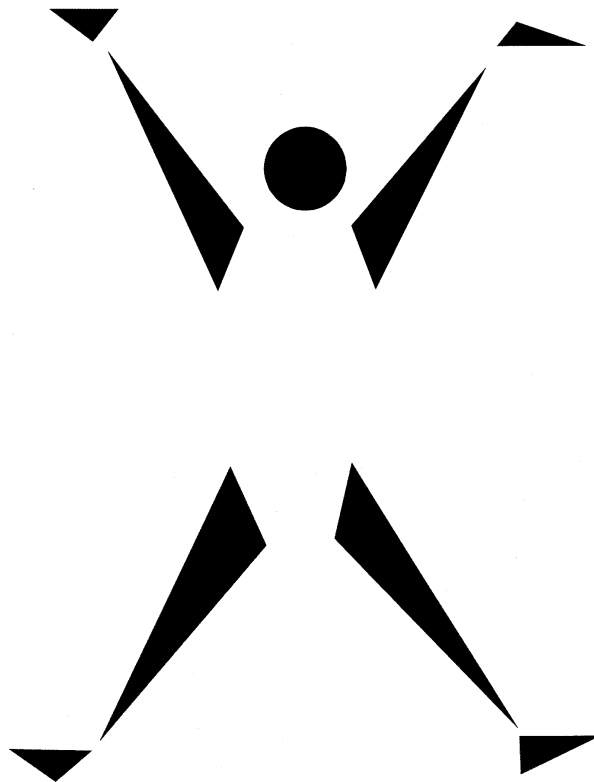

Grade 7

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

Students will...

K.5.7.D.1 Differentiate between the use and abuse (i.e., prescribed/unprescribed drugs; own medication/someone else’s medication; correct/incorrect dosage, addiction) **of medicinal and non-medicinal substances** (e.g., medicines, over-the-counter drugs, vitamins, alcohol, tobacco, inhalants, street drugs...).

Curricular Connections

ELA:

GLO 4—Enhance the clarity and artistry of communication.

SUGGESTIONS FOR INSTRUCTION

◆ **Crossing the Line**

Discuss some of the differences between the use and abuse of medicinal and non-medicinal substances. Draw a line on a board or on chart paper and label one side “Use” and the other side “Abuse.” Ask students to give examples to differentiate between the two terms.

Use	Abuse
<ul style="list-style-type: none"> • taking prescribed drugs • taking own medicine • using correct dosage 	<ul style="list-style-type: none"> • taking unprescribed drugs • taking someone else’s medicine • using incorrect dosage • inhaling solvents • mixing over-the-counter drugs • becoming addicted

List various consequences of crossing the line from using to abusing substances.

◆ **Guest Speaker**

If appropriate, invite experts (e.g., pharmacists, people from addiction agencies, police officers) who have knowledge of specific effects of drug abuse to speak to the class. To encourage active listening, students can complete the LAPS Frame (see *Success for All Learners* 6.54).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

The learning activities suggested for GLO 5—Healthy Lifestyle Practices include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.

Community Link:

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

Take pictures of different substances using a digital camera and use the pictures to stimulate discussion on the use and abuse of substances.

See information included in *Manitoba Addictions Awareness Week: Resource Kit*, produced annually by the Manitoba Addictions Awareness Week Committee (Telephone: 204-944-6281).

For addictions information, see the following websites:

- The Addictions Foundation of Manitoba:
<<http://www.afm.mb.ca/>>
- Health Canada:
<<http://www.hc-sc.gc.ca/>>
- Substance Abuse Network of Ontario:
<<http://sano.camh.net/>>

♦ **Paper and Pencil Task: Crossing the Line**



Teacher Assessment: Checklist

Have students write examples of the use and the abuse of selected medicinal and non-medicinal substances.

Suggested Criterion:

The student is able to differentiate between the use and abuse of medicinal and non-medicinal substances.

- Yes
 No

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p>☐ K.5.7.D.2 Explain different consequences, related to different variables (i.e., fair play, legalities, performance, medical, safety, and financial implications), of taking harmful and beneficial drugs or other substances (e.g., antibiotics, anti-inflammatories, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbs...).</p>	<p>◆ Consequence Circle</p> <p>Have students list consequences of taking harmful and beneficial drugs or other substances. Use the diagram provided to list the various consequences and implications in the six different categories represented.</p> 
<p>Curricular Connections</p> <p>ELA:</p> <p>GLO 1—Explore thoughts, ideas, feelings, and experiences.</p> <p>GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.</p> <p>GLO 3—Manage ideas and information.</p> <p>GLO 4—Enhance the clarity and artistry of communication.</p>	 <p>Refer to BLM 7–8: Consequence Circle.</p>
	<p>◆ Consequence Experts</p> <p>Have groups of students research one of the substances specified in the learning outcome (e.g., antibiotics, anti-inflammatories, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbs). Using the Jigsaw learning strategy (see <i>Success for All Learners</i> 5.9), ask each person to share information with another group of students. Alternatively, each group could contribute one PowerPoint slide to create a class presentation relating to the consequence of substances.</p> <p>◆ Carousel Brainstorming</p> <p>Arrange around the gym or classroom six flip-chart sheets, each representing one of the six variables identified in the learning outcome (e.g., fair play). Divide the class so that an equal number of students are stationed at each chart. Have students brainstorm, in their small groups, the effect (positive or negative) of taking the selected substance in relation to the identified variables. After a set period of time (one to two minutes), have students move in a clockwise direction to the next variable. Students then read what the previous group wrote and add their own ideas. Repeat the process until everyone has had a turn at responding to each variable. Follow up with a discussion on all ideas listed. Reinforce the importance of making healthy decisions by using current and accurate information as well as looking at variables from various perspectives.</p> <p>Variation: Post sheets on the gym walls. Use as a warm-up activity in which students brainstorm for one to two minutes and then run for one to two minutes (interval training).</p>

**TEACHER NOTES**

For information on drug education, consult *Virtual Party: Get Ready to Get Real about Alcohol*:
<<http://www.virtual-party.org>>.

For a list of resources (books, videos, and websites), see *Substance Abuse Prevention: A Bibliography, May 2002*, available at the Instructional Resources Unit (Library), Manitoba Education and Youth website:
<<http://libinfo.merlin.mb.ca/publications>>.

**SUGGESTIONS FOR ASSESSMENT****◆ Interview: All Activities**

Teacher Assessment: Inventory

Have students explain different consequences, related to different variables, of taking harmful and beneficial drugs and other substances.

Suggested Criteria:

Observe whether students are able to explain the **positive** and **negative** consequences of selected substances related to the following variables:

- fair play
- legal implications
- performance
- medical implications
- safety
- financial implications

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.7.D.3 Identify the positive and negative social factors (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) **that may influence avoidance and/or use of substances** (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...).

Curricular Connections

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.

SUGGESTIONS FOR INSTRUCTION

◆ **Media Watch**

Provide the class with magazines or television advertisements that influence or encourage avoidance and/or use of substances. Ask students to write down the positive and negative influences that they observe. Have them create an advertisement to influence peers positively.

◆ **Two Sides to the Story**

Have students fold a piece of paper in half. On one side, they list or draw positive social factors that may influence avoidance and/or use of substances. On the other side, they list the negative social factors. In pairs, have students discuss ways to deal with some of the negative influences (e.g., be assertive, avoid people who try pressuring you, refuse to use).

Two Sides to the Story		
List or draw the positive and negative social factors that may influence avoidance and/or use of substances.		
Social Factors	Positive	Negative
• Peers		
• Media		
• Social Trends		
• Family		
• Internet		
• Other		

◆ **Helping Friends**

Have students list ways in which friends can help each other avoid substances. Write all the suggestions on self-adhesive notes and put them on a bulletin board for display, or put suggestions in a jar and have groups pick one suggestion and act it out.

◆ **News Flash**

Use stories, cartoons, and videos that provide an example of a person(s) being influenced to use or avoid substances. Ask students to write a newspaper headline and report emphasizing the key message.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Community Link:

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

◆ **Journal/Learning Log: Media Watch**

Teacher Assessment: Anecdotal Notes

Ask students to keep a journal discussing their personal reactions to the various social factors discussed in class.

Suggested Criterion:

Look for

- evidence that the student can identify positive and negative social factors that may influence avoidance and/or use of substances



PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.7.E.1a Describe the human reproductive systems as they relate to fertilization and fetal development (e.g., names of the genitals, union of sperm and egg, stages of fetal development at each trimester, sexual intercourse...).

Curricular Connections

ELA:

- GLO 3—Manage ideas and information.
- GLO 4—Enhance the clarity and artistry of communication.
- GLO 5—Celebrate and build community.

SUGGESTIONS FOR INSTRUCTION

◆ **The Progression of Life**

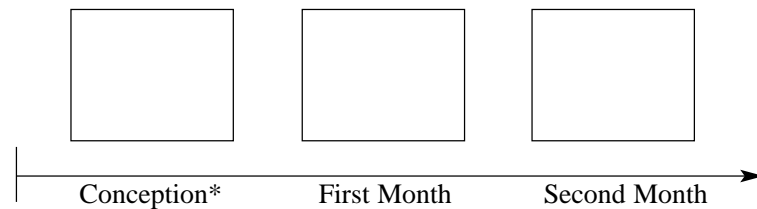
Divide the class into four equal groups. Assign each group a period in the human reproductive process (e.g., fertilization, first trimester, second trimester, third trimester). Have each group prepare a presentation to show what happens during a particular stage of development, using diagrams, models, or drawings to support the research.

Variation: Each group could prepare and contribute PowerPoint slides for a whole-class presentation.

◆ **Life Lines and Developmental Diagrams**

Have students create a life line representing the human reproductive process from fertilization to birth. Ask them to write what occurs at each stage below the life line and draw a diagram to represent the stage of development above the line.

Example:



* Union of egg cell (ovum) and sperm.

◆ **View and Review**

Have students view a film or video that explains the fertilization process and fetal development. Have them cut up pieces of paper to signify the size of the fetus at each stage. To encourage active listening, students could complete the LAPS Frame (see *Success for All Learners* 6.54 and 6.108).



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

The learning activities suggested for GLO 5—Healthy Lifestyle Practices include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.



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

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

Contact public health nurses or prenatal instructors for kits that include models of each trimester of development.

Supply pictures of the stages of gestation from conception to 40 weeks.

For lesson plans and additional information, see the following website, maintained by The Society of Obstetricians and Gynaecologists of Canada:

<<http://www.sexualityandu.ca>>.

For other topic-related resources (films, videos, and kits) consult the Instructional Resources Unit (Library), Manitoba Education and Youth website:

<<http://libinfo.merlin.mb.ca>>.

Community Link:

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



◆ **Performance Task: The Progression of Life**

Group Assessment: Scoring Rubric

Assess the group presentations using the following scoring rubric.

Scoring Rubric	
Scale	The group
3	<ul style="list-style-type: none"> thoroughly described the selected stage of development thoroughly researched the topic and provided accurate information used diagrams, models, or drawings to enhance the presentation
2	<ul style="list-style-type: none"> adequately described the selected stage of development satisfactorily researched the topic used some models, diagrams, or drawings to enhance the presentation
1	<ul style="list-style-type: none"> inadequately described the selected stage of development provided insufficient research and inaccurate information used drawings, models, or diagrams that did not enhance the presentation

Note: The rubric could also be designed to assess English language arts learning outcomes.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p data-bbox="103 268 293 302"><i>Students will...</i></p> <p data-bbox="103 327 558 606"> <input type="checkbox"/> K.5.7.E.1b Explain the human reproduction process and recognize myths related to fertilization (e.g., can't get pregnant the first time, when intercourse is interrupted, when using contraception, if douching immediately afterward, and in certain body positions...). </p> <div data-bbox="110 638 550 804" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information.</p> </div>	<p data-bbox="605 327 984 361">◆ What Have You Heard?</p> <p data-bbox="651 378 1419 617">Discuss the various myths related to fertilization. Ask all students to write down on a slip of paper something they have heard related to fertilization, and indicate whether they believe it is true or false. Put all the slips into a box. Randomly pull out the slips, one at a time, read each statement, and ask students to hold up a True or False card. Discuss the various answers. Put the facts on one chart and the myths on another.</p> <p data-bbox="605 659 805 693">◆ Word Find</p> <p data-bbox="651 709 1377 810">Give students a list of words and a separate list of definitions related to human reproduction. Have them work in pairs to match each word with a definition.</p>
<p data-bbox="103 1365 537 1570"> <input type="checkbox"/> K.5.7.E.1c Describe how the endocrine system regulates body changes associated with puberty (e.g., pituitary gland triggers release of estrogen and progesterone, menstruation cycle...). </p> <div data-bbox="110 1602 550 1791" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </div>	<p data-bbox="605 1365 1036 1398">◆ Endocrine System Research</p> <p data-bbox="651 1415 1395 1692">Have students find their pituitary gland and point to it (most students will not know where it is). Ask students to touch the base of their scalp at the back of the neck. Explain that this is the pituitary gland that triggers the release of hormones (progesterone or estrogen) which, in turn, trigger growth and development (puberty). Have students research the endocrine system and prepare a mini-presentation on how it regulates the body changes associated with puberty.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Reviewing all the statements prior to the class activity enables teachers to prepare information on related topics, as opposed to being put on the spot. Discard inappropriate responses.

For definitions of terms related to human sexuality, see Appendix I: Glossary.

Sample questions from a Grade 7 question box:

- Can a girl get pregnant if she has sex when she has her period?
- How do you know you are ready to have sex?
- What is a wet dream?
- What happens if you still haven't gone through puberty and all your friends have?
- Can you get pregnant the first time you have sex?
- What does an orgasm feel like?
- How do you get an STI?
- Can you get pregnant if you have sex standing up?
- What is oral sex?

◆ **Questioning/Interview: All Activities**

Teacher Assessment: Inventory

Assess whether students are able to explain the process of human reproduction and recognize myths related to fertilization.

Suggested Criteria:

Students are able to

- recognize myths related to fertilization
- explain the process of human reproduction

Parts of the endocrine system associated with puberty include the pituitary gland, ovaries, and testes.

Reinforce that body changes occur at different times and to varying degrees during puberty.

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



◆ **Journal/Learning Log: Endocrine System Research**

Teacher Assessment: Checklist

Ask students to describe the role of the endocrine system.

Suggested Criterion:

Observe whether the student is able to describe how the endocrine system regulates the body changes associated with puberty.

- Yes
- No

Note: The mini-presentation can be assessed by using teacher- or student-generated rubrics that incorporate English language arts learning outcomes.

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.7.E.2a Identify the emotional changes at puberty (e.g., fluctuation of moods and energy, sexual attraction...) **and their effect on personal well-being** (e.g., fatigue, shyness, lower or greater self-confidence...).

Curricular Connections

ELA:

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

GLO 4—Enhance the clarity and artistry of communication.

PE/HE:

GLO 4—Personal and Social Management (K.4.7.A.1, K.4.7.A.2b, K.4.7.B.1a)

SUGGESTIONS FOR INSTRUCTION

◆ **Puberty Profile**

As a class, discuss the question “What is puberty?” Write students’ ideas on a T-Chart. List emotional changes associated with puberty (e.g., fluctuation of moods and energy, sexual attraction) and indicate how these changes affect personal well-being (e.g., fatigue, shyness, lower or greater self-confidence). Have students list ways in which they can deal with emotional changes (e.g., exercise, healthy diet, anger-management techniques).

Example:

Changes	Effects
<ul style="list-style-type: none"> sexual attraction increase in confidence 	<ul style="list-style-type: none"> shyness taking more risks

◆ **Mood Swings**

Discuss social-emotional changes associated with puberty. Have students create a picture to represent the emotional changes that occur during puberty (e.g., a rollercoaster, abstract shapes, a heart). Ask for volunteers to share their art and explain why they chose the picture to represent the emotional changes.

☐ K.5.7.E.2b Identify positive ways of coping with daily moods and emotions associated with puberty (e.g., engaging in physical activity, discussing emotions with family/friends/religious leaders, listening to music, laughing, taking part in hobbies, participating in school/community activities, reading books...).

Curricular Connections

ELA:

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

GLO 2—Comprehend and respond personally and critically to oral, literary, and media texts.

PE/HE:

GLO 4—Personal and Social Management (K.4.7.A.1, K.4.7.A.2, K.4.7.B.4)

◆ **Mood Busters**

Have students brainstorm for ways to cope positively with daily moods and emotions associated with puberty. Have students pick one activity they will do each day for one week. After one week, have students comment on how the activity affected their mood.

◆ **Cartoon Craze**

Have students create or collect cartoons related to the moods and emotions associated with puberty. Help students to understand that these changes and moods are normal and that the use of humour is one way of coping with them.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Many social-emotional changes occur in both males and females throughout puberty. This can be a time of great stress and insecurity for adolescents because they experience 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 adolescents assert their independence. Encourage students to talk to trusted adults or friends about what they are experiencing. Keeping a journal is also a useful means of self-expression.

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

Teacher Assessment: Anecdotal Notes

Observe whether students are able to list emotional changes that occur during puberty and explain how each affects personal well-being.

Suggested Criteria:

Look for identification and explanation of examples such as

- sexual attraction
- mood swings
- insecurities
- need for acceptance from others
- pressure to conform with peers
- conflicts with family members
- need to make more personal decisions
- other

Ensure that students show respect for and understanding of anyone who may be sensitive to the changes associated with puberty.

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

Self-Assessment: Checklist

Ask students to complete the following sentence starters:

- One activity I attempted was...
- The results of this activity were...

Suggested Criterion:

Have students assess whether they are able to identify at least five positive ways to cope with moods and emotions associated with puberty.

- Yes
- No



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ K.5.7.E.3a Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female (e.g., abstinence prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...).</p> <div data-bbox="110 743 550 930" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p> </div>	<p>◆ Why Wait?</p> <p>Have students list reasons to abstain from sexual intercourse. Use the Think-Pair-Share strategy to discuss the responses (see <i>Success for All Learners</i> 6.13).</p> <p>◆ Brainstorming Alternatives</p> <p>Organize students into three groups to discuss questions related to sexual choices. Have each group select a chairperson, a recorder, an observer, a mediator, and a timer. Each group will spend a set period of time (e.g., 15 minutes) discussing each question. Have each chairperson report back to the rest of the class. Continue large-group discussion focusing on the importance of sexual abstinence as a responsible decision.</p> <p>Examples of Questions:</p> <ul style="list-style-type: none"> • Why do some older adolescents have sex? • Why do some adolescents not have sex? • What are some enjoyable and safe activities other than sex that adolescents can do?
<p>☐ K.5.7.E.3b Identify the effects of social influences (e.g., styles related to dress, hair, make-up, jewellery; cultural rituals; gender equity; harassment, nudity; violence against women...) on sexuality and gender roles.</p> <div data-bbox="110 1352 550 1696" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections 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. SS: Identity, Culture, and Community The Land: Places and People Historical Connections</p> </div>	<p>◆ Media Observation</p> <p>Provide students with pictures or have students collect pictures from magazines or commercials related to social influences (e.g., styles related to dress, hair, make-up, and jewellery, cultural rituals, gender equity, harassment, violence). Identify and discuss the effects of these social influences on sexuality and gender roles.</p> <p>◆ Video Observations</p> <p>Have students watch several music videos at home and write down observations related to sexuality and gender roles that are portrayed in the videos. Discuss the roles of males and females and the use of sexuality to convey a message.</p> <p>◆ Impressions</p> <p>Show pictures to students and have them use a T-Chart to write down what messages are conveyed by each picture in terms of what it “looks like” and what it “feels like” (the effect it has).</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Abstinence—refraining from any sexual activity that could lead to AIDS, STIs, or pregnancy.
 Have students use the DECIDE model (refer to page 112 of the Framework) to explore a variety of sexual choices (e.g., deciding whether to abstain from or to engage in sexual activity).



Also see BLM 8–5: DECIDE Model.

◆ **Journal/Reflection: Why Wait?**

Teacher Assessment: Checklist

Have students reflect on the information discussed during class and respond privately in their journals.

Suggested Criterion:

Observe whether students are able to recognize the importance of sexual abstinence as a responsible decision.

- Yes
- No

Community Link:

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

In this activity, refrain from presenting a negative view of the media and from giving personal opinions to students. Allow students to develop their own conclusions.

Collect pictures related to social influences (e.g., as specified in the learning outcome), mount or laminate them, or scan them for a PowerPoint presentation.



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



Teacher Assessment: Checklist

Have students identify effects of social influences on sexuality and gender roles.

Suggested Criteria:

The student is able to identify effects of social influences related to

- fashion
- hair styles
- make-up
- accessories (jewellery)
- cultural values
- lifestyles
- sports
- gender roles
- other

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.5.7.E.3c Identify responsibilities (e.g., respect, abstinence...) and sources of support (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) with regard to sex-related health issues.</p> <div data-bbox="115 642 550 821" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. MA: Statistics and Probability</p> </div>	<p>◆ Be Prepared</p> <p>Make a class directory of sources of support for sex-related health issues. Have students select partners and assign a general category of support to each pair (e.g., helplines, doctors, counsellors, teen drop-in centres, private clinics, community health agencies, nurses, parents, elders, spiritual leaders, recommended books, suggested websites). Give each pair of students several index cards, with the following instructions:</p> <ul style="list-style-type: none"> • On one side of each card write the name of a community support and contact information. • On the back of the card describe the services offered. <p>Variation: Have students develop a directory of community supports that they may use at home. Encourage them to work with a parent or guardian to access the correct information.</p> <div data-bbox="662 890 766 999" style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center;">Refer to BLM 7–9: Community Supports.</p> <p>◆ Support Report</p> <p>Ask pairs of students to interview a community support person (or invite a support worker into the class). As a class, generate a list of general interview questions that everyone could use (e.g., What kind of education do you have? How many people use your service? What hours do you work?). Have students present the interview information to the class. Record the information or use graphs to represent the information/responses.</p> <div data-bbox="651 1373 755 1482" style="text-align: center; margin-top: 20px;">  </div> <p style="text-align: center;">Refer to BLM 7–9: Community Supports.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Community Link:

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

Keep the directory in a box (e.g., recipe container) and in a location that students can easily access.

For information on fetal alcohol syndrome, consult pages 143 to 175 of *Making the Right Choices: A Grade 5-8 Fetal Alcohol Syndrome Prevention Curriculum* (Thordarson and Braun). This resource is available from
 Frontier School Division
 Area 5 Office
 Norway House, MB ROB 1B0
 Telephone: 204-359-6711
 Fax: 204-359-6897

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



Paper and Pencil Task: Be Prepared

Teacher Assessment: Scoring Rubric

Use the following scoring rubric to assess student work.

Scoring Rubric	
Scale	The students
3	<ul style="list-style-type: none"> clearly identified the contact information and provided a thorough description of the services
2	<ul style="list-style-type: none"> included some contact information and provided a brief description of the services
1	<ul style="list-style-type: none"> provided inadequate contact information and an incomplete description of the services

Performance Task: Support Report

Peer Assessment: Anecdotal Notes

Have pairs of students assess the presentation of the presenting pair and provide anecdotal information and feedback, using sentence starters such as the following:

- What we really liked about the presentation...
- Some suggestions we have...
- One thing we learned from your presentation was...

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> K.5.7.E.4a Identify the causes, nature, methods of transmission (e.g., sexual intercourse, body fluids, contaminated needles, number of sexual partners...), and methods of prevention of AIDS and HIV infection (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections ELA: GLO 3—Manage ideas and information. GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </div>	<p>◆ Get the Facts First</p> <p>Have students visit a health clinic and arrange for a presentation on HIV/AIDS from a health care provider. If a clinic visit cannot be arranged, invite the health care provider to the class to speak to students. Ask students to keep a list of causes of HIV/AIDS and methods of prevention. Students could use a note-making strategy such as the Information Frame (see <i>Success for All Learners</i> 6.51).</p> <p>◆ HIV/AIDS Fact Sheet</p> <p>Have students work in groups to make their own fact sheet on HIV/AIDS, including information such as</p> <ul style="list-style-type: none"> • causes • transmission (how it spreads and how it is not spread) • examples of at-risk behaviours • prevention methods • testing methods • conditions related to AIDS <p>Categories can be predetermined by the class, by the teacher, or by the student groups at the beginning of the learning activity.</p> <p>◆ Chart It</p> <p>Provide or have students bring to class a variety of resources on HIV/AIDS (e.g., brochures, pamphlets, books, articles). Have groups of students fill in a chart of facts about HIV/AIDS, using the following headings:</p> <ul style="list-style-type: none"> • Symptoms • Transmission and Communicability • Treatments • Long-Term Complications <p>Have each group join another group to amalgamate the facts and then discuss all the information as a class to generate one common chart of information.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

For related resources, contact

- Nine Circles Community Health Centre
Telephone: 204-940-6000
- Village Clinic
Telephone: 204-940-6000
- Sexuality Education Resource Centre
Telephone: 204-982-7800
- Klinik Community Health Centre
Telephone: 204-784-4090
- Canadian Public Health Association, Canadian AIDS/HIV Clearinghouse website: <<http://www.clearinghouse.cpha.ca>>

HIV is transmitted through

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

Ear piercing and tattooing should be done only in certified establishments.



◆ **Paper and Pencil Task: Get the Facts First**

Teacher Assessment: Checklist

Have students write an Admit Slip with a question to ask the health care provider related to HIV/AIDS and an Exit Slip with a question or comment in response to the presentation. (For more information on Admit and Exit Slips, see *Success for All Learners* 6.60.)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<p><input type="checkbox"/> K.5.7.E.4b Identify the common STIs (e.g., genital herpes, gonorrhoea, chlamydia...), their symptoms, and means of prevention (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).</p>
<p>Curricular Connections ELA: GLO 1—Explore thoughts, ideas, feelings, and experiences. GLO 3—Manage ideas and information. GLO 5—Celebrate and build community.</p>

SUGGESTIONS FOR INSTRUCTION

◆ **Get the Facts First**

Have students visit a health clinic and arrange for a presentation on sexually transmitted infections (STIs) from a health care provider. If a clinic visit cannot be arranged, invite the health care provider to the class to speak to students. Ask students to keep a list of symptoms of STIs and ways to prevent STIs. Use an Information Frame format (see *Success for All Learners* 6.51).

Common STIs:

- AIDS
- chlamydia
- genital herpes
- genital warts
- gonorrhoea
- hepatitis B
- hepatitis C
- pubic lice
- syphilis
- vaginitis

◆ **Chart It**

Provide or have students bring to class a variety of resources on STIs (e.g., brochures, pamphlets, books, articles). In groups of four, have students fill in a chart of facts about STIs, including the following headings:

- Name of Infection
- Symptoms
- Transmission and Communicability
- Treatments
- Long-Term Complications

Have each group join another group to amalgamate the facts and then discuss all the information as a class to generate one common chart of information.

◆ **Sexually Transmitted Infection Report**

Have groups of students research and display information on one of the STIs. Have each group prepare a five- to ten-minute presentation (report) to share information about symptoms, transmission, and prevention methods related to a specific STI.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

It is best to take students to the clinic so that they know where it is and they feel more comfortable accessing the services on their own if they should ever have the need.

Community Link:

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

Symptoms of STIs:

The symptoms of STIs include the following (Evans, Wackett, and Turner 1):

- discharge from the penis
- different or heavier discharge from the vagina
- a burning feeling when urinating
- sores, particularly around the genital or anal areas
- itching feeling around sex organs or anus
- swollen glands in the groin

It is common for people with an STI not to notice any symptoms.

Transmission of STIs:

STIs are contracted through unprotected contact with body fluids. They can be spread in various ways (Evens, Wackett, and Turner 2):

1. Somebody who has one or more STIs may give it to someone else
 - if they touch in certain parts of the body and there is an exchange of body fluid (e.g., saliva, mucus, sperm, semen, vaginal secretions, blood)
 - if dry skin to skin contact between genitals, mouth, or anus occurs



◆ Reflection/Journal: All Activities

Teacher Assessment: Anecdotal Notes

Have students write a journal entry recording their thoughts and feelings about the issues explored in the class.

Suggested Criterion:

Look for

- evidence of the student's ability to recognize symptoms of STIs and methods of prevention

◆ Paper and Pencil Task: Get the Facts First

Teacher Assessment: Inventory

Have students write an Admit Slip with a question to ask the health care provider related to STIs and an Exit Slip with a question or comment dealing with the presentation. (For more information on Admit and Exit Slips, see *Success for All Learners* 6.60.)

TEACHER NOTES (continued)

2. Those who share injection drug needles, drug equipment, tattooing devices (including ink), and body piercing devices with someone who has certain STIs may get infected.
3. A mother who has certain STIs may infect her child during pregnancy, when the baby is being delivered, or while breastfeeding.

There are many different STIs and each one may be transmitted in unique ways.

Prevention of STIs:

Preventing STIs could mean the difference between life and death. Teens can reduce their chance of contracting STIs by postponing sexual involvement and, for those who choose to become sexually active, by using certain “safer sex” practices (e.g., use of condoms). Other behaviours such as reducing the number of lifetime sex partners and getting regular STI testing (if sexually active) are also protective.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p>☐ S.5.7.A.4 Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs...).</p> <div data-bbox="115 642 550 968" 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 4—Personal and Social Management (S.4.7.A.3, S.4.7.A.4)</p> </div>	<p>◆ Real-Life Practice</p> <p>Have groups of students develop a role-play, dramatic skit, or written script that demonstrates the use of decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse.</p> <p>Suggested Role-Play Situations:</p> <ul style="list-style-type: none"> • A friend encourages you to use his or her medication when you are feeling extremely sick. • Your locker partner has a bottle of alcohol in your locker. • Your friends tell you that you could improve your performance on the team by 60% if you take a steroid that they assure you is safe. • You are offered drugs at a party where you are the only person who is not high. • Other
<p>☐ S.5.7.A.5 Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours (e.g., abstinence, pregnancy prevention, safer sex practices...).</p> <div data-bbox="115 1276 550 1451" style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>ELA: GLO 4—Enhance the clarity and artistry of communication. GLO 5—Celebrate and build community.</p> </div>	<p>◆ Real-Life Practice</p> <p>Have students work in groups of four to develop a role-play, dramatic skit, or written script that demonstrates the use of a decision-making/problem-solving process in case scenarios that focus on responsible sexual behaviours. If the class does not feel comfortable role-playing scenarios, lead a controlled class discussion instead.</p> <p>Suggested Role-Play Situations:</p> <ul style="list-style-type: none"> • You are at a school dance and your partner is holding you too close. • You are at the theatre and your partner places a hand on your thigh and you feel uncomfortable. • Your partner wants to touch your private parts and you do not feel comfortable. • Other <p>Also encourage students to make up their own role-plays.</p>



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Refer to the DECIDE model outlined on page 112 of the Framework.



See also BLM 8–5:
DECIDE Model.

The learning activities suggested for GLO 5—Healthy Lifestyle Practices include potentially sensitive content. Before implementation, check with the school administration for school/division/district guidelines and procedures related to providing a parental option.

◆ **Observation: Real-Life Practice**

Teacher Assessment: Checklist

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

Suggested Criterion:

The student is able to demonstrate the use of decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse.

- Yes
 No

Encourage families to talk to their children about safety, especially with respect to unwanted touching of private parts, sex-related Internet sites, and exploitive advertisements.

For further information on Internet safety, consult the Safety on the Internet website:
<<http://www.sass.ca/safe.htm>>.

For information on fetal alcohol syndrome, consult pages 143 to 175 of *Making the Right Choices: A Grade 5-8 Fetal Alcohol Syndrome Prevention Curriculum* (Thordarson and Braun), produced by Frontier School Division Area 5 Office
Norway House, MB ROB 1B0
Telephone: 204-359-6711
Fax: 204-359-6897

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



◆ **Observation: Real-Life Practice**

Teacher Assessment: Checklist

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

Suggested Criterion:

The student is able to demonstrate the use of a decision-making/problem-solving process in case scenarios regarding responsible sexual behaviours.

- Yes
 No

TEACHER NOTES (*continued*)

Community Link:

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



Healthy Lifestyle Practices Outcomes: Grade 7

Knowledge

- K.5.7.D.1 Differentiate between the use and abuse** (i.e., prescribed/unprescribed drugs; own medication/someone else’s medication; correct/incorrect dosage, addiction) **of medicinal and non-medicinal substances** (e.g., medicines, over-the-counter drugs, vitamins, alcohol, tobacco, inhalants, street drugs...).
- K.5.7.D.2 Explain different consequences, related to different variables** (i.e., fair play, legalities, performance, medical, safety, and financial implications), **of taking harmful and beneficial drugs or other substances** (e.g., antibiotics, anti-inflammatories, stimulants, narcotics, anabolic steroids, marijuana, diuretics, herbs...).
- K.5.7.D.3 Identify the positive and negative social factors** (i.e., influences of peers, families, role models, media, Internet, celebrities, social occasions, parties) **that may influence avoidance and/or use of substances** (e.g., tobacco, alcohol, caffeine, street drugs, inhalants...).
- K.5.7.E.1a Describe the human reproductive systems as they relate to fertilization and fetal development** (e.g., names of the genitals, union of sperm and egg, stages of fetal development at each trimester, sexual intercourse...).
- K.5.7.E.1b Explain the human reproduction process and recognize myths related to fertilization** (e.g., can’t get pregnant the first time, when intercourse is interrupted, when using contraception, if douching immediately afterward, and in certain body positions...).
- K.5.7.E.1c Describe how the endocrine system regulates body changes associated with puberty** (e.g., pituitary gland triggers release of estrogen and progesterone, menstruation cycle...).
- K.5.7.E.2a Identify the emotional changes at puberty and their effect on personal well-being** (e.g., fluctuation of moods and energy, sexual attraction...)
- K.5.7.E.2b Identify positive ways of coping with daily moods and emotions associated with puberty** (e.g., engaging in physical activity, discussing emotions with family/friends/religious leaders, listening to music, laughing, taking part in hobbies, participating in school/community activities, reading books...).

Knowledge (continued)

- K.5.7.E.3a Recognize the importance of sexual abstinence as a responsible decision for the adolescent male and female** (e.g., abstinence prevents STIs and AIDS; parenthood entails many personal responsibilities; teenage pregnancy puts the baby at risk, affects career choices, and can have traumatic psychological and sociological effects...).
- K.5.7.E.3b Identify the effects of social influences** (e.g., styles related to dress, hair, make-up, jewellery; cultural rituals; gender equity; harassment, nudity; violence against women...) **on sexuality and gender roles.**
- K.5.7.E.3c Identify responsibilities** (e.g., respect, abstinence...) **and sources of support** (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) **with regard to sex-related health issues.**
- K.5.7.E.4a Identify the causes, nature, methods of transmission** (e.g., sexual intercourse, body fluids, contaminated needles, number of sexual partners...), **and methods of prevention of AIDS and HIV infection** (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).
- K.5.7.E.4b Identify the common STIs** (e.g., genital herpes, gonorrhoea, chlamydia...), **their symptoms, and means of prevention** (e.g., sexual abstinence, monogamous relationship with uninfected person, use of condoms...).

Skills

- S.5.7.A.4 Apply decision-making/problem-solving strategies in case scenarios that focus on substance use and abuse** (e.g., over-the-counter drugs, supplements, performance-enhancing drugs, tobacco, alcohol, street drugs, restricted drugs...).
- S.5.7.A.5 Apply a decision-making/problem-solving process in case scenarios for making informed decisions regarding responsible sexual behaviours** (e.g., abstinence, pregnancy prevention, safer sex practices...).

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.