTING GROUND RULES

PROPER VOCABULARY

Use correct terms.

COMFORT & SAFETY

It is okay to feel uncomfortable.

It's okay to pass.

It is okay to ask a question anonymously using the question box.

We have the right to our own beliefs and opinions.

We are responsible for our own learning.

RESPECT OTHERS

Everyone has the right to participate.

Raise your hand before speaking.

Listen when others are speaking.

Do not interrupt.

We will be sensitive to diversity and be careful about making careless remarks.

We can disagree with another point of view or behaviour non-judgmentally.

PRIVACY & CONFIDENTIALITY

We will be as open and honest as possible, but we won't discuss personal issues.

What we share in this group is intended to remain confidential.

CLASSROOM CLIMATE

Here is a list of rules you might suggest to your students. They can be changed, discussed, or expanded upon. Rules make it easier for a climate of trust to develop as students come to know what is expected of them and their peers.

1. Be sensitive to the feelings and words of others. Everyone is entitled to an opinion.
2. Respect feelings, values, and opinions of others.
3. You have a right to skip your turn and not answer a question. We will not discuss personal behaviour in class.
4. Try to use exact terms. If you do not know the exact term, use the expression you know and I (the teacher) will tell you the appropriate term.
5. Do not personalize questions or situations. For instance, instead of saying “my aunt told me...,” you should say “someone told me....”
6. Comments made by a student in class are not to be circulated throughout the school unless the student in question specifically asks for them to be. It is important to be discreet.
7. Questions submitted to the Question Box will be answered or an explanation will be provided for not answering particular questions.
8. It would be interesting for you to discuss the points raised in class with your parents. Be sure to relate them accurately.
9. Speak for yourself. Use “I” when expressing your feeling and opinions.

SEXUALITY IS . . .

- part of a person's entire life

- ★ how you feel about being male/female
- ★ how you feel about yourself
- ★ how you feel about your body
- ★ how you get along with others
- ★ your need for affection and closeness
- ★ your understanding of what is right and wrong
- ★ how you express love and affection
- ★ your feelings and decisions regarding sexual behaviour
- ★ the total expression of an individual's femaleness or maleness through
 - feelings
 - beliefs
 - attitudes
 - values
 - behaviours

Sexuality is expressed . . .

- caring for others
- personal appearance (dress)
- roles (family)
- sexual actions

ICEBREAKER ACTIVITY

Ask students to listen to the following statements and do as suggested. When reading them, go at a fairly quick pace so that participants are standing up and sitting down at the same time. Change or add statements to meet the needs of your group.

- Stand up if you like pizza.
- Sit down if you watched TV last night.
- Stand up if you play hockey.
- Stand up if you don't like broccoli.
- Sit down if you are wearing blue today.
- Stand up if your favourite colour is green.
- Sit down if you have gone to the movies this past week.
- Stand up if you like hamburgers and French fries.
- Sit down if you enjoy listening to music.
- Stand up if you think it is embarrassing to talk about sex.

(Beyond the Basics: A Sourcebook on Sexuality and Reproductive Health Education)

ME

I am the only ME I've got. I am unique. There are two major parts of ME. There is the inside ME and the outside ME.

The outside ME is what you see: the way I act, the image I portray, the way I look, and the things I do.

The outside ME is very important. It is my messenger to the world, and much of my outside ME is what communicates with you. I value what I have done, the way I look, and what I share with you.

The inside ME knows all my feelings, my secret ideas, and my many hopes and dreams. Sometimes I let you know a little bit about the inside ME, and sometimes it's a very private part of myself.

Even though there are an enormous number of people in this world, no one is exactly like me. I take full responsibility for ME, and the more I learn about myself, the more responsibility I am going to take.

You see my ME is my responsibility. As I know myself more and more, I find out that I am an OK person.

Sometimes things happen that are not my fault. I am still wonderful and special and full of potential.

I have some good things in my life because I am a good person. I have accomplished some things in my life because I am a competent person. I know some special people because I am worth knowing. I celebrate the many things I have done for myself.

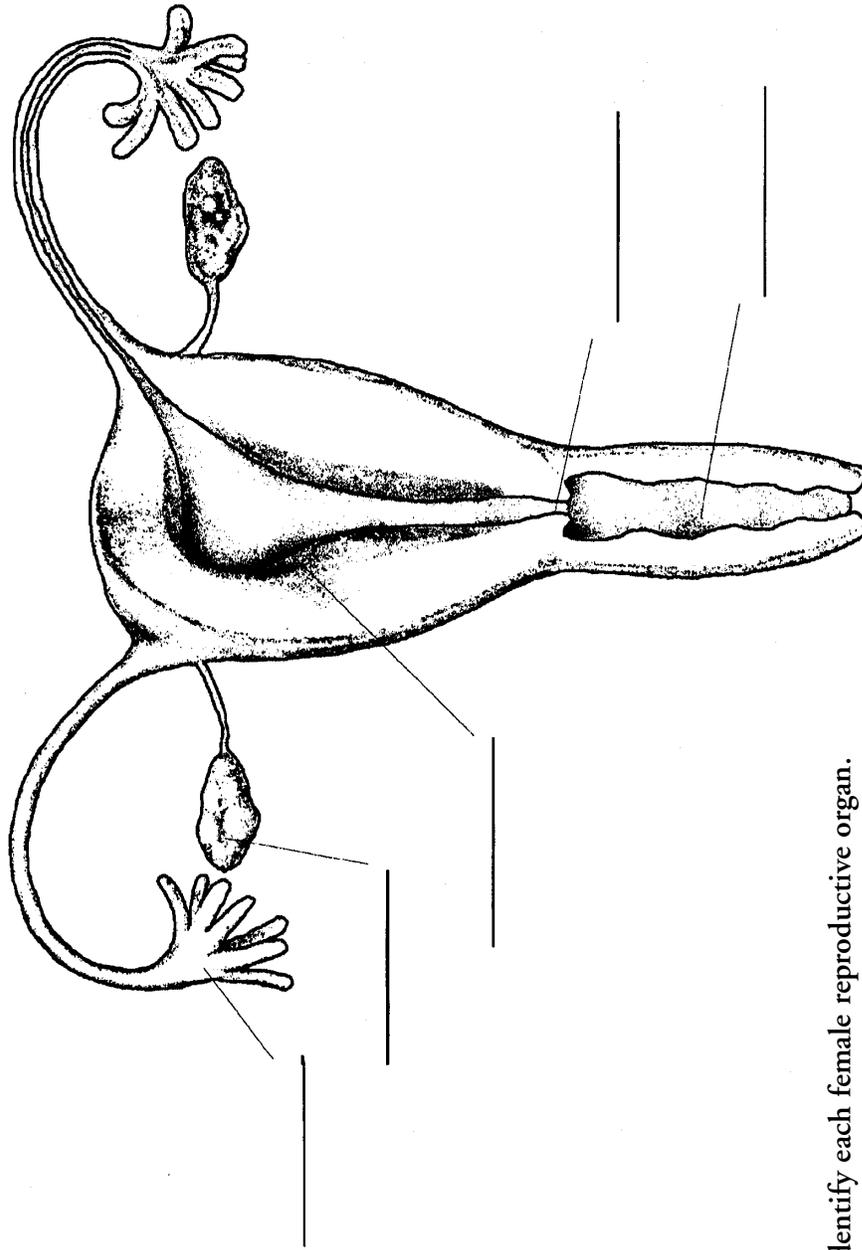
I've also made some mistakes. I can learn from them. I have also known some people who did not appreciate me. They're missing out on knowing a great person.

I've wasted some precious time. I can start to make new choices now. As long as I feel, think, grow, and behave, I have great possibility.

I'm going to take those risks and those possibilities, and I am going to grow and love and celebrate. **I AM WORTH IT!**

(Beyond the Basics: A Sourcebook on Sexuality and Reproductive Health Education)

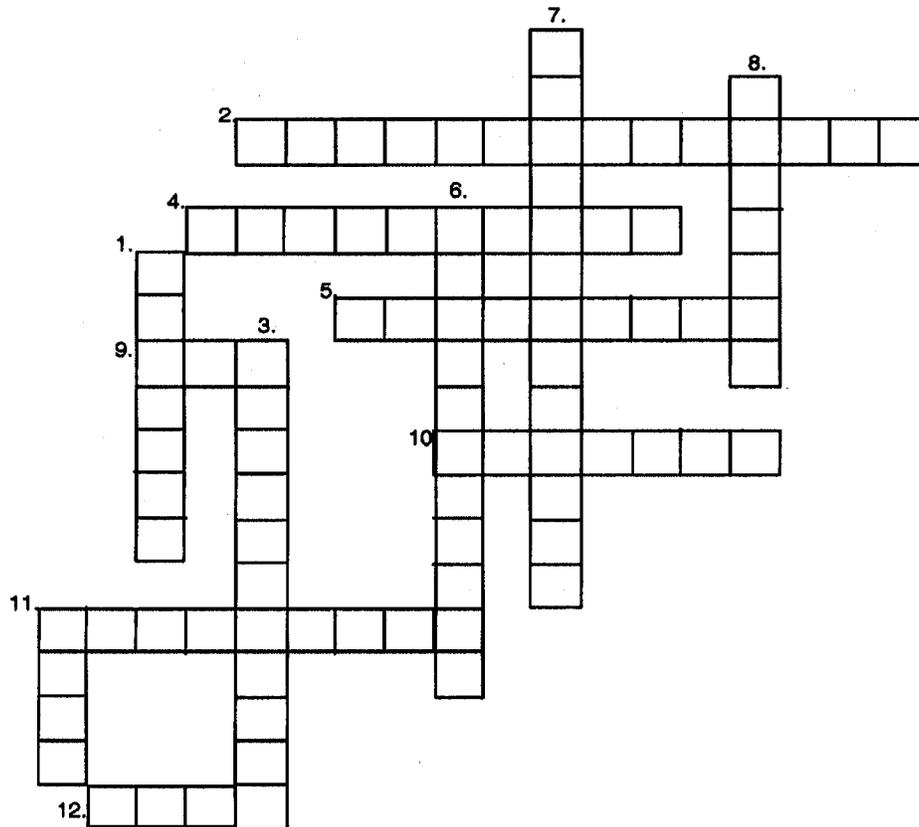
PUBERTY FOR GIRLS: Amazing Changes Inside & Out
Female Reproductive Organs



Please identify each female reproductive organ.

AMAZING CHANGES INSIDE & OUT

Crossword Puzzle

Across

2. A product that helps prevent underarm perspiration
4. Tubular gland which secretes perspiration
5. A product that helps prevent underarm odour
9. An undergarment used to support a woman's breasts
10. The process of keeping the body clean
11. Hair that appears near our genitals
12. A skin condition consisting of red bumps appearing on the skin, caused by clogged pores

Down

1. A set of physical changes that occur as our bodies becomes bigger and more sexually mature
3. The period of life as we transition from childhood to adulthood
6. The rapid development of the body's size and shape
7. A doctor specializing in skin care
8. Female mammary glands
11. A small opening on the skin through which oil passes

PRE-VIEWING QUESTIONS

1. What are some physical changes that you anticipate during your teen years?
2. What are some of your questions or concerns about these changes?
3. What psychological changes do you anticipate with friends or with your family?
4. What are some of your questions or concerns about these changes?
5. Who can you talk with when you have questions about these physical or emotional changes?

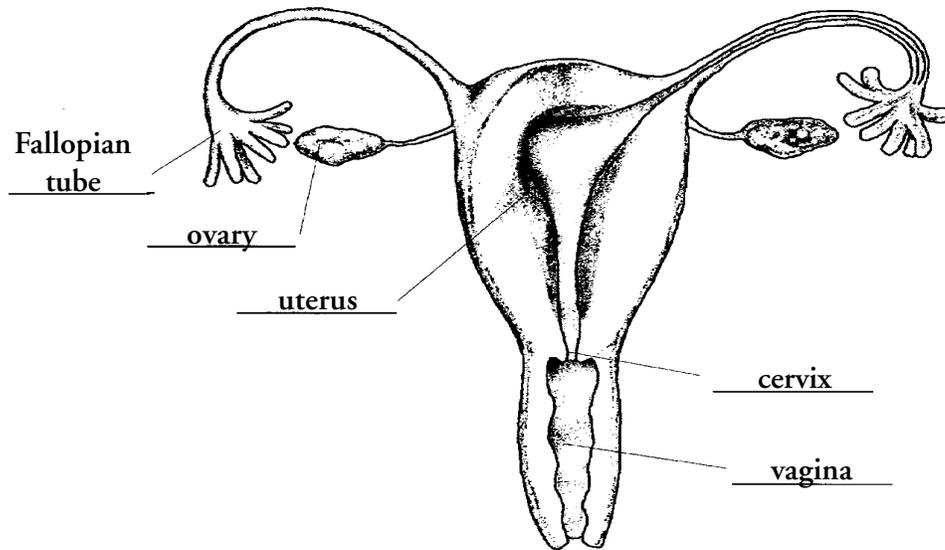
VIEW THE VIDEOTAPE

The tape runs 25 minutes long.

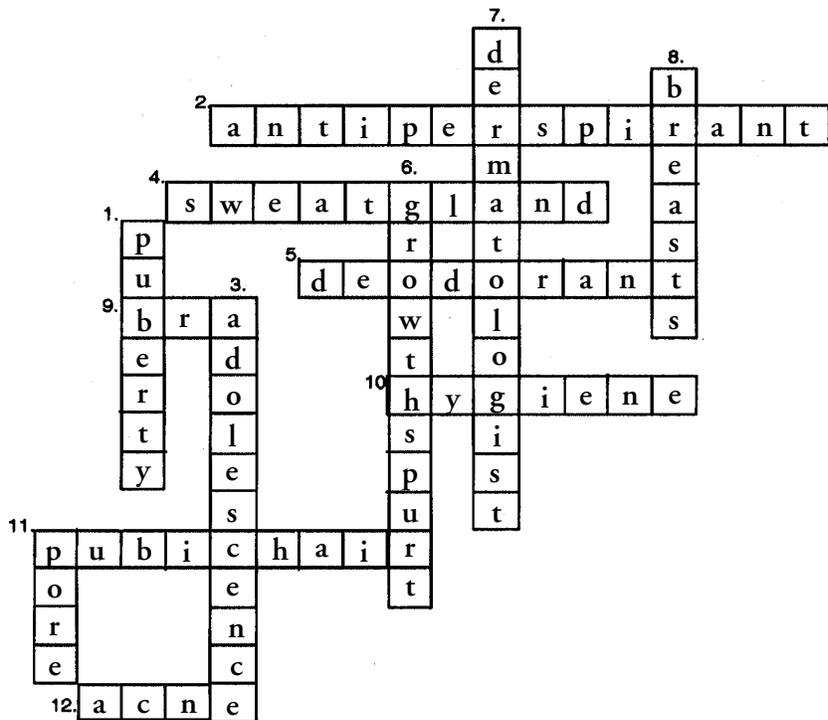
POST-VIEWING DISCUSSION QUESTIONS

1. After viewing the video, what aspects of maturing and becoming older do you most look forward to?
2. What are your greatest concerns or worries about your teenage years?
3. While watching the program, what most interested or most surprised you?
4. Which information had you already known? Where had you gotten this information (from your parents, friends, media)? Had anyone ever given you wrong information about puberty?
5. Why do you think many girls often become more self-conscious and less confident as they begin to develop? How can you avoid these pitfalls of maturing?
6. How are females often portrayed in the media? What are common negative and positive role models that you see on TV and magazines?
7. What aspects of your own personality do you admire? How can you best maintain the exciting, fun, and strong parts of yourself even while so many changes will be taking place?
8. What are common negative behaviours that some teenagers get into? How can this affect their schooling, their future careers, and their relationships with others?
9. How can you avoid behaviours that have dangerous or negative consequences? How can teens have fun in a safe, healthy way?
10. How do you think diet affects growing bodies? What are the dangers of overeating or undereating? Which foods lack nutritional value? Which foods will help you grow stronger mentally and physically?

BLACKLINE MASTER #1: Female Reproductive Organs



CROSSWORD PUZZLE



AMAZING CHANGES INSIDE & OUT

Human Sexual Development

At the onset of puberty, the _____ gland inside the brain begins to send tiny messengers, called _____, throughout the body. Females have two small, almond-shaped organs called the _____, which contain thousands of tiny _____. These glands begin making _____, which is the hormone responsible for many of the changes in the female body during puberty, including _____, _____, and _____. Also, inside one of the ovaries, an _____ will begin to grow. When it reaches the surface of the ovary, it pops through and travels through one of the _____ tubes. Eventually, it will reach an organ which is shaped like an upside-down pear, called the _____, which will have become lined with _____ and _____, which serve to protect the egg if it comes fertilized. If an egg is fertilized, a woman has become _____.

How does fertilization occur? A male adolescent has two reproductive organs, called _____, which produce a male hormone called _____. These organs also produce _____, which are tiny male cells which join with the egg to cause fertilization.

How does the sperm get to the egg? Another sex organ, called the _____, will become stiff, or _____, when there is increased blood flow, allowing the males cells to flow through a tube called the _____, where it may eventually swim to join the female's egg.

What if an egg is not fertilized? Another process will occur, called _____, or "having your period." Approximately once a month, if the egg is not fertilized, the lining of blood and tissue will descend through a small opening, called the _____, and into the vagina. This menstrual fluid will flow out of the body for approximately three to five days. Many girls at this time may feel abdominal cramps, occasional fatigue, headaches, and even fluctuations in moods. These symptoms are called premenstrual syndrome, or _____ for short. Maintaining a healthy diet and moderated exercise can help ease the effects of this cycle of life.

BLACKLINE MASTER #2: Human Sexual Development

At the onset of puberty, the pituitary gland inside the brain begins to send tiny messengers, called hormones, throughout the body. Females have two small, almond-shaped organs called the ovaries, which contain thousands of tiny eggs. These glands begin making estrogen, which is the hormone responsible for many of the changes in the female body during puberty, including growing hair, growth spurt, and growing breasts. Also, inside one of the ovaries, an egg will begin to grow. When it reaches the surface of the ovary, it pops through and travels through one of the Fallopian tubes. Eventually, it will reach an organ which is shaped like an upside-down pear, called the uterus, which will have become lined with blood and tissue, which serve to protect the egg if it becomes fertilized. If an egg is fertilized, a woman has become pregnant.

How does fertilization occur? A male adolescent has two reproductive organs, called testicles, which produce a male hormone called testosterone. These organs also produce sperm, which are tiny male cells which join with the egg to cause fertilization.

How does the sperm get to the egg? Another sex organ, called the penis, will become stiff, or erect, when there is increased blood flow, allowing the male cells to flow through a tube called the urethra, where it may eventually swim to join the female's egg.

What if an egg is not fertilized? Another process will occur, called menstruation, or "having your period." Approximately once a month, if the egg is not fertilized, the lining of blood and tissue will descend through a small opening, called the cervix, and into the vagina. This menstrual fluid will flow out of the body for approximately three to five days. Many girls at this time may feel abdominal cramps, occasional fatigue, headaches, and even fluctuations in moods. These symptoms are called premenstrual syndrome, or PMS for short. Maintaining a healthy diet and moderate exercise can help ease the effects of this cycle of life.

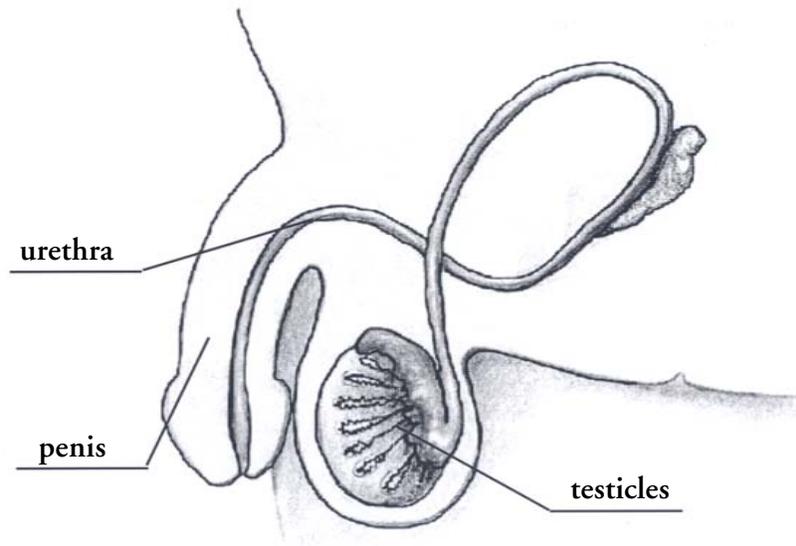
VIEW THE VIDEOTAPE

The tape is 21 minutes long.

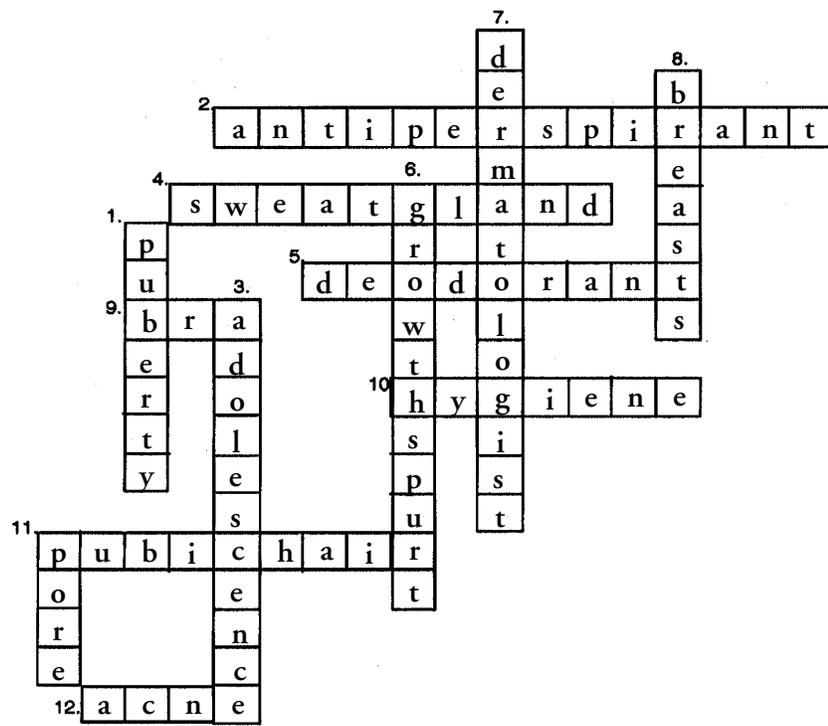
POST-VIEWING DISCUSSION QUESTIONS

1. After viewing the video, what aspects of maturing and becoming older do you most look forward to?
2. What are your greatest concerns or worries about your teenage years?
3. While watching the program, what most interested or most surprised you?
4. Which information had you already known? Where had you gotten this information (e.g., your parents, friends, media)? Had anyone ever given you wrong information about puberty?
5. How do you think your relationship with your parents may change as you begin to get older? What are the benefits of having open and honest communication with your parents? What can you do to best maintain such a relationship?
6. Why do so many teenagers feel like becoming rebellious? Is this a natural part of life, wanting to show off your independence and freedom?
7. What are some examples of negative or dangerous behaviours to which these rebellious feelings can sometimes lead? How can this affect schooling, future careers, and relationships with others?
8. How can you avoid behaviours that have dangerous or negative consequences? How can teens have fun and show their independence in safe, healthy ways?
9. How do you think diet affects growing bodies? What are the dangers of overeating or undereating? Which foods lack nutritional value? Which foods will help you grow stronger mentally and physically?
10. How can exercise help a growing body? Do you think there are psychological benefits to exercise as well? How can you best keep exercise as part of your life?
11. What are some of the emotions that teen boys feel? What do you think causes some of these feelings of loneliness, anger, or depression?
12. What are some of the pressures boys feel that lead them to handle their problems alone and not seek the advice or help of others? Why do you think that is?
13. If you do get feelings of loneliness, anger, or depression, what are some steps that you could take to help alleviate these feelings?
14. What qualities do you admire in people and in your friends? What does it mean to be a true friend? What do you truly respect in others?
15. How about yourself? How can you be a friend to others and gain their trust and respect?

BLACKLINE MASTER #1: Male Reproductive Organs



CROSSWORD PUZZLE



WHO'S WHO VOCABULARY WORKSHEET

DIRECTIONS: Read each word below and place an F if it is part of the female reproductive system, an M if it is part of the male reproductive system, a B if it is part of both, and an N if it is not part of either reproductive system.

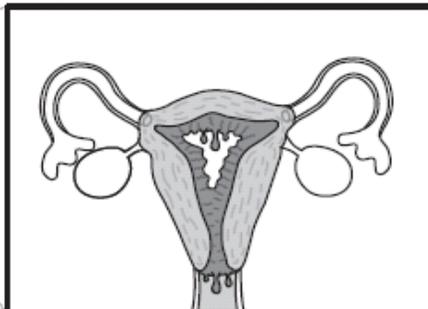
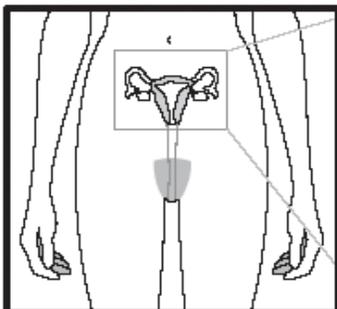
- | | | | | | |
|-------|-----|--------------|-------|-----|--------------------|
| _____ | 1. | testosterone | _____ | 16. | Fallopian tubes |
| _____ | 2. | labia | _____ | 17. | nocturnal emission |
| _____ | 3. | sperm | _____ | 18. | estrogen |
| _____ | 4. | genitals | _____ | 19. | scrotum |
| _____ | 5. | pubic hair | _____ | 20. | ovulation |
| _____ | 6. | puberty | _____ | 21. | semen |
| _____ | 7. | ejaculation | _____ | 22. | erection |
| _____ | 8. | hormones | _____ | 23. | progesterone |
| _____ | 9. | ovaries | _____ | 24. | urethra |
| _____ | 10. | cervix | _____ | 25. | placenta |
| _____ | 11. | menstruation | _____ | 26. | foreskin |
| _____ | 12. | testes | _____ | 27. | hymen |
| _____ | 13. | vagina | _____ | 28. | prostate |
| _____ | 14. | bladder | _____ | 29. | clitoris |
| _____ | 15. | uterus | _____ | 30. | seminal vesicles |

WHO'S WHO VOCABULARY WORKSHEET

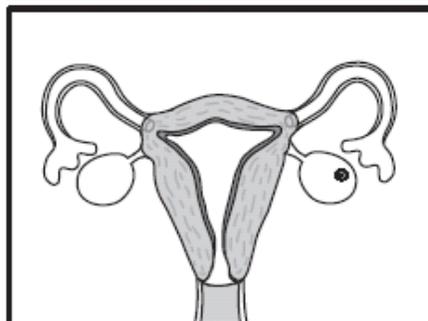
DIRECTIONS: Read each word below and place an F if it is part of the female reproductive system, an M if it is part of the male reproductive system, a B if it is part of both, and a N if it is not part of either reproductive system.

- | | |
|---|---|
| <p><u> B </u> 1. testosterone</p> <p><u> F </u> 2. labia</p> <p><u> M </u> 3. sperm</p> <p><u> B </u> 4. genitals</p> <p><u> B </u> 5. pubic hair</p> <p><u> B </u> 6. puberty</p> <p><u> M </u> 7. ejaculation</p> <p><u> B </u> 8. hormones</p> <p><u> F </u> 9. ovaries</p> <p><u> F </u> 10. cervix</p> <p><u> F </u> 11. menstruation</p> <p><u> M </u> 12. testes</p> <p><u> F </u> 13. vagina</p> <p><u> N </u> 14. bladder</p> <p><u> F </u> 15. uterus</p> | <p><u> F </u> 16. Fallopian tubes</p> <p><u> M </u> 17. nocturnal emission</p> <p><u> F </u> 18. estrogen</p> <p><u> M </u> 19. scrotum</p> <p><u> F </u> 20. ovulation</p> <p><u> M </u> 21. semen</p> <p><u> M </u> 22. erection</p> <p><u> F </u> 23. progesterone</p> <p><u> B </u> 24. urethra</p> <p><u> F </u> 25. placenta</p> <p><u> M </u> 26. foreskin</p> <p><u> F </u> 27. hymen</p> <p><u> M </u> 28. prostate</p> <p><u> F </u> 29. clitoris</p> <p><u> M </u> 30. seminal vesicles</p> |
|---|---|

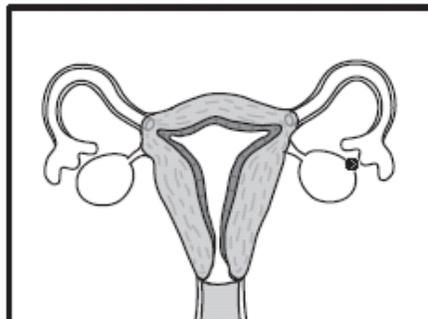
THE MENSTRUAL CYCLE



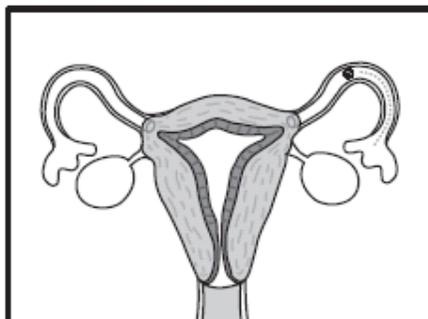
Beginning of cycle
(menstruation)



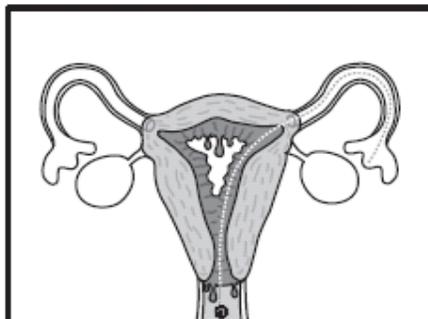
Ovum starts to mature
(lining begins to thicken to
prepare for possible pregnancy)



Release of mature ovum
(ovulation)

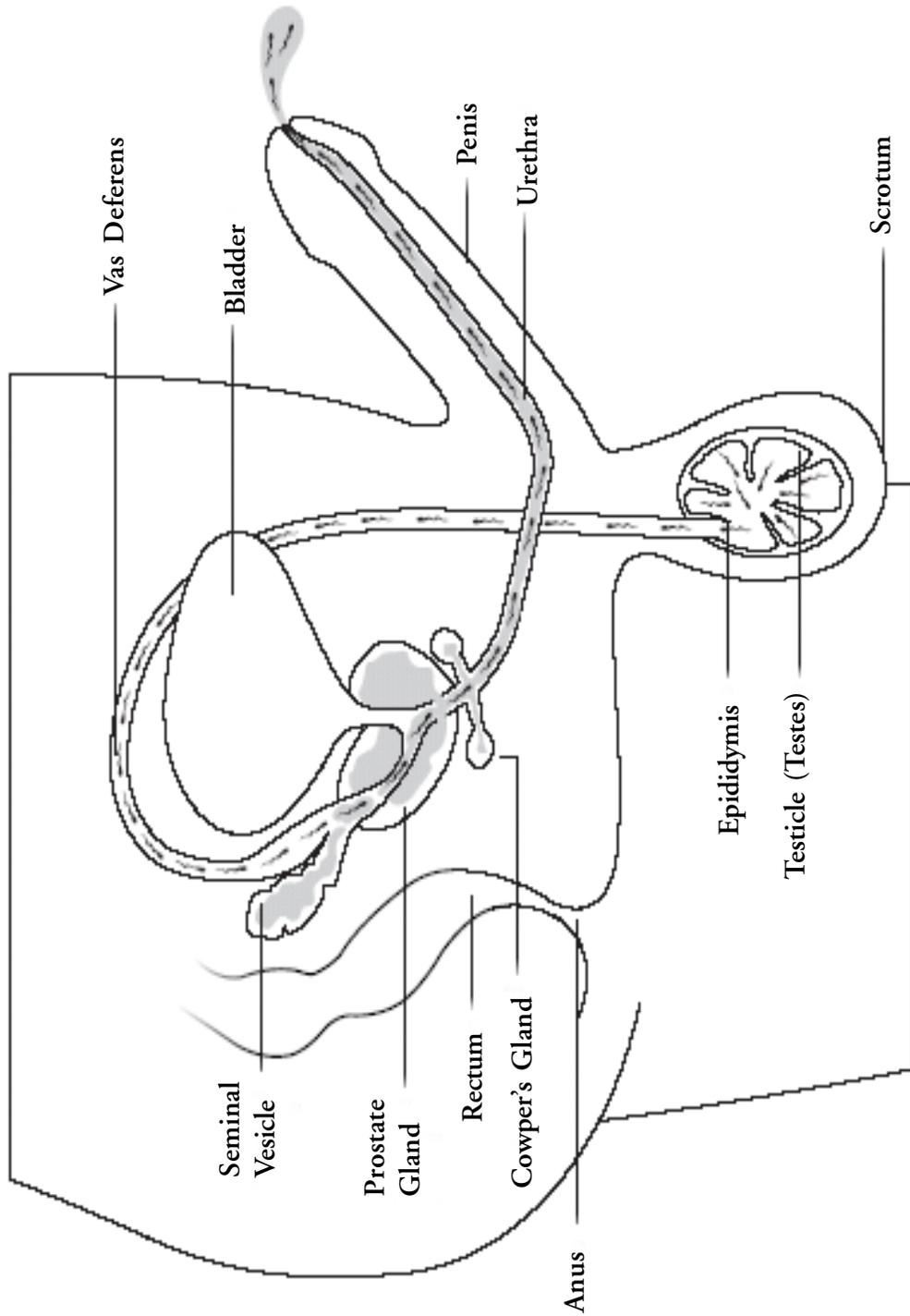


Ovum travels to uterus



Beginning of next cycle
(menstruation)

SPERM PRODUCTION



MENSTRUATION AND SPERM PRODUCTION

Directions: Answer the following questions.

- | | | |
|------|-------|--|
| True | False | 1. Sperm are produced in the testicles. |
| True | False | 2. "Wet dreams" are common for boys during puberty. |
| True | False | 3. Mature sperm are stored in the vas deferens. |
| True | False | 4. Sperm leave the body through the urethra. |
| True | False | 5. Semen contains seminal fluid and sperm. |
| True | False | 6. Menstrual fluid contains the lining of the uterus. |
| True | False | 7. Eggs mature before they leave the ovary. |
| True | False | 8. Menstruation is caused by changes in hormones. |
| True | False | 9. The length of menstrual cycles may change during puberty. |
| True | False | 10. Menstruation usually lasts between three and seven days. |

MENSTRUATION AND SPERM PRODUCTION CARDS

Directions: Make a set of cards for each small group of students. Give each group a set of shuffled cards. Have them correctly sequence the menstrual cycle and sperm production.

**Lining of the uterus shed
(day 1 of menstrual flow)**

**Ovulation occurs
(egg released from ovary)**

**Lining of uterus
thickens with blood**

**Egg travels
through Fallopian tube**

**Egg enters
the uterus**

MENSTRUATION AND SPERM PRODUCTION CARDS (Cont'd)

Sperm made
in testicles

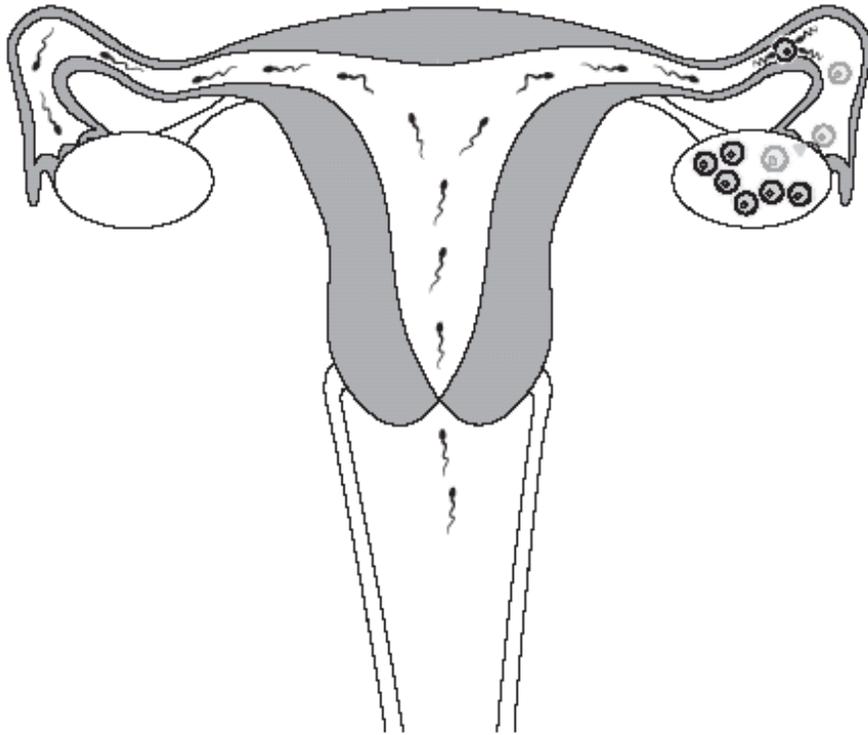
Sperm mature
in epididymis

Sperm travel
up vas deferens

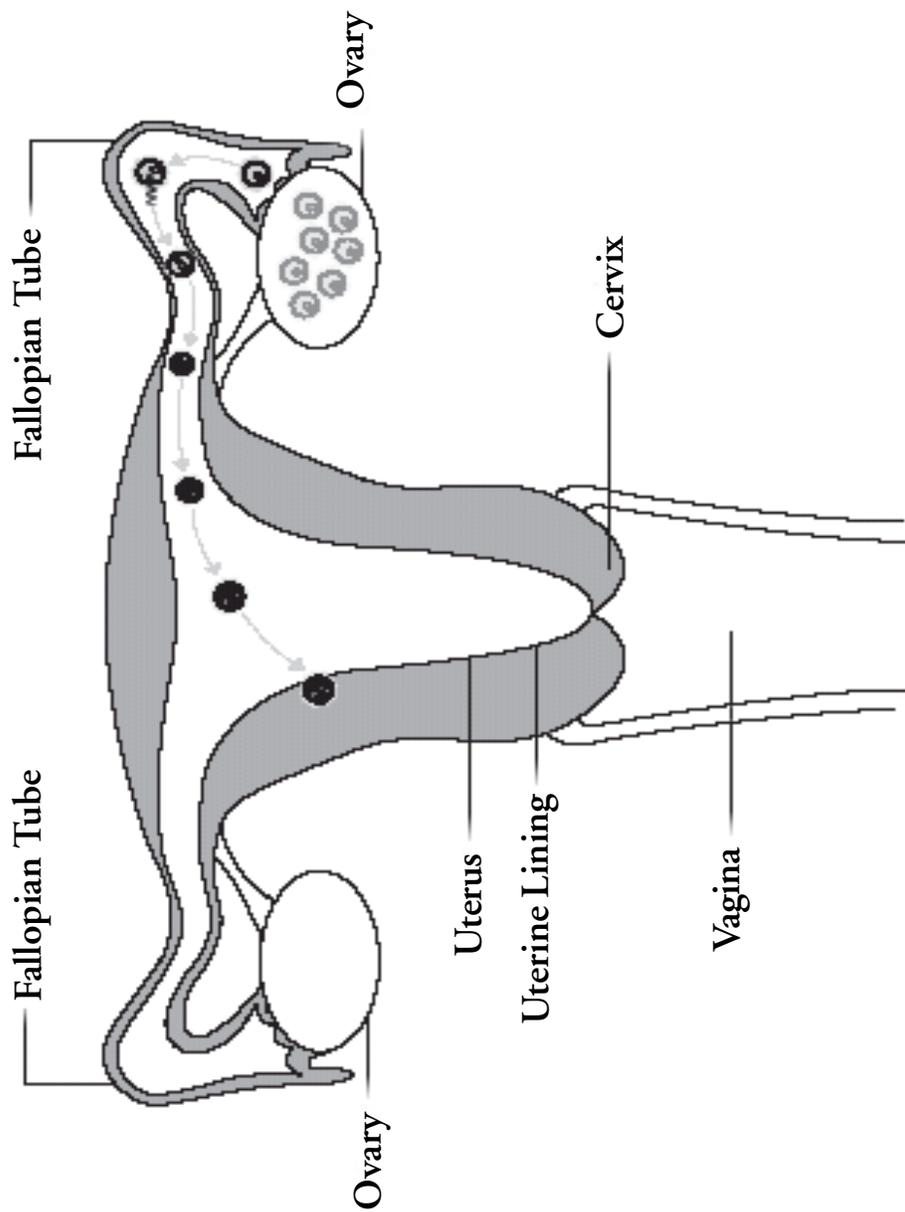
Sperm mix
with semen

Sperm leave the penis
(ejaculation)

CONCEPTION



IMPLANTATION



WORDS ABOUT FERTILIZATION AND PREGNANCY

Find the definition for each word.

1. fertile
2. fertilization
3. implant
4. implantation
5. embryo
6. fetus
7. placenta
8. amniotic sac
9. umbilical cord
10. birth canal

Definitions:

- a) the union of one egg and one sperm
- b) to fix firmly or to embed
- c) able to reproduce
- d) the barrier between the mother and developing baby and the point through which nutrients, oxygen, and wastes are exchanged
- e) the vagina
- f) the developing baby from the time of fertilization until the eighth week of development
- g) a thin membrane surrounding the entire developing baby
- h) the developing baby from the eighth week of development until birth
- i) a connection between the baby and the placenta containing two arteries and one vein
- j) the process through which the fertilized ovum becomes attached to the lining of the uterus

STAGES OF FETAL DEVELOPMENT

Directions: Number the stages of fetal development in the correct order (1-9).

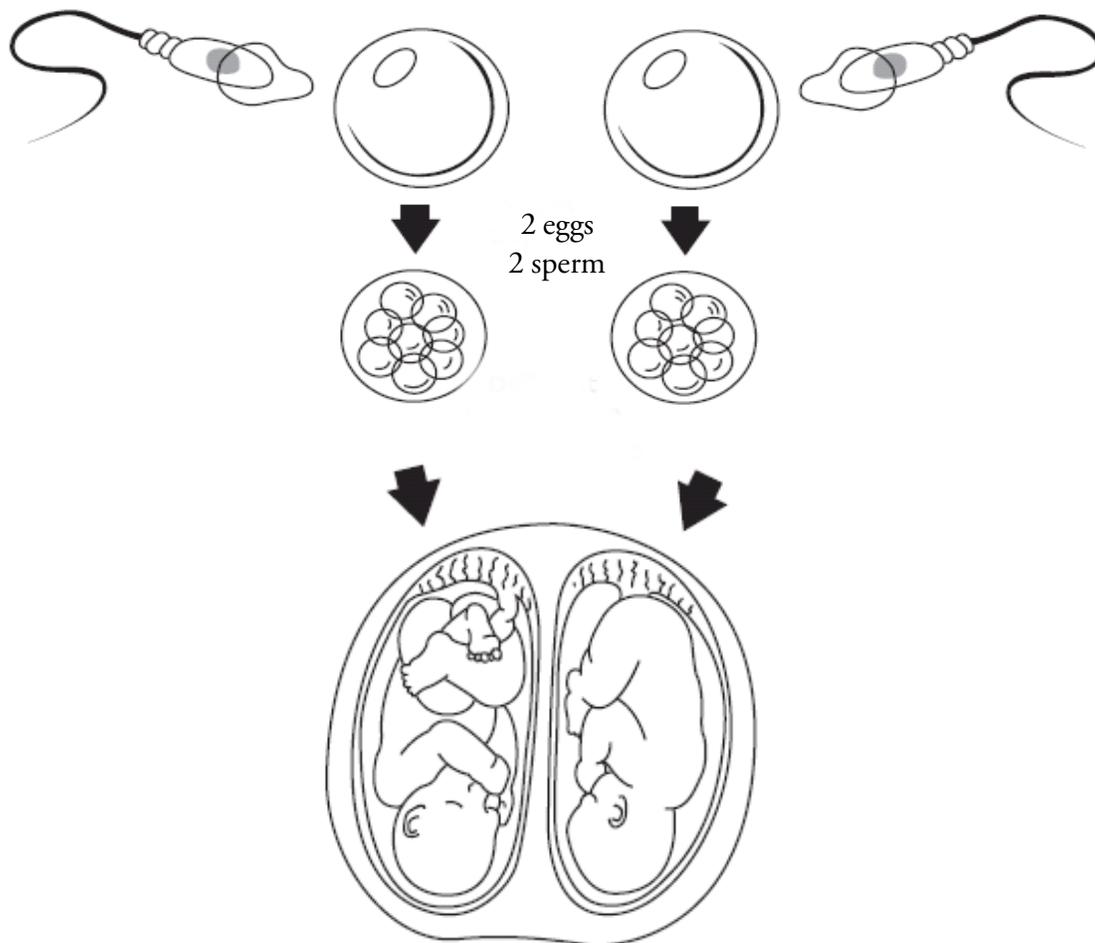
- _____ The fetus has completed most of its organ development.
- _____ The embryo is now called a fetus.
- _____ The fertilized egg travels down the Fallopian tube into the uterus.
- _____ The pregnant mother can feel the baby kicking.
- _____ The ovum and the sperm cell join.
- _____ The baby is growing much bigger.
- _____ The fertilized egg is referred to as an embryo.
- _____ The baby begins its journey to the outside world.
- _____ The fertilized egg attaches itself to the lining of the uterus.

STAGES OF FETAL DEVELOPMENT

Directions: Number the stages of fetal development in the correct order (1-9).

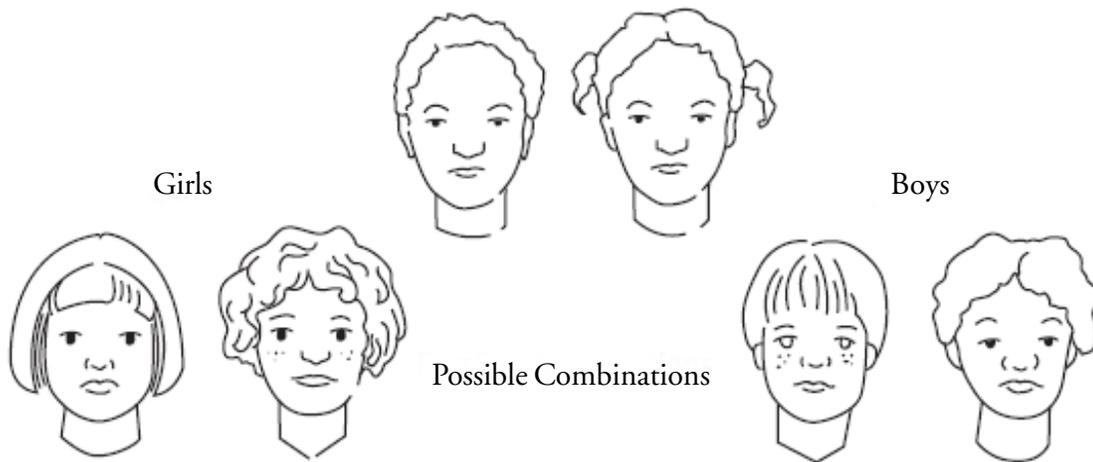
- 6 The fetus has completed most of its organ development.
- 5 The embryo is now called a fetus.
- 2 The fertilized egg travels down the Fallopian tube into the uterus.
- 7 The pregnant mother can feel the baby kicking.
- 1 The ovum and the sperm cell join.
- 8 The baby is growing much bigger.
- 4 The fertilized egg is referred to as an embryo.
- 9 The baby begins its journey to the outside world.
- 3 The fertilized egg attaches itself to the lining of the uterus.

FRATERNAL TWINS



Separate Placenta

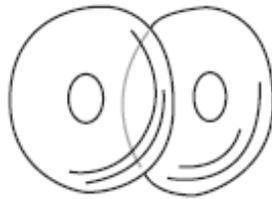
Girl and Boy



IDENTICAL TWINS



Single Egg and Sperm



Divides



Girls



Common Placenta

Boys



GENDER STEREOTYPES

Structure: Small group activity

Time: 30 minutes

Materials: “Gender Stereotypes” handout; flipchart or blackboard

Preparation

1. **Inform** the students that the activity will examine what it means to “act like a man” and to “act like a woman.” Point out that these messages are referred to as stereotypes.
2. **Ask** students to form groups of 3 - 4 people. Assign each group one of the scenarios from “Gender Stereotypes.” Instruct students to discuss their scenario in their small group.
3. Come back together as a class, and **ask** a volunteer from each small group to summarize their group’s discussion.
4. **Explain** to the class that gender roles are stereotypes or “rules” that boys and girls are expected to live by.
 - There are specific meanings associated with “acting like a man” and “acting like a woman.”
 - Ask students what some of these meanings are (e.g., men are encouraged to be strong and tough, and women are encouraged to be nurturing and quiet). List these meanings on the blackboard/flipchart.
5. **Ask** students where men learn these gender roles (e.g., people, media, etc.-- ask for specific examples). Then ask where women learn these gender roles.
6. **Discuss** how stereotypes/gender roles are reinforced.
 - What names or put-downs are boys/girls called when they don’t fit these roles?
 - How do these labels and names reinforce stereotypes/gender roles?
 - How does it feel to be called these names?
7. **Conclude** by explaining how such stereotypes can be destructive because they limit our potential. This is not to say that boys shouldn’t fix cars or girls shouldn’t cook. The problem is that we are told that we must perform certain roles in order to fit in. It is important for all of us to make our own decisions about who we are, what we do, and how we relate to others.

GENDER STEREOTYPES

1. Mohammed is walking home from school, carrying his Science Project to show his family. Some of his classmates run up behind him and knock his project out of his arms. Mohammed begins to cry.

Discussion A

It is okay for Mohammed to cry. Why?

Discussion B

It is not okay for Mohammed to cry. Why?

2. Fatima would like to help the teacher with the LCD Projector, help move tables, and carry boxes. The teacher always chooses boys to help with these tasks. Fatima thinks that she is just as strong as some of the boys.

Discussion A

Fatima should be asked to help the teacher. Why?

Discussion B

Fatima should not be asked to help the teacher. Why?

3. Lynne would like a model airplane kit for her birthday. Her friends have been telling her she should ask for a jewellery-making kit, since model airplane kits are not meant for girls.

Discussion A

Lynne should ask for a model airplane kit. Why?

Discussion B

Lynne should not ask for a model airplane kit. Why?

4. Scott would like to baby-sit for his next-door neighbour when she goes grocery shopping. The neighbour has one child who is six years old. Scott's twin sister is always the one who is asked to baby-sit.

Discussion A

Scott should have a chance to go babysitting. Why?

Discussion B

Scott should not have a chance to go babysitting. Why?

GENDER STEREOTYPES (Cont'd)

5. Tony has been taking ballet lessons since he was five years old. Recently he won an award for his dancing. Tony has not told any of his classmates about his dancing.

Discussion A

Tony should tell his classmates. Why?

Discussion B

Tony should not tell his classmates. Why?

6. Jen wants to join the community hockey team. Some boys have told her she can't join the team. Jen thinks she is just as good a player as some of the boys and doesn't understand why they don't want her on the team.

Discussion A

Jen should be able to join the team. Why?

Discussion B

Jen should not be able to join the team. Why?

(Beyond The Basics: A Sourcebook on Sexuality and Reproductive Health Education)

POSTPONING INTERCOURSE vs. HAVING INTERCOURSE

Group Discussion

Objective: Students will list reasons why young people choose to postpone intercourse or have intercourse.

Structure: Large group

Time: 20 minutes

Materials: Flipchart or blackboard

Note: Presenting the issues in this way helps teachers avoid preaching about the values of abstinence and offers students an opportunity to clarify their own values toward such topics. Asking students to consider why young people in general would choose one course of action over another puts them in the position of “objective observer,” so that they do not feel obliged to share their personal beliefs or opinions.

Note: This activity can be completed as a large group, or by dividing the class into smaller groups for discussion. The smaller groups will need someone to record their responses, and someone to report when the large group reconvenes. You can discuss each response as it is raised, and extend the activity by getting students to decide for themselves which reasons for having intercourse are “good enough” reasons.

Procedure

On the board or flipchart paper, make a simple chart. Have students brainstorm about the reasons why young people would choose to postpone having intercourse, and then about why youth would choose to have intercourse. Sample responses are included.

Reasons why young people choose to postpone having intercourse...

- religious/cultural beliefs
- not ready
- not wanting to hide something from parents
- avoid guilt, fear, and disappointment
- no worries about STIs or pregnancy (because abstinence is the only method that is 100% effective in preventing STIs and pregnancy)
- more time for friends and other activities
- more time for the relationship to develop

POSTPONING INTERCOURSE vs. HAVING INTERCOURSE

Group Discussion (Cont'd)

- concern about reputation
- personal belief that sex belongs only in a certain kind of relationship
- belief that sex too soon can hurt a relationship (with a partner, friends, or parents)
- had sex once before and decided s/he is not ready for a sexual relationship (for any of the above reasons—just because someone says yes to sex once does not mean s/he has to say yes again).

Reasons why young people choose to have intercourse...

- “hormones”/desire/curiosity
- to demonstrate love for partner
- feeling pressured by partner/or others
- “social” pressure, feeling that everyone is doing it, and you’re not quite normal if you’re not
- wanting to feel loved/wanted
- feels good
- to get someone to love you to prevent the relationship from ending
- influence of alcohol and/or drugs
- not knowing how to say no, just “going along”
- both partners really love each other, and want to express it this way
- questioning sexual orientation—may have sex in an attempt to “figure out” if they are attracted to opposite or same sex partners.

(Adapted with permission from: Region of Ottawa-Carleton (2000) Ottawa-Carleton School-Based Sexual Health Program, Ottawa: Author)

METHOD: ABSTINENCE/POSTPONING

How does it work?

- It means not having vaginal or anal intercourse or oral sex.
- However, there are differing views on the definition of abstinence.
- For some, kissing is the limit.
- For some, everything short of vaginal or anal intercourse or oral sex is OK.
- Others have limits somewhere in between.
- People have to set limits for themselves and communicate their limits to their partners.

How effective is it?

- Abstinence is very effective in preventing pregnancy, but you have to use it all the time. (Male ejaculation near exposed female genitals presents a risk of pregnancy.)

What do you need to do to use it?

- Decide what your limits are (before you are in a sexual situation).
- Think about how you will discuss this with your partner. (Consider how to respond to your partner's questions and reactions.)
- Talk to your partner about your limits.
- People may wish to avoid situations where they may feel pressured or unable to stick to their limits (e.g., being at home alone with partner, getting drunk or high).

Why would someone choose this method?

(STIs may be transmitted through oral sex or through genital-to-genital contact.)

- It is very effective protection from STIs and pregnancy.
- It is good for youth who are not ready for sex or not interested in the stress that is involved in having intercourse at an early age.
- It is good for youth wanting to spend time on other things, such as sports, school, or friends, and preferring to focus on personal growth before having intercourse.
- It supports religious beliefs and cultural beliefs.

Why not?

- The person really feels ready and is ready to take responsibility for having intercourse (getting/paying for birth control method, buying and using condoms to avoid STIs and/or unintended pregnancy).
- The person is feeling pressure from partner and/or not wanting to lose partner.
- The person has sexual desire. (Are there other ways of dealing with sexual feelings without having intercourse?)
- The person is not feeling able to communicate personal limits.

(Beyond The Basics: A Sourcebook on Sexuality and Reproductive Health Education)

FEEDBACK

Feedback is a way of telling another person or yourself how certain actions affect you. Feedback helps a person realize what his or her words or actions mean to the other person.

The goal of constructive feedback is to improve the situation. Here are some guidelines for giving constructive feedback.

GIVING CONSTRUCTIVE FEEDBACK

Focus on the behaviour, not the person. Describe the behaviour you see rather than evaluating the behaviour.

- Tell how you feel using “I” statements, instead of “You” statements.
- Make your comments specific. Avoid statements like “You always . . .” or “You never . . .”
- Focus on the behaviour that the person can change rather than on things that the person may have limited control over.
- Give feedback as soon as possible. The longer you wait to give feedback, the less effective it will be.
- Give feedback in a private place.
- Feedback is always more effective if it is asked for.
- Feedback is not feedback when it’s meant to hurt—then it is a personal attack.
- Feedback is an option. The other person may have goals and expectations that we are unaware of or do not understand. Do not try to explain the “why” of the behaviour; comment only on what you see. Resist giving advice or telling the other person how to change.
- Share positive feedback frequently.

RECEIVING FEEDBACK

- Ask for feedback from people you trust and respect.
- Receive feedback openly.
- Don’t get defensive or make excuses. Do not try to justify your behaviours.
- Take a deep breath and count to 10 if you feel angry.
- Discuss the feedback.
- Paraphrase the feedback and ask for further clarification. Ask questions.
- Evaluate the information. Even negative feedback can have some truth to it.
- Reflect on the feedback and try to build on it.
- Indicate what you intend to do with the feedback.
- Thank the person for the feedback. Giving feedback can be as difficult as receiving feedback.

MEDIA VIOLENCE AND RELATIONSHIPS

TV, radio, music and music videos, computer games, newspapers, and magazines can be powerful social influences.

- The average Canadian teen spends about 22.4 hours per week with some form of mass media.
- By the end of high school, most teens will have witnessed 18,000 murders on screen, and more than 300,000 commercials.
- By the end of high school, most teens will have spent 11,000 hours in school, and 15,000 hours in front of the television.
- There are approximately 26 acts of violence per hour on children's shows, but only nine acts of violence on adult shows during prime time.
- Many popular video games are based on violence, and players are rewarded for killing.
- Perpetrators of violent crime on television go unpunished in 74 percent of violent scenes.
- Twenty-five percent of violent television scenes involve handguns.
- Only four percent of television shows have anti-violence themes.

There are potential dangers in the amount of violence portrayed in the media. This violence has a number of potential effects on children and teens, including the following.

- Children learn to be aggressive in new ways by watching violence on television.
- Seeing television characters get what they want using violence teaches children to use violence to get what they want.
- Introducing television for the first time in small remote towns can result in increased acts of violence among children and teens.
- The types of youth crimes are changing—more violent behaviour, more weapons, more gang-related behaviour—and some believe that increasing violence in the media is one factor contributing to this change.
- Children and teens may be less empathetic to the pain and suffering of others, particularly those who have been involved in violent crimes.
- Viewing repeated acts of violence can desensitize young people to violence; they may become more tolerant of acts of violence in school and the community.
- Teens are less likely to come to the aid of a victim if they have been desensitized through repeated exposure to violence.

How does all of this affect our relationship with the people around us?

- If we have little or no empathy for someone who has been hurt, we may not offer help even if we are the only ones in sight.
- If we believe that violence is the solution to conflicts, we may choose to fight—physically or verbally—with siblings, parents, classmates, and dating partners—rather than looking for nonviolent solutions.
- If we are play fighting with our friends and hurt them, we may say, “I was only joking” instead of apologizing.

MEDIA VIOLENCE AND RELATIONSHIPS (Cont'd)

- When we watch historical figures being executed unjustly, or cities being bombed during a war movie, we may react inappropriately — accepting or even encouraging the violence, rather than being bothered by it.
- If we believe that violent acts usually go unpunished, we may choose violence to get what we want or to get revenge.

What can you do to keep a realistic view of violence?

- Be aware of the fact that violence on television is most often not realistic. Entertainment uses sensationalism, props and stunts, special effects, and graphic stories to increase ratings. Looking real is not the same as being real.
- When you see a violent incident, remind yourself that violence is not the only way adults choose to solve their problems. Ask yourself how the character could have acted differently and used a nonviolent solution.
- Watch for consequences to violent acts on television shows. Are the consequences realistic?
- When you watch the news, are the events portrayed realistically? How often does the news cover positive, nonviolent events? Be realistic about what you see.
- When you view violent events in the media, be aware of your own reaction. Do you feel horror, empathy, or revulsion, or do you find yourself saying “hey, cool” or not reacting at all? If you don't experience negative reactions to violence, take another look at yourself.
- Take a good look at your own ways of resolving conflict. Are you using nonviolent ways to handle conflict?

Ideas for promoting awareness of the impact of violence in the media

Parents can talk to children about what they see and hear in the media. Consider discussing the following questions to provoke thought and help families make good decisions.

- What do children think about what happened in the program?
- What was real and what was pretend? Discuss how TV shows and movies are produced, and how props and stunt people make violent action scenes look realistic.
- How do they feel about what they watched? If they felt uneasy, what made them feel that way? Why?
- When a violent incident occurs, point out that violence is not the way adults usually solve problems. What other ways could the character have acted? Was there a nonviolent solution?
- Were there consequences to the character's actions? Were people hurt? Were there realistic consequences for the character? What would the consequences be in real life?
- What could witnesses have done to help the person who was the victim of the violence? Why did or didn't they?
- Are there really people like the ones we see in magazine advertisements, commercials, or television shows? How realistic is the portrayal of these people?

MEDIA VIOLENCE AND RELATIONSHIPS (Cont'd)

- Are news clips a good way to gauge what's going on in the real world? Explain that while the violence in the news is real, it represents only a small portion of what goes on in the world. Discuss how news is selected for entertainment value, and point out that often the good things that happened never make it into the news. Assure them that the world is not as violent or scary as the news would suggest.
- Why do people buy tabloids even though they know the stories are exaggerated?
- Who owns the media? Find out how many newspapers, radio stations, or television networks are owned by the same company. Investigate the world views or biases of these companies. Are they more likely to report on conflict or compromise?
- What is the role of advertising in the media? Identify and discuss the various methods of persuasion used by advertisers. Challenge the claims made in commercials.

According to the research of Dr. Howard Gardner, each individual has not one but nine different intelligences. Each person's intelligence profile differs from the next because each person has strengths in different combinations of these abilities. Dr. Gardner believes that all people can develop all nine areas of intelligence to a level of competency. In this view of intelligence, everyone is smart but in a different way. Knowing what your strengths are lets you use your stronger abilities to help you grow in areas of weaker ability.

- Verbal/linguistic
- Visual/spatial
- Logical/mathematical
- Musical/rhythmic
- Bodily/kinesthetic
- Interpersonal/social
- Interpersonal/introspective
- Naturistic
- Existential (This is the latest intelligence Dr. Gardner has added to his list and it involves the ability to understand philosophy and human culture. A person who is big-question-smart can debate, discuss, and think about life's mysteries.)

IDEAS FOR DEVELOPING AND PROMOTING GOAL-SETTING SKILLS

Students can

- share their hopes and dreams for the future with parents
- think about what they would like to accomplish now and when they are older
- ask parents and older siblings about the goals they have set and achieved
- choose an adult mentor who has similar interests or abilities and talk to that person about his or her goals
- get involved in a sport, take lessons, or join a club in which learning and goal-setting are important

Parents can

- ask teens about their dreams and hopes for the future
- discuss ideas about setting smaller goals to help reach bigger goals and dreams
- help teens see their household and school duties as opportunities for goal setting and achievement
- help teens to prioritize their goals and keep them realistic
- encourage teens when they accomplish goals— big or small
- set family goals together, modelling effective goal-setting strategies
- celebrate family goal achievement with a favourite family activity

Communities can

- support mentoring programs that match adult volunteers to teens with similar interests, so they can share goals and accomplishments
- use the media to reward local teens who have accomplished significant goals

SOME THINGS THAT ARE IMPORTANT TO GRADE 7 STUDENTS

Look over the following items. Add others that you think are important. Then, circle the three that are the most important to you.

- money and wealth
- getting good grades
- being part of a church
- being good at sports
- being physically strong
- being popular at school
- having a best friend
- having a lot of friends
- privacy
- having cool clothes
- being able to make my own choices
- my parents' having a good opinion of me
- being a good role model for younger siblings
- having the same things (cell phone, iPod) that other kids have

Other:

IDEAS FOR SUPPORTING AND ENCOURAGING THE DEVELOPMENT OF PERSONAL PORTFOLIOS

Students can

- collect and protect certificates, awards, and letters
- ask for letters of recommendation for volunteerism at school
- take pictures of projects in stages
- note skills of others
- prioritize areas for future development
- practise the skill of noting evidence of personal skills

Parents can

- share observation of skills with teens
- support teens' efforts to collect, select, and reflect on work for inclusion in portfolios
- assist youth in skill development
- act as mentors
- take photographs of projects
- provide positive feedback for skill development
- share own evidence of skills and skill development

Communities can

- value portfolios by inquiring about them in job or volunteer placement interviews
- provide feedback on portfolios presented by youth in the community
- serve as mentors by sharing own portfolios of skill-development activities
- provide volunteer experiences
- provide reference letters which record observation and evidence of skills

IDEAS FOR ENHANCING SCHOOL-COMMUNITY HEALTH

Students can

- be aware of local health concerns in the community, such as pollution, smoking, water hazards, dangerous farm or recreation equipment
- propose community projects to address local health concerns
- participate in playground and community clean-up initiatives

Parents can

- talk to teens about sun safety, second-hand smoke, pollution, motor vehicle safety
- model proper personal health habits at home and in public
- make suggestions for student community health projects
- volunteer to supervise student-led community health projects

Communities can

- respond to student proposals for community health projects
- provide presentations in schools about community health concerns through local professionals and agencies
- maintain proper health and safety standards in local plants, factories, and businesses

Service learning is a goal-setting and action process that positively affects others. All students can participate in service learning. Service learning provides benefits for everyone involved.

For students, benefits include

- strengthening academic knowledge and skills by applying them to real problems
- building positive relationships with a variety of people
- getting to know people from different backgrounds
- discovering new interests and abilities
- setting goals and working through steps to achieve them
- working cooperatively
- taking on leadership roles
- learning the value of helping and caring for others

For teachers, benefits include

- having meaningful, close involvement with students
- reaching students who have difficulty with standard curriculum
- establishing home/school/community partnerships
- helping the school become more visible in the community
- promoting school spirit and pride
- building collegiality with other school staff

For the school and community, benefits include

- increased connectedness between students, their schools, and their communities
- improved school climate as students work together in positive ways
- more positive view of young people by the community, leading to stronger support for youth and schools
- greater awareness of community needs and concerns
- increased community mobilization to address key issues