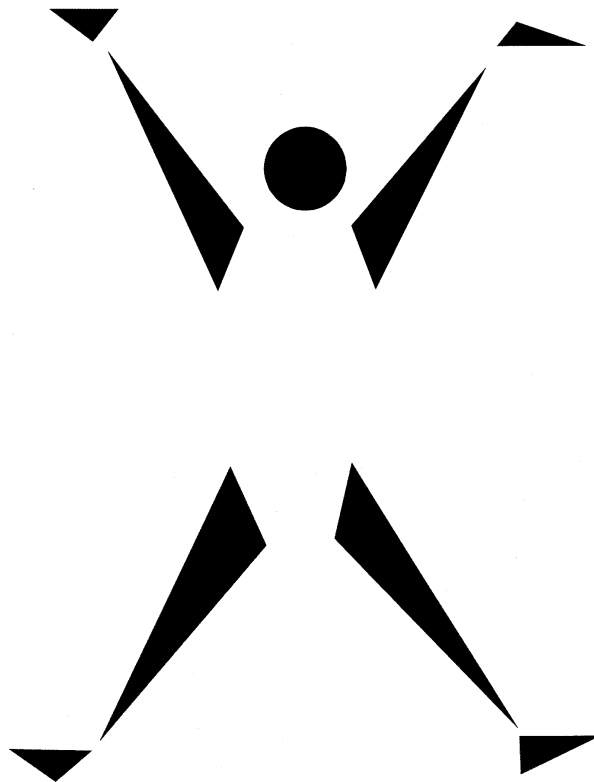

Grade 5

5. Healthy Lifestyle Practices

The student will demonstrate the ability to make informed decisions for healthy living related to personal health practices, active living, healthy nutritional practices, substance use and abuse, and human sexuality.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>□ K.5.5.A.3 Examine dental hygiene practices and dental services (e.g., cleaning, fillings, root canals, fluoride treatment, braces, extractions...) for the prevention of plaque buildup, bad breath, tooth decay, and/or dental disease.</p>	
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication.</p> <p>MA: Statistics and Probability</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	
	<p>◆ Mouth Model</p> <p>Have students build a clay model of the inside of their mouths. Ask them to show dental hygiene practices (e.g., brushing, flossing) that could be used to prevent plaque buildup, bad breath, tooth decay, and/or dental disease. Have them demonstrate the dental services (e.g., cleaning, fillings, root canals, fluoride treatment, braces, extractions).</p> <p>◆ Dental Demo</p> <p>Have students research a dental hygiene practice or service. Ask them to demonstrate the procedure to the class and discuss how it prevents plaque buildup, bad breath, tooth decay, and/or dental disease.</p> <p>◆ Guest Speaker</p> <p>Invite a dental hygienist into the class to discuss the importance of dental hygiene practices and to demonstrate them. To encourage active listening, have students use the LAPS Frame (see <i>Success for All Learners</i> 6.54).</p> <p>◆ Dental Practices</p> <p>To determine current daily hygiene practices and available services in the community, have students develop a survey for younger students and/or parents to complete either in print or by interview. Results could be represented on appropriate graphs. Have students present survey results to the class, to the local parent advisory council, or at a health/science fair.</p>


TEACHER NOTES
Integration Link:

In Grade 5 Science (Cluster 1), help students make connections between healthy nutrition and dental health (e.g., limiting sweets in own diet, eating healthy foods).

For information and/or suggested learning resources related to dental health, consult

- Manitoba Dental Association
Telephone: 204-988-5300
- The Dental Zone website:
<<http://www.saveyoursmile.com>>


SUGGESTIONS FOR ASSESSMENT
◆ Paper and Pencil Task: Mouth Model; Dental Demo

Teacher Assessment: Checklist

Have students write a brief description of a variety of dental practices and dental services, such as the following:

- cleaning
- brushing and flossing
- fillings
- fluoride treatment
- braces
- extractions
- root canals

Suggested Criterion:

The student is able to identify various dental hygiene practices and dental services.

- Yes
 No

◆ Questioning/Interview: Dental Practices

Teacher Assessment: Scoring Rubric

Investigations could be assessed using a student- or teacher-designed rubric that reflects the appropriate learning outcomes from mathematics and English language arts curricula.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.5.D.1 Distinguish between medicinal and non-medicinal substances and their appropriate use (e.g., prescription drugs from a doctor to treat an illness rather than drugs obtained illegally; vitamins to meet daily requirements, ventilators/puffers for asthma, EpiPens for allergies; over-the-counter drugs used for health reasons rather than for performance enhancement...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

GLO 4—Enhance the clarity and artistry of communication.

GLO 5—Celebrate and build community.

SS:

Identity, Culture, and Community

SUGGESTIONS FOR INSTRUCTION

◆ **Proper Use**

Brainstorm for different substances that people use to improve their health (e.g., prescription drugs, vitamins, EpiPens). Discuss the difference between medicinal substances and non-medicinal substances. Categorize the brainstormed list accordingly. Discuss the risks of inappropriate use.

◆ **Guest Speaker**

Invite an Aboriginal elder to speak to the class about the use of tobacco and the role it plays in Aboriginal traditions. To encourage active listening, have students use the LAPS Frame (see *Success for All Learners* 6.54).

◆ **Use or Lose**

Ask students to develop a chart for medicinal and non-medicinal substances, distinguishing between appropriate and inappropriate use.

Example:

Substance	Appropriate Use	Inappropriate Use
Vitamins	Take one a day to supplement diet.	Take excess amount (more than daily requirement), without doctor's direction.



TEACHER NOTES

The learning activities for this outcome include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.

Discuss the following issues:

- the dangers of sharing medication
- the proper ways to discard medication
- the medicinal substances that are specific to culture
- the dangers of combining substances
- the hazards of using expired medication
- the dangers of overdosing
- the dangers of inappropriate use
- other



SUGGESTIONS FOR ASSESSMENT

◆ **Paper and Pencil Task: Guest Speaker**

Teacher Assessment: Checklist

When using the LAPS Frame, look for evidence of understanding of substances and their various uses.

◆ **Paper and Pencil Task: Use or Lose**

Teacher Assessment: Scoring Rubric

Have students list medicinal substances and indicate how each is best used.

Suggested Criteria:

Use a scoring rubric to assess student understanding of the appropriate use of substances.

Scoring Rubric			
	3 All	2 Some	1 Few
The student			
<ul style="list-style-type: none"> • is able to list and describe appropriate use of identified substances 			

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.5.D.2 Describe effects and consequences of substance use (e.g., alcohol and tobacco, street drugs...) on body systems (e.g., alcohol affects the brain, liver, and nervous system; alcohol affects fetal development in a pregnant woman; tobacco and smoke affect the respiratory and circulatory systems; street drugs change a person’s behaviour and cause harmful physical effects and may cause death...).</p>	<p>◆ Hidden Harm</p> <p>Have students research effects and consequences of substances of their choice on the body systems. Have them prepare an oral presentation, a computer-generated presentation, or a poster to present information to the class.</p> <p>Variation: Develop models of the body systems to show the effects of substances (e.g., alcohol, tobacco, street drugs) on the body.</p> <p>◆ Interviews</p> <p>Have students develop a research plan/questionnaire to interview a specific number of people who smoke and the same number of people who do not smoke, analyze responses, and draw conclusions. Consider integrating this learning activity with mathematics.</p> <p>Sample Questions for Smokers:</p> <ul style="list-style-type: none"> • Are you concerned about the health risks of smoking? • If the answer is “yes,” which risks concern you? • Why did you start smoking? • What do you like about smoking? • Why do you continue to smoke? • Would you recommend smoking to a young person? <p>Sample Questions for Non-smokers:</p> <ul style="list-style-type: none"> • Why do you think young people start smoking? • Have you ever tried smoking? Why or why not? • What keeps you from smoking?
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>MA: Statistics and Probability</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Every Manitoba school receives the *Manitoba Addictions Awareness Week: Resource Kit* each year. For more information, contact The Addictions Foundation of Manitoba Telephone: 204-944-6281 Website: <<http://www.afm.mb.ca>>.

Health Canada has information related to disease and conditions at the following website: <http://www.hc-sc.gc.ca/hppb/hepatitis_c/index.html>.

For information on fetal alcohol syndrome, see pages 13 to 100 of *Making the Right Choice: A Grade 5-8 Fetal Alcohol Syndrome Prevention Curriculum*, published by Frontier School Division Area 5 Office Norway House, MB R0B 1B0 Telephone: 204-359-6711 Fax: 204-359-6897

Also see *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected* (Manitoba Education, Training and Youth).

For other topic-related resources, consult *Substance Abuse Prevention: A Bibliography, May 2002*, available online from the Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca/publications>>.

Integration Link:

Teachers are encouraged to check the Grade 5 Science curriculum to make curricular connections where possible.

◆ **Paper and Pencil Task: Hidden Harm**

Teacher Assessment: Checklist

Have students describe the effects and consequences of substance abuse on body systems.

Suggested Criterion:

The student is able to list the effects and consequences of abuse of selected substances.

Yes

No

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.5.5.D.3 Identify peer, cultural, media, and social influences related to substance use and abuse (e.g., dares from friends; pressure to belong to a group; attractive portrayals through advertisements/television/videos; family/cultural/religious values; peer pressure from groups and gangs; alcoholics or smokers in the family...).</p>	<p>◆ Four Squares of Influence</p> <p>Have students fold a blank piece of paper into four equal parts and label the four parts: peers, culture, media, and social factors. Have groups of students identify the influences related to substance use and abuse from each category.</p> <p>◆ Media Search</p> <p>Ask each student to bring to class (or provide students with) advertisements related to substance use and abuse. Discuss examples of television shows or movies students may have seen that show substance use and abuse. Have a class discussion related to how the media try to influence people.</p> <p>◆ Write All about It</p> <p>Have students write, in their journals, about positive and negative situations they have observed or experienced related to pressure to use substances.</p>
<p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 5—Celebrate and build community.</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For information on fetal alcohol syndrome, see pages 13 to 100 of *Making the Right Choice: A Grade 5-8 Fetal Alcohol Syndrome Prevention Curriculum* (Thordarson and Braun), published by Frontier School Division Area 5 Office Norway House, MB R0B 1B0 Telephone: 204-359-6711 Fax: 204-359-6897

Also see *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected* (Manitoba Education, Training and Youth).



◆ **Journal/Learning Log: All Activities**


Teacher Assessment: Inventory

Have students discuss how they and/or others are influenced by culture, peers, the media, and social factors.

Suggested Criteria:

Observe whether the student is able to identify the following influences on self and/or others related to substance use and abuse:

- peers
- culture
- media
- social factors

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.5.E.1a Describe the structure and function of the reproductive and endocrine systems of human beings (e.g., pituitary gland, estrogen, testosterone, progesterone, menstruation and spermatogenesis, fertilization, sexual intercourse...).</p>	<p>◆ Labels</p> <p>Using overhead transparencies, review the male and female reproductive systems. Have students label diagrams of the male and female reproductive systems.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p> Refer to BLMs G–10 (a–d): Reproductive System Diagrams.</p>
	<p>◆ Term Search</p> <p>List various terms related to the structure and function of the human reproductive and endocrine systems. Have students use dictionaries or Appendix I: Glossary to define the terms and share the information with a partner. Ask each pair to design a crossword puzzle or a word-search to give to other groups. Refer to Appendix I: Glossary for definitions of terms related to human sexuality.</p>
	<p>◆ View and Review</p> <p>After students have watched a video or other appropriate materials related to the reproductive and endocrine systems, have students complete a questionnaire to help them understand the structure and function of the systems.</p>



TEACHER NOTES

The learning activities for this outcome include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.

For more information, see Planning for Potentially Sensitive Content in the Overview of this document.

Decisions regarding the use of the Reproductive System Diagrams are to be made at the local school/division/district level.

The Health Promotion Unit of the Government of Yukon has developed *Choices and Changes* (Evans, Wackett, and Turner), a sexual health education program about healthy relationships, puberty, sexuality and the media, contraception, sexually transmitted diseases, abuse, gender roles, personal space, and sexuality. The *Choices and Changes* program can be downloaded from <http://www.yukonhealth.com/>.

Copies of *Choices and Changes* can be borrowed at no cost from Canadian Public Health Association—Canadian HIV/AIDS Clearinghouse
1565 Carling Avenue, Suite 400
Ottawa, ON K1Z 8R1
Toll free: 1-877-999-7740
Telephone: 613-725-3434
Fax: 613-725-1205
Email: aidssida@cpha.ca
Website:
<http://www.clearinghouse.cpha.ca>



SUGGESTIONS FOR ASSESSMENT

♦ **Paper and Pencil Task: Labels**

Teacher Assessment: Inventory

Have students label diagrams of the male and female reproductive systems.



Refer to BLM G–10 (a–d): Reproductive System Diagrams.

Suggested Criterion:

Look for

- number of correct responses

TEACHER NOTES (*continued*)

For lesson plans on puberty, see The Society of Obstetricians and Gynaecologists of Canada website: <http://www.sexualityandu.ca>.

See Appendix I: Glossary for definitions of terms related to human sexuality.

See also *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*, produced by The Planned Parenthood Federation of Canada <http://www.pffc.ca>.

For other topic-related resources, consult *Human Sexuality and Sexual Orientation: A Bibliography, 2002*, available online from the Instructional Resources Unit (Library), Manitoba Education and Youth: <http://libinfo.merlin.mb.ca/publications>.

Contact a local public health nurse or health authority for additional information.



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.5.E.1b Identify the physical changes associated with puberty and the importance of personal hygiene practices (e.g., growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erection, ejaculation, emissions, use of sanitary products...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

GLO 5—Celebrate and build community.

PE/HE:

GLO 3—Safety

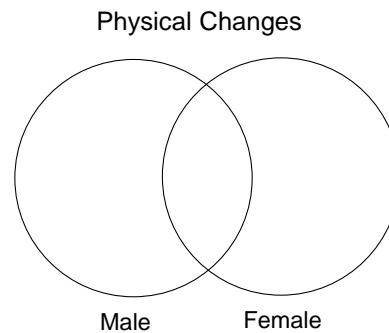
SC:

Cluster 1—Maintaining a Healthy Body

SUGGESTIONS FOR INSTRUCTION

◆ **Puberty Profile**

As a class, discuss the question, “What is puberty?” Write ideas on chart paper. Make a list of physical changes associated with puberty (e.g., growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erection, ejaculation, emissions, use of sanitary products). In groups, students can use a Venn diagram to compare the changes that occur in males, females, and both sexes.



◆ **Personal Hygiene**

Discuss the importance of personal hygiene practices (e.g., using deodorant, using sanitary products, bathing/showering regularly, changing clothing and bed linens).

◆ **Change Categories**

Have students identify physical changes associated with puberty that happen only to females, those that happen only to males, and those that occur in both. Have students classify the changes with the appropriate letters:

B = a change for both males and females

M = a change for males only

F = a change for females only

Have students complete BLM 5–12 on their own and then discuss their answers with a partner. Discuss students’ answers as a class.



Refer to BLM 5–12: Puberty Changes.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

The learning activities for this outcome include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.

Puberty represents a period of time when the bodies of males and females develop and become fertile. The changes of puberty include social-emotional changes, physical growth and development, and sexual development:

- **Social-emotional changes** are related to interpersonal relationships and personal emotions.
- **Primary growth changes** are related specifically to male and female reproductive systems and development of the genitals.
- **Secondary growth changes** (e.g., growth of pubic hair, growth of facial hair for males, widening of the hips for females) occur in both males and females.

To assist with this learning outcome, look for videos, kits, and other resources available from public health organizations.

Also consult *Human Sexuality and Sexual Orientation: A Bibliography, 2002*, available online from the Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca/publications>>.



◆ **Paper and Pencil Task: All Activities**

Teacher Assessment: Checklist

Have students list changes that a male experiences during puberty, changes that a female experiences, and changes that occur in both sexes.

Suggested Criterion:

The student is able to list changes for each of the three categories.

- Yes
 No

◆ **Journal/Learning Log: Puberty Profile**

Teacher Assessment: Checklist

Ask students to respond, in their journals, to the following questions:

1. What is puberty?
2. What hygiene practices are necessary during puberty?

Suggested Criteria:

The student is able to

- list changes associated with puberty
 discuss the importance of personal hygiene practices

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.5.5.E.1c Describe how heredity (e.g., chromosomes, DNA...) influences growth and characteristics that contribute to personal identity (e.g., height, eye colour, bone structure, hair colour, body build, individual growth patterns, features, fraternal and identical twins...).</p>	<p>◆ Identity Markers</p> <p>Ask students:</p> <p>“Did you know that your genes determine whether or not you possess certain physical traits? Well, they do. It’s your genes that make you blue-eyed or brown-eyed, and determine whether you have brown hair or blond hair. These traits are highly complex and involve the interaction of many genes. However, several traits are determined by only one gene. If you have the gene, then you have the trait.”</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.</p> <p>MA: Statistics and Probability</p> </div>	<p>Examples of Hereditary Traits:</p> <ul style="list-style-type: none"> • Tongue Rolling: Can you roll your tongue into a U-shape? Try it. If you can, then you possess the dominant gene. If you can’t, then you have two recessive genes. • Attached Earlobes: Have a partner examine your earlobes. If they hang free at the bottom, you have the dominant gene. If they are attached, you have the recessive gene. • Interlocking Fingers: Fold your hands together by interlocking your fingers. Which thumb is on top? If the left is on top, you have the dominant gene. If the right is on top, you have the recessive gene. • Dimples: Dimples indicate a dominant gene. • Freckles: Freckles indicate a dominant gene. • Widow’s Peak: A hairline shaped in a downward “V” indicates a dominant gene.

**TEACHER NOTES**

Treat this learning outcome with sensitivity, as some students may not know their birth parents or may be adopted.

Humans have 23 pairs of chromosomes—the mother supplies 23 chromosomes to the ovum and the father supplies 23 chromosomes to the sperm. A gene carries information about a trait (e.g., eye colour). The nature of the trait is determined by one gene from each of the two chromosomes.

The father has the chromosome that determines the sex of a baby.

Integration Link:

Students can investigate to compare the incidence of the genetic markers, representing findings on graphs.

**SUGGESTIONS FOR ASSESSMENT****◆ Questioning/Interview: Identity Markers**

Teacher Assessment: Anecdotal Notes

Ask students to describe how heredity influences growth and characteristics that contribute to personal identity.

Suggested Criterion:

The student

- is able to describe how a person inherits various genetic characteristics from each of the birth parents

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.5.E.2 Identify the social-emotional changes associated with puberty (e.g., sexual attraction, fluctuation of moods, insecurities...).

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 5—Celebrate and build community.

PE/HE:

GLO 5—Healthy Lifestyle Practices (K.5.5.E.1b)

SC:

Cluster 1—Maintaining a Healthy Body

SUGGESTIONS FOR INSTRUCTION

◆ **Mood Swings**

Discuss social-emotional changes associated with puberty:

- sexual attraction/sex drive
- mood swings
- insecurities
- looking for acceptance from others
- trying to conform with peers
- the need to make more personal decisions

Have students develop a list of social-emotional problems, with the help of a family member.



Use BLM 5–12: Puberty Changes to identify various changes for both sexes.

◆ **Interview: Talking about Changes**

Using the Talking about Changes questionnaire, have students interview one adult to discuss issues related to puberty.



Refer to BLM 5–13: Talking about Changes Interview.

☐ K.5.5.E.3a Identify influences (e.g., family, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) **on sexuality and gender roles.**

Curricular Connections

ELA:

GLO 1—Explore thoughts, ideas, feelings, and experiences.

GLO 3—Manage ideas and information.

GLO 5—Celebrate and build community.

SC:

Cluster 1—Maintaining a Healthy Body

◆ **Influential Images**

Discuss the term “stereotype” with respect to current media images of males and females. Ask students to bring to class names or pictures of the “stereotypical” female and male.

Explain the characteristics each person has to make him or her a stereotypical male or female. On the following day, have students bring pictures or names of female and male figures who are the opposite of the stereotypical male and female. List what characteristics each person has to make him or her a non-stereotypical male or female.

◆ **Media Messages**

Ask students to brainstorm the messages that the media send young people with respect to sexuality and gender roles. Have students record specific media messages they see and hear on television advertisements or read in magazine advertisements. Discuss students’ observations and reactions to the media messages.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Many social-emotional changes occur in both males and females throughout puberty. Puberty can be a time of great stress and insecurity because the individual experiences so many bodily changes. Moods often shift quickly and unpredictably. At times, students will shift from mature behaviour to childish behaviour. Relationships with parents are also often strained as students assert their independence. Encourage students to talk to a trusted adult or friend about what they are experiencing. Keeping a journal is also a useful tool to use for self-expression.

Teachers are encouraged to review or teach the proper techniques for the interview process.

◆ **Journal/Learning Log: Mood Swings**

Teacher Assessment: Anecdotal Notes

Have students write, in their journals, about three social-emotional changes associated with puberty. Ask them to discuss ways in which these changes may personally affect them.

Suggested Criterion:

The student

- is able to identify three social-emotional changes associated with puberty

Treat this topic with sensitivity, showing consideration of others at all times.

A **stereotype** is a generalization about the way a group of people looks, acts, or behaves.

It is important to allow students to form their own opinions on what kinds of messages the media send to youth.

◆ **Observation: Influential Images**

Teacher Assessment: Checklist

Observe whether the student is able to identify key influences on sexuality and gender roles.

- Yes
- No



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ K.5.5.E.3b Identify how social and cultural influences affect sexuality and gender roles (i.e., similarities and differences, such as cultural rituals and traditions).</p> <div data-bbox="110 535 548 945" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 5—Healthy Lifestyle Practices (K.5.5.E.3a)</p> <p>SS: Identity, Culture, and Community Historical Connections</p> </div>	<p>◆ Tree of Culture</p> <p>Discuss definitions/examples of sexuality and gender roles, and the cultural influences that affect sexuality and gender roles. Have students fill out a Tree of Culture individually, each branch representing a specific cultural influence. Emphasize that every tree will be different.</p> <p>◆ Cultural Comparison</p> <p>After discussing how social and cultural influences affect sexuality and gender roles (e.g., mother/father, male-/female-oriented jobs, clothing/fashion), have students choose three different cultures to research. Ask them to determine similarities and differences regarding sexuality and gender roles. Have each group present their research to the class. Have the class members keep a running list of different cultural and social influences affecting sexuality and gender roles.</p>
<p>☐ K.5.5.E.3c Identify the responsibilities (e.g., change clothing for physical activities, bathe frequently, use deodorant, use sanitary products, respect private spaces, keep personal matters private, show consideration for others, respect differences, do not ridicule...) associated with physical, social, and emotional changes during puberty (e.g., body odour, menstruation, erections, emissions, peer pressure, social etiquette, insecurity...).</p> <div data-bbox="110 1543 548 1879" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 3—Safety</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ My Responsibilities</p> <p>Have students list their personal responsibilities associated with physical, social, and emotional changes that occur during puberty. Ask students to create a cartoon strip to represent key responsibilities associated with physical, social, and emotional changes that occur during puberty. The cartoon should explain how to deal with (any number of) changes during puberty.</p> <p>◆ Guest Speaker</p> <p>Invite a guest speaker (e.g., public health nurse, actor, parents, counsellor) to outline the responsibilities associated with physical, social, and emotional changes experienced during puberty. Invite parents/guardians to attend and/or have students write a report to share with parents/guardians.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Not all families/cultures value the same things. It is important to respect differences and to celebrate diversity.

Treat this topic with sensitivity. To neutralize the topic or make it less personal, choose stories or books about how social and cultural influences affect sexuality and gender roles.

For topic-related resources, consult *Human Sexuality and Sexual Orientation: A Bibliography, 2002*, available online from the Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca/publications>>.

◆ **Observation: Cultural Comparison**

Teacher Assessment: Checklist

Investigations could be assessed using a student- or teacher-made checklist that reflects appropriate learning outcomes from the English language arts and social studies curricula.

Teachers are encouraged to involve parents, families, and communities, where possible.

◆ **Journal/Learning Log: My Responsibilities**

Self-Assessment: Checklist

Ask students to discuss their personal responsibilities related to the changes that occur during puberty.

Suggested Criterion:

The student is able to identify responsibilities associated with physical, social, and emotional changes during puberty.

Yes

No



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> K.5.5.E.4a Identify characteristics (e.g., transmitted through sexual activity and contact with body fluids; may be fatal...) and effects of HIV and AIDS on the immune system (e.g., destroys specific white cells...).</p>	<p>◆ Facts Only</p> <p>Provide students with a variety of pamphlets, brochures, articles, and any other appropriate resources about HIV and AIDS. Alternatively, have students read a book or view a video on HIV/AIDS. Ask each student to list facts about HIV/AIDS using the various resources. Have students share their facts with a group of four, combine their lists, and then present their information to the class. Create one comprehensive list from all the groups.</p> <p>◆ Ask the Expert</p> <p>Invite a medical specialist to talk to the class about characteristics and effects of HIV/AIDS on the immune system.</p>
<p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p>	



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For additional information, check the websites of

- Health Canada:
<<http://www.hc-sc.gc.ca>>
- Canadian Public Health Association—Canadian HIV/AIDS Clearinghouse:
<<http://www.clearinghouse.cpha.ca>>

HIV is transmitted through

- unprotected sex with an infected partner
- needle sharing (e.g., illegal drug use, ear piercing, tattooing)
- infected mother to fetus
- infected breast milk

Contracting hepatitis C is also a danger through transmission of body fluids in practices such as ear piercing and tattooing.

Ear piercing and tattooing should only be done in certified establishments. It is best to check with a local public health office to find certified establishments.

For topic-related resources, consult *Human Sexuality and Sexual Orientation: A Bibliography, 2002*, available online from the Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca/publications>>.



◆ Questioning: Facts Only

Teacher Assessment: Inventory

Read a variety of statements about HIV/AIDS and have students hold up a card to indicate whether each statement is true or false.

Examples of True Statements:

- HIV/AIDS can be passed from one person to another during sexual intercourse.
- Pregnant women can pass the HIV/AIDS virus to their unborn children.
- AIDS stands for acquired immune deficiency syndrome.
- The HIV/AIDS virus makes the immune system weak.
- At the present time, there is no cure for AIDS.

Examples of False Statements:

- You can get HIV/AIDS from using a public toilet.
- Mostly men get HIV/AIDS.
- The only way to get HIV/AIDS is by having sex.
- You can get HIV/AIDS by donating your blood.

Suggested Criterion:

Look for

- the number of correct responses

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>□ S.5.5.A.4 Apply strategies (i.e., using the decision-making model, practising saying “no,” walking away, getting help from a safe adult) for preventing or avoiding substance use and abuse (e.g., tobacco, alcohol, street drugs, performance-enhancing drugs, sniffing...) in different case scenarios.</p> <div data-bbox="115 674 550 1024" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 3—Safety GLO 4—Personal and Social Management (K.4.5.A.2b, K.4.5.A.3)</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ Real-Life Practice</p> <p>Have students work in groups to develop a role-play, a dramatic skit, or a written script that demonstrates the use of strategies (e.g., using a decision-making/problem-solving model, saying “no,” being assertive, getting help from an adult) for preventing or avoiding substance use and abuse. Encourage students to seek current statistical information related to their case scenarios.</p> <p>Suggested Role-Play Situations:</p> <ul style="list-style-type: none"> • You are feeling very sick at school and a friend encourages you to use his or her medication. • A friend tells you that you could improve your performance on the team by 60% if you took a steroid that he or she assures you is safe. • You are offered a beer at a friend’s house when the parents are not home. • Your best friend offers you a cigarette. • Your friend tells you to sniff gas to experience the “high of your life.”
<p>□ S.5.5.A.5 Apply a decision-making process in case scenarios related to issues associated with puberty (e.g., timing of physical changes, teasing related to different developmental rates, being discreet, respecting privacy of others, being sexually active, showing affection...).</p> <div data-bbox="115 1566 550 1896" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> <p>PE/HE: GLO 4—Personal and Social Management (K.4.5.B.4, S.4.5.A.2)</p> <p>SC: Cluster 1—Maintaining a Healthy Body</p> </div>	<p>◆ Real-Life Practice</p> <p>Have students work in groups of four to develop a role-play, a dramatic skit, or a written script that demonstrates the use of the decision-making process in case scenarios associated with puberty.</p> <p>Sample Situations:</p> <ul style="list-style-type: none"> • Your friend is feeling worried because he or she has not yet shown any signs of starting puberty. • You want to let someone know that you find him or her very attractive. • Three people in your class are constantly teasing you about how small you are. • You are changing for physical education class and your classmates are making fun of someone in your class who is more developed physically.



TEACHER NOTES

Resistance Strategies:

- Change the subject.
- Give alternatives.
- Give reasons.
- Use humour.
- Say “no” consistently.
- Leave.

For information on fetal alcohol syndrome, see

- *Making the Right Choice: A Grade 5-8 Fetal Alcohol Syndrome Prevention Curriculum* (Thordarson and Braun 13–100)
- *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected* (Manitoba Education, Training and Youth)

For other resources, consult *Substance Abuse Prevention: A Bibliography, May 2002*, available from the Instructional Resources Unit (Library), Manitoba Education and Youth: <<http://libinfo.merlin.mb.ca/publications>>.



SUGGESTIONS FOR ASSESSMENT

◆ **Observation: Real-Life Practice**

Teacher Assessment: Checklist

Observe students for effective use of decision-making/problem-solving strategies in their role-play, skit, or script.

Suggested Criteria:

1. The student is able to demonstrate the use of decision-making/problem-solving strategies in case scenarios that focus on avoiding substance use and abuse.
 - Yes
 - No
2. The student uses some research data, if applicable, in the presentation.
 - Yes
 - No
 - N/A

TEACHER NOTES (continued)

Community Link:

Have students explore local health issues and examine statistical data, support and services applicable to their community or region, and prevention strategies.



Many different problem-solving and decision-making models exist. The following DECIDE model (suggested on page 112 of the Framework) includes and supports health knowledge and the values and beliefs of family, religion, and community:

- **Define** the topic or issues.
- **Explore** alternatives or options.
- **Check** alternatives against sound, relevant health knowledge and values—family, church, school, and community.
- **Identify** possible solutions.
- **Decide** and take action.
- **Evaluate** and revise.



◆ **Observation: Real-Life Practice**

Teacher Assessment: Rating Scale

Observe students for the proper application of the decision-making process in case scenarios related to issues associated with puberty.

Rating Scale					
	4	3	2	1	0
The student	Always	Frequently	Sometimes	Rarely	Never
<ul style="list-style-type: none"> • is able to apply the decision-making process 					

Healthy Lifestyle Practices Outcomes: Grade 5

Knowledge

- K.5.5.A.3 Examine dental hygiene practices and dental services** (e.g., cleaning, fillings, root canals, fluoride treatment, braces, extractions...) **for the prevention of plaque buildup, bad breath, tooth decay, and/or dental disease.**
- K.5.5.D.1 Distinguish between medicinal and non-medicinal substances and their appropriate use** (e.g., prescription drugs from a doctor to treat an illness rather than drugs obtained illegally; vitamins to meet daily requirements, ventilators/puffers for asthma, EpiPens for allergies; over-the-counter drugs used for health reasons rather than for performance enhancement...).
- K.5.5.D.2 Describe effects and consequences of substance use** (e.g., alcohol and tobacco, street drugs...) **on body systems** (e.g., alcohol affects the brain, liver, and nervous system; alcohol affects fetal development in a pregnant woman; tobacco and smoke affect the respiratory and circulatory systems; street drugs change a person’s behaviour and cause harmful physical effects and may cause death...).
- K.5.5.D.3 Identify peer, cultural, media, and social influences related to substance use and abuse** (e.g., dares from friends; pressure to belong to a group; attractive portrayals through advertisements/television/videos; family/cultural/religious values; peer pressure from groups and gangs; alcoholics or smokers in the family...).
- K.5.5.E.1a Describe the structure and function of the reproductive and endocrine systems of human beings** (e.g., pituitary gland, estrogen, testosterone, progesterone, menstruation and spermatogenesis, fertilization, sexual intercourse...).
- K.5.5.E.1b Identify the physical changes associated with puberty and the importance of personal hygiene practices** (e.g., growth of body hair, changes in body shape, hormones, acne, body odour, menstruation, erection, ejaculation, emissions, use of sanitary products...).
- K.5.5.E.1c Describe how heredity** (e.g., chromosomes, DNA...) **influences growth and characteristics that contribute to personal identity** (e.g., height, eye colour, bone structure, hair colour, body build, individual growth patterns, features, fraternal and identical twins...).
- K.5.5.E.2 Identify the social-emotional changes associated with puberty** (e.g., sexual attraction, fluctuation of moods, insecurities...).

Knowledge (continued)

- K.5.5.E.3a Identify influences** (e.g., family, friends, role models, religion, culture, media, advertising and videos, social trends, fashion...) **on sexuality and gender roles.**
- K.5.5.E.3b Identify how social and cultural influences affect sexuality and gender roles** (i.e., similarities and differences, such as cultural rituals and traditions).
- K.5.5.E.3c Identify the responsibilities** (e.g., change clothing for physical activities, bathe frequently, use deodorant, use sanitary products, respect private spaces, keep personal matters private, show consideration for others, respect differences, do not ridicule...) **associated with physical, social, and emotional changes during puberty** (e.g., body odour, menstruation, erections, emissions, peer pressure, social etiquette, insecurity...).
- K.5.5.E.4a Identify characteristics** (e.g., transmitted through sexual activity and contact with body fluids; may be fatal...) **and effects of HIV and AIDS on the immune system** (e.g., destroys specific white cells...).

Skills

- S.5.5.A.4 Apply strategies** (i.e., using the decision-making model, practising saying “no,” walking away, getting help from a safe adult) **for preventing or avoiding substance use and abuse** (e.g., tobacco, alcohol, street drugs, performance-enhancing drugs, sniffing...) **in different case scenarios.**
- S.5.5.A.5 Apply a decision-making process in case scenarios related to issues associated with puberty** (e.g., timing of physical changes, teasing related to different developmental rates, being discreet, respecting privacy of others, being sexually active, showing affection...).

Attitude Indicators

- 5.1 Appreciate and value the benefits of healthy lifestyle practices for a healthy body.
- 5.2 Appreciate the importance of making health-enhancing decisions in daily living.
- 5.3 Appreciate the responsibilities and commitment associated with developing healthy relationships.