
Senior 1

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.S1.D.1 Explain the meaning of addiction (i.e., gambling) and substance dependence (e.g., alcoholism, nicotine, street drugs...), and the possible effects on self and/or others.</p> | |
| <p>Curricular Connections SC: SC-S1-1-15 Investigate and describe environmental factors and personal choices that may lead to a genetic mutation or changes in an organism's development.</p> | |
| | <p>◆ Be Knowledgeable</p> <p>Using a Think-Pair-Share strategy (McTighe and Lyman 74), students explain the meaning of addiction and substance dependence and provide examples of each. Students think about the meaning individually, add to their ideas with a partner, and share their definitions and examples of addiction and substance dependence with the class.</p> <p>The class divides into two groups to identify the short-term effects and the long-term effects of addiction and substance dependence on individuals. Students share information in a class discussion.</p> <p>◆ Substance Dependence</p> <p>In small groups, students select a statement concerning substance dependence:</p> <ul style="list-style-type: none"> • “Nicotine is the addictive substance in tobacco. Tobacco products have damaged or endangered the health of more Canadians than any other substance” (MAAW Committee, 2002, 1.5). • “Alcohol is the number one drug problem among teenagers. Like other drugs, it affects both the mind and the body and can lead to addiction” (MAAW Committee, 2002, 1.5). • According to Addictions Foundation of Manitoba, approximately 50 percent of students have gambled or bet on a game of chance (e.g., scratch tickets, bingo, lottery tickets, sports select games, VLTs, slot machines) (Patton and Brown 11). <p>Students discuss the selected statement with regard to the effects on self and/or others. Volunteers from each group share their information with the class. Encourage class discussion.</p> <p>◆ Trevor’s Story</p> <p>As an example of the effects that a substance dependence can have on an individual’s life, students read the case scenario Trevor’s Story and respond to the questions asked about Trevor’s life, sharing their responses with the class.</p> <p> Refer to BLM S1–5: Trevor’s Story, Questions, and Answer Key.</p> |



TEACHER NOTES

Potentially Sensitive Content

The instructional and assessment activities suggested for GLO 5, Strand D: Substance Use and Abuse Prevention include potentially sensitive content. Before implementation, check with the school administration for school/division guidelines and procedures related to providing a parental option.

Glossary

- addiction
- alcoholism
- substance dependence

Tip

- For a discussion of Exit Slips, refer to *Success for All Learners* (Manitoba Education and Training 6.60).

Resources

Audiovisual

- Foreign Affairs and International Trade Canada. *Gambit: Drugs and Travel—A Dangerous Mix*. VHS and DVD. Ottawa, ON: Foreign Affairs and International Trade Canada, 1993.

Publications

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.
- Patton, David, and David Brown. *Gambling Involvement and Problem Gambling in Manitoba*. Winnipeg, MB: Addictions Foundation of Manitoba, 2002.



SUGGESTIONS FOR ASSESSMENT

◆ Questioning/Interview: Be Knowledgeable

Teacher Assessment: Inventory

At the end of the class, have students prepare an Exit Slip, completing the following statements:

1. Addiction is like...
2. Substance dependence is like...

◆ Questioning/Interview: Trevor's Story

Peer Assessment: Inventory

Students answer questions regarding Trevor's Story.



Refer to BLM S1–5: Trevor's Story, Questions, and Answer Key.

TEACHER NOTES (continued)

- Patton, David, David Brown, Brian Broszeit, and Jastej Dhaliwal. *Substance Use among Manitoba High School Students*. Winnipeg, MB: Addictions Foundation of Manitoba, 2001.

Organizations

- Addictions Foundation of Manitoba (AFM)
- Health Canada
- Manitoba Addictions Awareness Week (MAAW) Committee
- Manitoba Lung Association

Blackline Master

- BLM S1-5: Trevor's Story, Questions, and Answer Key



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|--|---|
| <p><i>Students will...</i></p> | |
| <p>☐ K.5.S1.D.2 Examine the use and abuse of substances (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs...) and potential consequences on personal health and well-being (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient...).</p> | <p>◆ Substance Risks</p> <p>Working in groups of four or five, students select a substance (e.g., caffeine, alcohol, tobacco, inhalants, hallucinogens, street drugs). Each group researches and lists the potential negative consequences of the selected substance abuse in the following areas:</p> <ul style="list-style-type: none"> • family life • social life • educational/occupational life • physical/emotional well-being • legal implications <p>Groups share their findings and information with the class.</p> <p>◆ Trivia Game</p> <p>Students create a trivia game called Use and Abuse of Substances. They develop questions related to drug categories, medical implications, side effects, and risks. Verify the accuracy of students' questions and answers and assign point values to each question and answer, depending on degree of difficulty.</p> <p>As students play the game, questions are read aloud one at a time. Working in teams of four or five, students write down their answer. After 10 to 15 seconds, the teacher rings a bell, and teams show their answer. Teams with the correct answer receive points (e.g., 5, 10, 15, 20). Keep a record of each team's points.</p> |
| <div style="border: 1px solid black; padding: 5px;"> <p>Curricular Connections</p> <p>PE/HE: K.5.S1.E.C</p> <p>FS: S1.5.2.3 Identify and evaluate adolescent mental and physical health issues, e.g., depression, health issues—STIs, alcohol and drug abuse, learning disability, physical disability, family abuse or violence, personal or family illness.</p> </div> | <p> For an example of a trivia game, refer to RM G–8: Effects of Alcohol and Drugs: Trivia Game and Answer Key.</p> <p>◆ One Drink Is Too Much</p> <p>Using the KWL strategy (Ogle), students explore and develop their knowledge of fetal alcohol syndrome and/or fetal alcohol effects. Students</p> <p>K – work independently to determine what they <i>know</i> about the topic</p> <p>W – work with a partner to identify what they <i>want to know</i> more about</p> <p>L – participate in class discussion and note what they have <i>learned</i>, using a BLM as a guide</p> <p> Refer to BLM S1–6: KWL: Fetal Alcohol Syndrome/Effects.</p> <p>For more information about the KWL strategy, see <i>Success for All Learners</i> (Manitoba Education and Training 6.20).</p> |

(continued)



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tip

- Fetal alcohol spectrum disorder (FASD) includes fetal alcohol syndrome/effects (FAS/E).

Resources**Audiovisuals**

- Foreign Affairs and International Trade Canada. *Gambit: Drugs and Travel—A Dangerous Mix*. VHS and DVD. Ottawa, ON: Foreign Affairs and International Trade Canada, 1993.
- Manitoba Public Insurance Corporation. *Wrecked: High School Anti-Impaired Driving Kit*. VHS. Winnipeg, MB: Manitoba Public Insurance Corporation, 2002.

Publications

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.
- Manitoba Education, Training and Youth. *Towards Inclusion: Tapping Hidden Strengths: Planning for Students Who Are Alcohol-Affected*. Winnipeg, MB: Manitoba Education, Training and Youth, 2001.

Organizations

- Addictions Foundation of Manitoba (AFM)
- FASworld Canada (international alliance of parents and professionals)
- Health Canada
- Clinic Community Health Centre—Teen Talk
- Sport Manitoba

◆ **Observation: Substance Risks**

Peer Assessment: Checklist

Students use a checklist to assess group findings.

Substance Risks Checklist

The group identifies the potential negative consequences of the selected substance abuse in the areas of

- family life
- social life
- educational/occupational life
- physical/emotional well-being
- legal implications

◆ **Paper and Pencil Task: One Drink Is Too Much**

Teacher Assessment: Inventory

Students complete the KWL task to determine their understanding of fetal alcohol syndrome/effects.

*(continued)***TEACHER NOTES (continued)****Professionals**

- RCMP/local police

Blackline Master

- BLM S1–6: KWL: Fetal Alcohol Syndrome/Effects

Resource Master

- RM G–8: Effects of Alcohol and Drugs: Trivia Game and Answer Key



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| <i>Students will...</i> | |
| <input type="checkbox"/> K.5.S1.D.2 <i>(continued)</i> | <p><i>(continued)</i></p> <p>◆ I Could Use a Friend</p> <p>In groups of three or four, students read the following scenario and answer the questions provided. Encourage class discussion by having groups share their answers.</p> <p>Suggested Scenario:</p> <p>At age 15, the last thing Jackie wanted was to be pregnant. She had missed a period, but she told herself it was because of her “new fad diet.” She could not be pregnant! She and Alex had intercourse only the one time after the party six weeks ago. He promised her that he knew the right moment to withdraw. Granted, both had been drinking at the party.</p> <p>It took nearly eleven weeks before Jackie finally admitted to herself and to Alex that the pregnancy was real. To escape their problems, they both started to drink more often. Their heavy drinking turned most of their friends away.</p> <p>Jackie’s best friend is the only other person who knows about her pregnancy. She is very concerned about Jackie and Alex and wants to help them, but is not sure how to go about it. She turns to you for advice.</p>  <p>Suggested Questions:</p> <ol style="list-style-type: none">1. What are some of the issues Jackie’s best friend needs to consider while helping Jackie and Alex?2. What choices place Jackie and the fetus at risk?3. What steps does Jackie have to take to keep herself and the baby healthy?4. How can Alex support Jackie?5. Where can the best friend go to find help and information for Jackie and Alex? |



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

(continued)

◆ **Journal/Reflection: I Could Use a Friend**

Teacher Assessment: Anecdotal Notes

Students write in their journals a new ending for the scenario.



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|--|---|
| <i>Students will...</i> | |
| <input type="checkbox"/> K.5.S1.D.3 Identify community agencies and resources available to support (e.g., addictions counselling services...) the prevention of substance use and abuse. | ◆ Resources and Agencies <p>Working in small groups, students research and brainstorm where they could go to find information on addictions counselling services. Each group compiles a list of community agencies and resources that provide support for the prevention of substance use and abuse.</p> <p>On index cards, students record the</p> <ul style="list-style-type: none">• name of an addiction agency in the community• address and telephone number• hours of operation• contact information• services offered <p>Groups collect this information from two or three agencies and present it to classmates, followed by class discussion. Keep this information in the school library and/or school counselling office.</p> |
| Curricular Connections PE/HE: K.3.S1.B.4 ELA: GLO 3—Manage ideas and information. | |



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Tips

- Invite a community resource person to speak to the class. Have students generate interview questions to be asked (e.g., What qualifications do you have? How many people use your services?).
- Discuss with students that if specific services are not provided in their community, they might be available from a regional provider.

Resources

Audiovisual

- Manitoba Public Insurance Corporation. *Wrecked: High School Anti-Impaired Driving Kit*. VHS. Winnipeg, MB: Manitoba Public Insurance Corporation, 2002.

Publications

- Child Find Manitoba, Inc. *Sharing Our Adolescent Resources*. Winnipeg, MB: Child Find Manitoba, Inc., 2004.
- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.
- Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth. *Road Safety Learning Resources for Schools: Senior 1*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002.

Organization

- Child Find Manitoba, Inc.



◆ **Observation: Resources and Agencies**

Peer Assessment: Checklist

Peers assess group findings recorded on index cards, using a checklist such as the following.

| Community Agencies and Resources Checklist | | |
|---|-----|----|
| For each agency, the group identifies the | Yes | No |
| • name of the addiction agency | | |
| • address and telephone number | | |
| • hours of operation | | |
| • contact information | | |
| • services offered | | |

| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|--|--|
| <i>Students will...</i> | |
| ☐ K.5.S1.E.1a Review the anatomy and physiology of the reproductive system of human beings. | ◆ Reproductive Systems With the aid of diagrams, students review the anatomy and physiology of the male and female reproductive systems. |
| Curricular Connections FS: S1.2.3.1 Describe the male and female reproductive systems and the process by which fertilization takes place. SC: SC-S1-1-09 Describe the structure and function of the male and female human reproductive systems. |  Refer to BLMs G-4a to G-4g: Reproductive System Diagrams and Definitions. Students submit two or three questions for a post-quiz. |



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Potentially Sensitive Content

- The instructional and assessment activities suggested for GLO 5, Strand E: Human Sexuality include potentially sensitive content. Before implementation, check with the school administration for school/division guidelines and procedures related to providing a parental option.
- Also refer to *Human Sexuality* (Manitoba Education, Citizenship and Youth).

Resources

Publications

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Professionals

- physician
- public health nurse
- representative from Klinik Community Health Centre—Teen Talk

Blackline Masters

- BLMs G–4a to G–4g: Reproductive System Diagrams and Definitions



Paper and Pencil Task: Reproductive Systems

Self-Assessment: Inventory

Create a post-quiz (e.g., in a mix-and-match format) using student-generated questions to assess student knowledge of the anatomy and physiology of the human reproductive systems. Provide answers for students to self-assess responses.

| Reproductive Systems | |
|---|---|
| <p>Suggested Quiz:</p> <ol style="list-style-type: none"> 1. An organ that provides nourishment to the fetus. _____ 2. The male fluid that provides cells for fertilization. _____ 3. Another name for testicle. _____ 4. What occurs about 14 days before a female begins menstruation? _____ | <ol style="list-style-type: none"> A. Penis B. Semen C. Placenta D. Circumcision E. Ovulation F. Testes |
| <p>Answer Key:</p> <ol style="list-style-type: none"> 1. C 2. B 3. F 4. E | |

PRESCRIBED LEARNING OUTCOMES

Students will...

☐ K.5.S1.E.1b Describe the potential consequences and risks associated with sexual behaviour (e.g., unplanned pregnancy, STIs, HIV, AIDS...) **and different types of contraceptive methods** (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device...).

Curricular Connections

PE/HE:

K.5.S1.E.2b

FS:

S1.2.3.2 Evaluate the role of abstinence in relationships, e.g., mental health, pregnancy prevention, physical health—STIs, emotional health.

S1.2.4.1 Differentiate between various contraceptive options, e.g., abstinence, male condom, male condom plus spermicide, female condom, birth control pill, no vaginal intercourse, diaphragm and jelly, cervical cap, spermicides, IUCD, sponge, Depo-Provera, Norplant, vasectomy, tubal ligation, rhythm method.

SUGGESTIONS FOR INSTRUCTION

◆ **Life Is Too Short**

Working in pairs, students brainstorm

- reasons why some youth choose abstinence
- reasons why some youth choose to have intercourse
- potential risks of sexual behaviour (e.g., unplanned pregnancy, STIs, HIV, AIDS)

Pairs share their information with classmates.



To assist with class discussion, refer to RM S1-4: Postponing Intercourse Versus Having Intercourse.

◆ **Get the Facts...NOW!**

As a class, brainstorm and create a master list of various types of contraceptive methods. Working in groups of three or four, students research the effectiveness of one contraceptive method related to pregnancy prevention and STI prevention, record information using the following chart, and present findings to classmates. Students complete their charts during class discussion.

| Get the Facts...NOW! | | | |
|---------------------------|---|------|-----------------------|
| Contraceptive Method/Type | Rank Effectiveness * to Protect against | | Can Be Obtained Where |
| | Pregnancy | STIs | |
| | | | |
| | | | |

* Rank effectiveness level of protection against pregnancy and STIs using a scale of 1 (least effective) to 10 (most effective).



Refer to RM G-9: Contraceptive Methods and Considerations: Answer Key.

◆ **Surprise Package**

Prepare and distribute individual paper bags, each containing one type of contraceptive device. Working in groups of three or four, students gather and present the following information about a specific contraceptive device:

- name (e.g., condom)
- function (e.g., condom prevents semen from getting into the vagina and anus)
- effective use (e.g., for male condom, check expiration date, use once only)

Encourage appropriate class discussion.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- AIDS
- HIV
- STI

Resources**Publications**

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001. (See Module 7: Contraception and Safer Sex, pages 314-321.)

Professionals

- Elder/religious leader
- public health nurse

Resource Masters

- RM S1–4: Postponing Intercourse Versus Having Intercourse 
- RM G–9: Contraceptive Methods and Considerations: Answer Key

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

Self-Assessment: Inventory

Create a post-quiz to assess student knowledge. Post answers for students to self-assess responses.

Suggested Quiz:

1. What is the purpose/function of condoms?
2. What is the emergency contraceptive pill (morning-after pill) and what is its function?
3. What is a latex dam used for?
4. What are three highly unreliable contraceptive methods?

Answer Key:

1. Condoms form a barrier that prevents semen from getting into the vagina and anus.
2. An emergency contraceptive pill is given at a medical centre only in emergency situations (e.g., forced intercourse). It may prevent unwanted pregnancy.
3. A latex dam is used for oral sex as protection against STIs.
4. Three highly unreliable contraceptive methods are: natural family planning (rhythm), withdrawal, and douching.

♦ **Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students answer the following questions in their journals.

1. How does an individual's life change when he or she is diagnosed with HIV? Explain.
2. There are various contraceptive methods. What factors would influence your selection? Explain.

| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|--|---|
| <p><i>Students will...</i></p> <p><input type="checkbox"/> K.5.S1.E.1c Describe responsible behaviours for a healthy pregnancy (e.g., receive prenatal care; avoid use of alcohol, tobacco, and other harmful drugs; consume nutritious foods and fluids; have regular medical checkups; avoid sexual intercourse with infected partners...).</p> <div data-bbox="113 674 555 785" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections PE/HE: K.5.S1.D.2</p> </div> | <p>◆ Taking Care of Two</p> <p>Students pair up and create a list of factors and behaviours that affect the health of a pregnant female and the developing fetus. The list includes positive factors (e.g., regular medical checkups) and negative factors (e.g., drinking alcohol during pregnancy). Create a master list for class discussion.</p> <p>◆ Validate</p> <p>Working in groups of four or five, students select a statement from a given list. Each group validates its statement for classmates. Encourage class discussion.</p> <p>Examples of Statements:</p> <ul style="list-style-type: none"> • A pregnant female’s nutritional intake during her pregnancy affects the development of the fetus. • Smoking during pregnancy may harm the fetus. • By drinking alcohol, the expectant mother increases the risk of fetal alcohol syndrome. • Second-hand smoke is just as harmful as or worse than smoking for the expectant mother and fetus. • Appropriate physical exercise during pregnancy is good for both the mother and the fetus. |
| <p><input type="checkbox"/> K.5.S1.E.2a Identify the components for building and maintaining healthy, close relationships (e.g., effective communication and decision-making skills, respect, trust, love...).</p> | <p>◆ My Best Friend</p> <p>Using a Think-Pair-Share strategy (McTighe and Lyman 74), students identify what qualities they like in a “best friend.”</p> <p>◆ Sorting Game</p> <p>Using self-adhesive notepaper (stickies), each student writes down one component that he or she believes helps build and maintain healthy, close relationships. Post all notes on a master list.</p> <p>As a class, students identify the components that scored the highest frequency of responses and those that scored the lowest frequency of responses. Encourage class discussion.</p> |


TEACHER NOTES
Tip

- Fetal alcohol spectrum disorder (FASD) includes fetal alcohol syndrome/effects (FAS/E).

Resources
Publication

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, current annual publication.

Professionals

- Elder/religious leader
- public health nurse

Organization

- FASworld Canada

SUGGESTIONS FOR ASSESSMENT
◆ Journal/Reflection: Taking Care of Two

Teacher Assessment: Anecdotal Notes

Students answer the following questions in their journals:

1. What are five practices/behaviours that help a pregnant female to remain healthy?
2. Where could a pregnant female go for help and advice?
3. What role might a male partner play in taking responsibility for a healthy pregnancy?

Tip

- Students may suggest both positive and negative components that affect friendship.
 - Positive components may include: trust, respect, love.
 - Negative components may include: dishonesty, rudeness, impatience.

Resources
Publications

- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.

◆ Journal/Reflection: My Best Friend

Peer Assessment: Inventory

Students respond in their journals to the following question:

Imagine that you have had a major disagreement with your best friend. How would you go about repairing and rebuilding your relationship so that it can become even stronger? Explain.

TEACHER NOTES (continued)

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.



| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|--|
| <p><i>Students will...</i></p> <p><input type="checkbox"/> K.5.S1.E.2b Examine the psychological implications of sexual activity and teenage pregnancy (e.g., hurt feelings, increased responsibility, loss of reputation...), and responsibilities regarding prevention (e.g., discuss decision with parents/religious leaders/doctor, abstain, communicate with partner, obtain contraception...).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Curricular Connections PE/HE: K.5.S1.E.1b</p> </div> | <p>◆ Consider the Consequences</p> <p>Working in groups of five or six, students brainstorm to identify the emotional consequences of early sexual activity. Volunteers share their group’s information. Create a master list to generate class discussion.</p> <p>◆ What Am I to Do?</p> <p>Remaining in the same groups (as in the previous learning activity), students analyze the following statement:</p> <p style="padding-left: 40px;">“Your boyfriend/girlfriend says he/she is ready for sex.”</p> <p>Each group examines the psychological implications of the above statement and addresses the issue of making a responsible decision for preventing teenage pregnancy. Volunteers share group answers. Encourage class discussion.</p> |
| <p><input type="checkbox"/> K.5.S1.E.3a Describe social factors affecting human sexuality (e.g., culture, religious values, stereotyping, role models, media influence, body image, sexual orientation...).</p> | <p>◆ Factors and Findings</p> <p>Using a Think-Pair-Share strategy (McTighe and Lyman 74), students create a master list of social factors affecting human sexuality. In small groups, students choose a social factor from the master list, research how that factor can affect one’s sexuality, and present findings to the class.</p> |



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources**Publications**

- Canadian Red Cross Society. *RespectED: Violence and Abuse Prevention*. Winnipeg, MB: Canadian Red Cross Society, 2003.
- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Professionals

- Elder/religious leader
- public health nurse
- school guidance counsellor

◆ **Journal/Reflection: Consider the Consequences**

Teacher Assessment: Anecdotal Notes

Students answer the following questions in their journals:

1. Imagine that you and your partner are expecting a baby. At this time in your life, how would you feel about or how would you handle the situation?
2. Is there a difference in how society views males having premarital sex versus females having premarital sex? Explain.
3. How would being a teenage parent affect you and your life? Explain.

Resources**Publications**

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

◆ **Journal/Reflection: Factors and Findings**

Self-Assessment: Inventory

Students reflect, in their journals, on the social factors that affect their personal sexuality and how these factors affect their sexual behaviour.

| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| <i>Students will...</i> | |
| <p><input type="checkbox"/> K.5.S1.E.3b Examine the influences (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) on making decisions for responsible sexual behaviour.</p> | <p>◆ Look Within</p> <p>Students brainstorm and create a master list of influences that affect decisions regarding responsible sexual behaviour.</p> <p>◆ Example</p> <p>Read the following scenario in which two people (partners A and B) discuss whether they are ready to be sexually active. Students identify the influences evident in the scenario that will affect the decision for responsible sexual behaviour.</p> <p>Suggested Scenario:</p> <p>A: “I think that we are ready to take our relationship to the next step.”</p> <p>B: “What do you mean? Are you saying you are ready to have sex?”</p> <p>A: “Yes, all our friends have had sex already and you liked that movie we saw last night with all those bedroom scenes in it.”</p> <p>B: “I know lots of our friends are sexually active but I am not sure whether I feel ready right now. My parents believe it is important to wait until marriage. Within my culture it is very rare for someone to have sexual relations with a partner before marriage.”</p> <p>◆ Help</p> <p>Students collect advice/self-help columns from newspapers and/or magazines on the topic of influences that affect decisions regarding responsible sexual behaviour. Working in groups of three or four, students select a case scenario. Each group identifies the</p> <ul style="list-style-type: none">• influences that could affect decisions regarding sexual behaviour• consequences of the influences• possible solutions to the case scenario• “best” possible solution(s) to the situation <p>Each group presents information to classmates and responds to questions.</p> |



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources

Publications

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

◆ **Performance Task: Help**

Group Assessment: Checklist

Students use the following checklist to assess each group’s case scenario presentation.

| Group Presentation Checklist | | | |
|--|-----|----|----------|
| Criteria | Yes | No | Comments |
| The group | | | |
| • stated influences that could affect decisions regarding sexual behaviour | | | |
| • presented consequences of the influences | | | |
| • stated possible solutions to the case scenario | | | |
| • stated “best” solution(s) to the situation | | | |

◆ **Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students answer the following questions in their journals:

1. What does the phrase “make an informed decision on responsible sexual behaviour” mean to you?
2. What influence(s) would affect your decision for responsible sexual behaviour? What influence(s) would not affect your decision?

| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|---|---|
| <i>Students will...</i> | |
| <input type="checkbox"/> K.5.S1.E.3c Review personal responsibilities 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>◆ Support Links</p> <p>Students brainstorm and create a master list of various support systems (e.g., parent/guardian, school guidance counsellor, physician) available to them with regard to sex-related health issues.</p> <p>Working with a partner, students select one support system from the master list. They identify and share with classmates how their selected support system can provide assistance and/or information on sex-related health issues.</p> |



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources***Publications***

- Child Find Manitoba, Inc. *Sharing Our Adolescent Resources*. Winnipeg, MB: Child Find Manitoba, Inc., 2004.
- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Organizations

- Child Find Manitoba, Inc.
- Sexuality Education Resource Centre (SERC)

Professionals

- Elder/religious leader
- medical professionals (physician, nurse)

◆ **Journal/Reflection: Support Links**

Self-Assessment: Inventory

Students reflect, in their journals, on which support system they would choose with regard to sex-related health issues.

| PRESCRIBED LEARNING OUTCOMES | SUGGESTIONS FOR INSTRUCTION |
|--|---|
| <p><i>Students will...</i></p> | |
| <p><input type="checkbox"/> K.5.S1.E.4a Examine behaviours that may decrease the risk of contracting HIV (e.g., practising abstinence, using condoms...), and behaviours that increase the risk of contracting HIV (e.g., having intercourse with infected persons, using contaminated needles, using or handling body fluids, giving birth once infected...).</p> | <p>◆ Stay Safe</p> <p>To demonstrate and assess their knowledge of HIV/AIDS and other STIs, students complete the BLM provided. They assess their own responses using the posted answer key.</p> |
| <p>Curricular Connections PE/HE: K.5.S1.E.3c</p> | <p> Refer to BLM S1–7: HIV/AIDS/STI Knowledge Test and Answer Key.</p> |
| | <p>Discuss any topic-related questions/concerns, particularly issues concerning the behaviours that increase or decrease the risk of contracting HIV.</p> |
| | <p> Refer to RM S1–5: The Prevention of HIV/AIDS.</p> |
| | <p>◆ Risky Behaviours?</p> <p>Students individually list</p> <ul style="list-style-type: none"> • behaviours that may decrease the risk of contracting HIV • behaviours that may increase the risk of contracting HIV <p>In a class discussion, students share their lists, record the responses, and create a master list. For each behaviour identified, students rank the level of risk for contracting HIV. (For example, having unprotected intercourse with an infected person poses a much higher level of risk for contracting HIV than maintaining a monogamous relationship with a partner who is HIV-negative.)</p> |
| | <p>Examples of Behaviours:</p> <ul style="list-style-type: none"> • having unprotected intercourse with infected person(s) • sharing needles or other drug-use equipment • practising abstinence • handling body fluids with no protection • using protection/contraceptive methods (e.g., condoms) during intercourse • using contaminated needles for ear-piercing or tattooing • maintaining a monogamous relationship • handling body fluids with protection • other |



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Glossary

- AIDS
- HIV
- intercourse
- STI

Resources**Publications**

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Organizations

- Canadian HIV/AIDS Information Centre
- Klinik Community Health Centre—Teen Talk
- Sexuality Education Resource Centre (SERC)

Professional

- public health nurse

Blackline Master

- BLM S1–7: HIV/AIDS/STI Knowledge Test and Answer Key

**Resource Master**

- RM S1–5: The Prevention of HIV/AIDS

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

Self-Assessment: Inventory

With the use of a posted answer key, students assess their responses to the knowledge test.



Refer to BLM S1–7: HIV/AIDS/STI Knowledge Test and Answer Key.

PRESCRIBED LEARNING OUTCOMES

Students will...

K.5.S1.E.4b Describe the symptoms of, effects of, and treatments for the most common sexually transmitted infections (e.g., gonorrhea, chlamydia, syphilis, herpes...).

Curricular Connections

PE/HE:
K.5.S1.E.3c

SUGGESTIONS FOR INSTRUCTION

◆ **STI Pre-Quiz**

To demonstrate their current knowledge of sexually transmitted infections (STIs) and how to avoid contracting the infections, students complete an STI pre-quiz.



Refer to BLM S1–8: STI Quiz and Answer Key.

◆ **STIs**

Students select two of the STIs listed below. (Ensure that all STIs are selected.) With the aid of the support systems identified in the activity suggested for learning outcome K.5.S1.E.3c, students research their selected STIs and record their finding in a chart such as the following. Combine all students' information and generate a master STIs Chart.

| Sexually Transmitted Infections (STIs) Chart | | | | |
|---|---------------------------------------|-----------------|------------------------|------------------|
| STI | Viral, Bacterial, or Parasitic | Symptoms | Effects on Body | Treatment |
| Chlamydia | | | | |
| Gonorrhea | | | | |
| Hepatitis B | | | | |
| Herpes | | | | |
| Human immunodeficiency virus (HIV) | | | | |
| Human papilloma virus (HPV) | | | | |
| Pubic lice | | | | |
| Syphilis | | | | |



Refer to BLM S1–9: Sexually Transmitted Infections (STIs) Chart: Answer Key.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Resources**Publications**

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Ontario Physical and Health Education Association (OPHEA). *Ontario Health and Physical Education Support: Grades K-10*. Toronto, ON: OPHEA, 2000.
- Ottawa, City of. People Services Department. *Teaching Sexuality Resource Kit*. 2nd ed. Ottawa, ON: City of Ottawa, People Services Department, 2002.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Organization

- Clinic Community Health Centre—Teen Talk

Professionals

- physician
- public health nurse

Blackline Masters

- BLM S1–8: STI Quiz and Answer Key
- BLM S1–9: Sexually Transmitted Infections (STIs) Chart: Answer Key

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

Self-Assessment: Inventory

Students take the STI quiz again to assess their knowledge. They mark their own responses, using the posted answer key.



Refer to BLM S1–8: STI Quiz and Answer Key.

PRESCRIBED LEARNING OUTCOMES

Students will...

S.5.S1.A.4 Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse (e.g., over-the-counter drugs, tobacco, alcohol, street drugs, hallucinogens, inhalants...).

Curricular Connections

SC (Biology):

S3B-0-G3 Evaluate individual and group processes used.

SUGGESTIONS FOR INSTRUCTION

◆ **You Decide**

Working in groups of three or four, students select a scenario dealing with substance use and/or abuse. In response to their selected scenario, students apply a problem-solving strategy that supports a healthy lifestyle practice, referring to the DECIDE model. They present their information to the class and respond to questions.



Refer to BLM G-5: DECIDE Model.

Suggested Scenarios:

1. Your locker partner is constantly bringing small bottles of alcohol to school and drinking them.
2. Your friend is returning to school after lunch stoned.
3. You are hanging out with a group of friends and they are pressuring you to smoke a cigarette.
4. Your older brother (sister) is having a party and offers you a beer.
5. Someone you know asks you to smoke a joint before a school dance.
6. A group of students are sniffing in the parking lot and ask you to join them.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Potentially Sensitive Content

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

Resources

Audiovisual

- Manitoba Public Insurance Corporation. *Wrecked: High School Anti-Impaired Driving Kit*. VHS. Winnipeg, MB: Manitoba Public Insurance Corporation, 2002.

Publications

- Cook, Paula, *et al. Tough Kids and Substance Abuse: A Drug Awareness Program for Children and Adolescents with ARND, FAS, FAE, and Cognitive Disabilities*. 2nd ed. Winnipeg, MB: Addictions Foundation of Manitoba, 2004.
- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.
- Manitoba High Schools Athletic Association (MHSAA). *Champions Program*. Winnipeg, MB: MHSAA, n.d.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.



◆ **Performance Task: You Decide**

Peer Assessment: Rating Scale

Using the DECIDE model, students assess group responses to solving problems in their case scenario, using the following rating scale.

| You Decide Rating Scale | | | |
|--|--------------------|-------------------|--------------|
| Criteria | 3 Comprehensive | 2 Satisfactory | 1 Limited |
| The group | | | |
| • defines the substance use or abuse problem/issue | | | |
| • gives options or alternatives | | | |
| • states pros for each option | | | |
| • states cons for each option | | | |
| • clearly identifies the best possible solution | | | |

TEACHER NOTES (continued)

Organizations

- Addictions Foundation of Manitoba
- Manitoba High Schools Athletic Association

Blackline Master

- BLM G–5: DECIDE Model



PRESCRIBED LEARNING OUTCOMES

Students will...

S.5.S1.A.5 Apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours (e.g., abstinence, no exploitation of others, safer sex to prevent pregnancy and STIs...).

Curricular Connections

SC (Biology):

S3B-0-G3 Evaluate individual and group processes used.

SUGGESTIONS FOR INSTRUCTION

◆ **Are You Ready?**

Students brainstorm and create a master list of responsible sexual behaviours. Encourage class discussion.

Working in groups of three or four, students select a scenario. Each group applies a decision-making process to their selected situation that supports a responsible sexual relationship, using the DECIDE model as a guide. Groups present their work to classmates.



Refer to BLM G-5: DECIDE Model.

Suggested Scenarios:

1. Two Senior 1 students want to have a sexual relationship with each other.
2. Your partner wants to engage in sexual intercourse without using protection.
3. Your boyfriend/girlfriend starts “coming on to you” a little too aggressively.
4. Last weekend your friend Chris met someone at the school dance and is attracted to this person. Chris is wondering how far to go with this new friend.
5. Kelly and Pat have been dating steadily for one year. Kelly is pressuring Pat, who does not feel ready to have sex.



TEACHER NOTES

SUGGESTIONS FOR ASSESSMENT

Potentially Sensitive Content

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

Resources

Publications

- Manitoba Education, Citizenship and Youth. *Human Sexuality: A Resource for Senior 1 and Senior 2 Physical Education/Health Education*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, in development.
- Planned Parenthood Federation of Canada. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*. Ottawa, ON: Planned Parenthood Federation of Canada, 2001.

Professionals

- Elder/religious leader

Blackline Masters

- BLM S1–10: Should I Wait to Have Sex?
- BLM G–5: DECIDE Model



◆ Journal/Reflection: Are You Ready?

Self-Assessment: Inventory

Using their journals, students respond to assigned questions.



Refer to BLM S1–10: Should I Wait to Have Sex?



Healthy Lifestyle Practices Outcomes: Senior 1



Knowledge

- K.5.S1.D.1 Explain the meaning of addiction** (i.e., gambling) **and substance dependence** (e.g., alcoholism, nicotine, street drugs...), **and the possible effects on self and/or others.**
- K.5.S1.D.2 Examine the use and abuse of substances** (e.g., caffeine, alcohol, tobacco, other stimulants and depressants, inhalants, hallucinogens, street drugs...) **and potential consequences on personal health and well-being** (e.g., cause behavioural changes; create social problems; cause fetal alcohol syndrome and/or fetal alcohol effects; cause reactions to drug interactions; affect self-esteem; has medical implications; may result in dependency or addictions; may affect financial status; create ethical concerns; can cause body harm or death in case of a drug overdose; may increase sexual activity; may cure or provide relief for patient...).
- K.5.S1.D.3 Identify community agencies and resources available to support** (e.g., addictions counselling services...) **the prevention of substance use and abuse.**
- K.5.S1.E.1a Review the anatomy and physiology of the reproductive system of human beings.**
- K.5.S1.E.1b Describe the potential consequences and risks associated with sexual behaviour** (e.g., unplanned pregnancy, STIs, HIV, AIDS...) **and different types of contraceptive methods** (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device...).
- K.5.S1.E.1c Describe responsible behaviours for a healthy pregnancy** (e.g., receive prenatal care; avoid use of alcohol, tobacco, and other harmful drugs; consume nutritious foods and fluids; have regular medical checkups; avoid sexual intercourse with infected partners...).
- K.5.S1.E.2a Identify the components for building and maintaining healthy, close relationships** (e.g., effective communication and decision-making skills, respect, trust, love...).
- K.5.S1.E.2b Examine the psychological implications of sexual activity and teenage pregnancy** (e.g., hurt feelings, increased responsibility, loss of reputation...), **and responsibilities regarding prevention** (e.g., discuss decision with parents/religious leaders/doctor, abstain, communicate with partner, obtain contraception...).

Knowledge (continued)

- K.5.S1.E.3a Describe social factors affecting human sexuality** (e.g., culture, religious values, stereotyping, role models, media influence, body image, sexual orientation...).
- K.5.S1.E.3b Examine the influences** (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) **on making decisions for responsible sexual behaviour.**
- K.5.S1.E.3c Review personal responsibilities 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.S1.E.4a Examine behaviours that may decrease the risk of contracting HIV** (e.g., practising abstinence, using condoms...), **and behaviours that increase the risk of contracting HIV** (e.g., having intercourse with infected persons, using contaminated needles, using or handling body fluids, giving birth once infected...).
- K.5.S1.E.4b Describe the symptoms of, effects of, and treatments for the most common sexually transmitted infections** (e.g., gonorrhoea, chlamydia, syphilis, herpes...).

Skills

- S.5.S1.A.4 Apply problem-solving strategies to respond appropriately to issues related to substance use and/or abuse** (e.g., over-the-counter drugs, tobacco, alcohol, street drugs, hallucinogens, inhalants...).
- S.5.S1.A.5 Apply a decision-making process in case scenarios related to developing healthy relationships and responsible sexual behaviours** (e.g., abstinence, no exploitation of others, safer sex to prevent pregnancy and STIs...).

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.