

---

# Senior 2

## 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
<i>Students will...</i>
<input type="checkbox"/> <b>K.5.S2.A.2 Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.</b>

SUGGESTIONS FOR INSTRUCTION

◆ **Health Chart**

Using the Jigsaw strategy, the class divides into small “home groups” and each member is assigned a number from 1 to 4. (Depending on group size, some numbers may be repeated). Each group member lists characteristics that identify one of the following:

Health Chart			
No. 1 Healthy Person	No. 2 Unhealthy Person	No. 3 Healthy Lifestyle	No. 4 Unhealthy Lifestyle

After completing this task, each team member joins students from other teams who have been assigned the same task, forming an “expert group.” The expert groups share their ideas and form a list of 10 characteristics that identify a healthy/unhealthy person/lifestyle. Students then return to their original groups and share their “expertise” with each other.



Refer to Jigsaw: A Cooperative Learning Strategy in RM G-2: Active Learning Strategies.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Resource**

***Resource Master***

- RM G–2: Active Learning Strategies



◆ **Journal/Reflection: Health Chart**

Self-Assessment: Inventory

In their journals, students reflect on their personal demonstration of characteristics that exemplify each of the four categories identified in the Health Chart.



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.5.S2.B.1 Determine different ways to promote active living</b> (e.g., display <i>Canada's Physical Activity Guide to Healthy Active Living</i> poster...) <b>for different age groups</b> (i.e., infants, children, youth, adults, seniors).</p>	<p>◆ <b>Tips for Active Living</b></p> <p>To identify ways to promote active living, students brainstorm ways/tips to make activity enjoyable (e.g., include friends/family in activity) and ways to incorporate physical activity into daily life. Create and post a master list.</p> <p>◆ <b>Promote Active Living</b></p> <p>Arrange students in groups of three or four and have them select an age group.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• Infants (4 years of age and younger)</li><li>• Children (5 to 12 years of age)</li><li>• Adolescents (13 to 17 years of age)</li><li>• Adults (18 to 54 years of age)</li><li>• Seniors (55 years of age and older)</li></ul> <p>With the help of <i>Canada's Physical Activity Guide to Healthy Active Living</i> (Health Canada), each group presents to the class different ways in which active living can be promoted in a given age group.</p> <p>Groups have the option to create</p> <ul style="list-style-type: none"><li>• a poster using magazine pictures or print material</li><li>• a commercial advertisement</li><li>• a script, sketch, or play</li><li>• a song, jingle, or dance</li></ul>



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Resources**

**Publications**

- Health Canada. *Canada’s Physical Activity Guide for Children and Youth*. 2002. <[http://www.hc-sc.gc.ca/hppb/paguide/child\\_youth/index.html](http://www.hc-sc.gc.ca/hppb/paguide/child_youth/index.html)>.
- ---. *Canada’s Physical Activity Guide to Healthy Active Living*. 2004. <<http://www.hc-sc.gc.ca/hppb/fitness/pdf/guideEng.pdf>>.



◆ **Performance Task: Promote Active Living**

Peer Assessment: Rating Scale

Students assess group work using the following rating scale.

Group Presentation Rating Scale				
Criteria	4	3	2	1
	Exemplary	Accomplished	Developing	Beginning
	The group			
<b>Age-Appropriate Content</b>	<ul style="list-style-type: none"> <li>• reveals extensive knowledge of the topic</li> </ul>	<ul style="list-style-type: none"> <li>• reveals satisfactory knowledge of the topic</li> </ul>	<ul style="list-style-type: none"> <li>• needs to tie ideas and information more directly to the topic</li> </ul>	<ul style="list-style-type: none"> <li>• includes facts that are not directly related to the topic</li> </ul>
<b>Variety</b>	<ul style="list-style-type: none"> <li>• presents a minimum of four different ways in which active living can be promoted</li> </ul>	<ul style="list-style-type: none"> <li>• presents at least three different ways in which active living can be promoted</li> </ul>	<ul style="list-style-type: none"> <li>• presents two different ways in which active living can be promoted</li> </ul>	<ul style="list-style-type: none"> <li>• presents one way in which active living can be promoted</li> </ul>
<b>Creativity</b>	<ul style="list-style-type: none"> <li>• uses creativity extensively to enhance the project</li> </ul>	<ul style="list-style-type: none"> <li>• uses creativity to enhance the project</li> </ul>	<ul style="list-style-type: none"> <li>• makes some attempt to enhance the project with creativity</li> </ul>	<ul style="list-style-type: none"> <li>• makes little attempt to enhance the project with creativity</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>• is interesting and informative</li> </ul>	<ul style="list-style-type: none"> <li>• is informative</li> </ul>	<ul style="list-style-type: none"> <li>• needs to provide additional information</li> </ul>	<ul style="list-style-type: none"> <li>• shows evidence of missing information</li> </ul>

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**K.5.S2.B.2 Explain the concept of active living and the factors** (i.e., benefits of physical activity, experiences, interests, abilities; financial, cultural, demographic, safety issues; personal circumstances) **that may affect making personal choices.**

**SUGGESTIONS FOR INSTRUCTION**

◆ **Active Living Concept**

To assess the concept of active living as a lifestyle, students complete the following checklist.

Active Living Checklist		
Criteria	Yes	No
1. In general, do you like being physically active?		
2. Do you incorporate physical activity into your daily routine (e.g., walk to school/work, use the stairs instead of an elevator) whenever possible?		
3. Do you usually plan physical activities during your spare time and your holidays?		
4. Do you enjoy physical activity with friends and family?		
5. Do you participate in a variety of physical activities by yourself and/or with others?		

◆ **Active Living Factors**

To assess the factors that influence active living choices, students choose two physical activities:

- “Yes” Activity Choice—an activity they would enjoy doing
- “No” Activity Choice—an activity they would not enjoy doing

Using a chart provided, students give an explanation for each activity selection, based on the influencing factors identified. Volunteers share their information with the class. Encourage discussion.



Refer to BLM S2–9: Factors That Affect Physical Activity Choice.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Glossary**

- active living

**Resource**

***Blackline Master***

- BLM S2–9: Factors That Affect Physical Activity Choice



◆ **Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students answer the following questions in their journals:

1. What is your concept of active living? Explain.
2. What do you do in a typical week that reflects active living? Explain.
3. What are some indications that Canadian adults are becoming more active living oriented? Explain.
4. What media message(s) affect(s) your choice(s) for a physically active lifestyle? Explain.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<input type="checkbox"/> <b>K.5.S2.B.3</b> Examine ways (e.g., fitness aids, improved equipment and facilities for training...) <b>technology may enhance and support a physically active lifestyle.</b>	<p>◆ <b>Technology</b></p> <p>Students brainstorm and create a master list of the technological products and advancements that may enhance and support a physically active lifestyle.</p> <p>Working in groups of three or four, students select a technological product or advancement from the master list.</p> <p>Examples:</p> <ul style="list-style-type: none"><li>• treadmills (state of the art)</li><li>• pedometers</li><li>• heart-rate monitors</li><li>• “newest” athletic shoes</li><li>• “breathable” athletic clothing</li></ul> <p>Groups research the ways in which their selected technology could enhance and support a physically active lifestyle. They present their findings to classmates.</p>





**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

◆ **Performance Task: Technology**

Peer/Teacher Assessment: Rating Scale

The following rating scale can be used to assess group presentations.

Group Presentation Rating Scale				
Criteria	4	3	2	1
	Exemplary	Accomplished	Developing	Beginning
The group				
<b>Content</b>	<ul style="list-style-type: none"> <li>demonstrates extensive knowledge of the topic</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates satisfactory knowledge of the topic</li> </ul>	<ul style="list-style-type: none"> <li>needs to tie ideas and information more directly to the topic</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited knowledge of the topic</li> </ul>
<b>Research Process</b>	<ul style="list-style-type: none"> <li>shows a strong relationship between the technology and how it may enhance/support a physically active lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>shows a satisfactory relationship between the technology and how it may enhance/support a physically active lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>shows a relationship between the technology and how it may enhance/support a physically active lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>shows a limited relationship between the technology and how it may enhance/support a physically active lifestyle</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>is interesting and informative</li> </ul>	<ul style="list-style-type: none"> <li>is informative</li> </ul>	<ul style="list-style-type: none"> <li>needs to provide additional information</li> </ul>	<ul style="list-style-type: none"> <li>shows evidence of missing information</li> </ul>

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.5.S2.C.1a Determine the nutritional value of a variety of foods</b> (e.g., fast foods, fad diets, snack foods...) <b>using <i>Canada’s Food Guide to Healthy Eating</i> (CFGHE) and other resources.</b></p>	
<p><b>Curricular Connections</b> <b>SC (Biology):</b> S3B-2-10 Evaluate personal food intake and related food decisions. <i>Examples: % daily values of nutrients, portion size, nutrient labels, balance between lifestyle and consumption...</i></p>	
	<p>◆ <b>Fast-Food Comparison</b></p> <p>As a class, students identify and discuss the nutritional value of fast foods (e.g., hamburgers, french fries, milkshakes) from various fast-food outlets.</p> <p>In small groups, students select a “typical” fast-food meal (e.g., a breakfast at a fast-food restaurant). Using <i>Canada’s Food Guide to Healthy Eating</i> (Health Canada), students identify</p> <ul style="list-style-type: none"><li>• the number of servings from each food group that the meal contains</li><li>• what foods, if any, were a source of<ul style="list-style-type: none"><li>— complex carbohydrates (CHO)</li><li>— saturated fat</li><li>— unsaturated fat</li><li>— animal protein</li><li>— vegetable protein</li></ul></li></ul> <p>◆ <b>My Lunch</b></p> <p>Working individually, students analyze the nutritional value (as it relates to <i>Canada’s Food Guide to Healthy Eating</i>) of a typical lunch-time meal that they could receive from one of the following:</p> <ul style="list-style-type: none"><li>• school cafeteria</li><li>• “bagged lunch” from home</li><li>• restaurant nearby</li><li>• self-serve vending machine(s)</li></ul> <p>The same criteria are used to analyze nutritional value in the Fast-Food Comparison activity.</p>



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

**Glossary**

- carbohydrate (CHO)
- cholesterol
- dietary fibre
- fat
- minerals
- protein
- vitamins

**Tip**

- At the time of this document's publication, Health Canada's Office of Nutrition Policy and Promotion was reviewing *Canada's Food Guide to Healthy Eating*. Results of the review are to be posted on Health Canada's website as they become available.

**Aboriginal Link**

- Have students research traditional Aboriginal foods and their nutritional value. Refer to RM S2-4: *The Northern Food Guide*.
- For information on traditional foods and recipes with their nutritional breakdown, refer to the following resources (see Aboriginal Websites in Bibliography):
  - NativeTech
  - Turtle Island Native Network—Culture

**Resources****Audiovisual/Software**

- Prowse, Matthew, with FoodFocus Nutrition Analysis Software for Education. *FoodFocus: Choosing Foods That Make Sense—Nutrition Analysis Software*. CD-ROM. Winnipeg, MB: FoodFocus Nutrition Analysis Software for Education, 2000.

**◆ Journal/Reflection: All Activities**

Teacher Assessment: Anecdotal Notes

Students respond to the following question in their journals:

- What changes could be made to your selected lunch-time meal, or to your group's fast-food meal, to create a "better" example of a nutritional value meal that is in accordance with *Canada's Food Guide to Healthy Eating*?

**TEACHER NOTES (continued)****Publications**

- Health Canada. *Canada's Food Guide to Healthy Eating: For People Four Years and Over*. 2004. <[http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food\\_guide\\_rainbow\\_e.html](http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html)>.
- Manitoba Milk Producers. *The Adolescent Consumer*. Rev. ed. Winnipeg, MB: Manitoba Milk Producers, 2001.

**Resource Master**

- RM S2-4: *The Northern Food Guide*



**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**☐ K.5.S2.C.1b Explain the importance of daily food choices for health promotion at various life stages (e.g., fetal development, childhood, adolescence, senior years...) and for the prevention of chronic disease (e.g., heart disease, cancer, type II diabetes, osteoporosis...).**

**Curricular Connections**  
**SC (Biology):**  
 S3B-2-08 Describe the functions of the six basic types of nutrients: carbohydrates, lipids, proteins, vitamins, minerals, and water. Include: ATP production, construction and repair, regulating.  
 S3B-2-10 Evaluate personal food intake and related food decisions. *Examples: % daily values of nutrients, portion size, nutrient labels, balance between lifestyle and consumption...*

**SUGGESTIONS FOR INSTRUCTION**

◆ **The Right Choice**

To identify nutritional choices that can contribute to the prevention of possible diseases at various life stages, arrange students in small groups and have them complete a chart such as the following. Groups share their information with the class and compile a master chart. (See example below.)

The Right Choice		
Life Stage	Possible Disease	Nutritional Choices Contributing to Disease Prevention
Children/ Adolescents	Asthma	<ul style="list-style-type: none"> <li>• fresh produce, leafy green vegetables</li> <li>• omega-3 fatty acids (canola, flax, and fish oils)</li> <li>• milk</li> </ul>
	Mono	<ul style="list-style-type: none"> <li>• fresh produce</li> <li>• grains</li> <li>• plenty of water</li> </ul>
Adults/ Seniors	Cancer	<ul style="list-style-type: none"> <li>• sour cream, peanut butter, mayonnaise (to boost calories)</li> <li>• meats, cheese, eggs, milk (to boost protein)</li> </ul>
	Heart Disease	<ul style="list-style-type: none"> <li>• unprocessed foods such as whole grains</li> <li>• vitamin and mineral supplements</li> <li>• omega-3 fatty acids (canola, flax, and fish oils)</li> </ul>
	Diabetes	<ul style="list-style-type: none"> <li>• whole-grain fibres (pasta, tortillas, beans)</li> <li>• peppers, carrots, broccoli</li> <li>• apples, bananas, raisins</li> <li>• fat-free milk</li> <li>• chicken, fish</li> </ul>
	Osteoporosis	<ul style="list-style-type: none"> <li>• calcium-rich foods</li> <li>• milk</li> <li>• omega-3 fatty acids (canola, flax, and fish oils)</li> </ul>

◆ **Food Choices throughout Life**

Working in pairs, students select one of the following age categories:

- Fetal development
- Adolescents (13 to 17 years of age)
- Adults (18 to 54 years of age)
- Seniors (55 years of age and older)

Ensure that all age categories are represented equally.

Each pair lists daily food choices for the selected age category and identifies the nutrients in the food intake. Students explain the significance of the specified nutrients to health promotion relative to the selected age group and describe the importance of adequate nutrients/food intake for the prevention of chronic disease.

All pairs who selected the same age category meet as a group to compile their research and present findings to the class.



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

### Glossary

- glycemic index
- osteoporosis
- type II diabetes

### Aboriginal Link

- Diabetes is a chronic disease that has reached epidemic proportions in society. Have students research chronic diseases such as type II diabetes and explain the importance of proper eating and exercise in helping to prevent diabetes. Refer to RM S2-4: *The Northern Food Guide*.
- For more information about diabetes and ways to live a healthy life by exercising and eating properly, refer to the following resources (see Aboriginal Websites in Bibliography):
  - Native American Diabetes Project
  - Quesnel Tillicum Society Native Friendship Centre—Quesnel Aboriginal Diabetes Prevention and Awareness Program
  - Urban Aboriginal and Métis Diabetes Prevention and Control—The Healing Trail

### Resources

#### Publications

- Hallet, Bruce, Human Resources Development Canada, and Manitoba Aboriginal and Northern Affairs. *Aboriginal People in Manitoba 2000*. Online. Winnipeg, MB: Manitoba Aboriginal Affairs Secretariat, 2001.



### ◆ Journal/Reflection: Food Choices throughout Life

Self-Assessment: Inventory

Students answer the following questions in their journals:

1. Were any nutrients identified across all four age categories? Explain.
2. Do you need to change your nutrient/food intake for the purpose of health promotion and chronic disease prevention? Explain.

### TEACHER NOTES (continued)


<<http://www.mb.gov.ca/ana/apm2000/apm2000.pdf>>. (See Chapter 2: Health.)

- Manitoba Milk Producers. *The Adolescent Consumer*. Rev. ed. Winnipeg, MB: Manitoba Milk Producers, 2001.

#### Resource Masters

- RM S2-4: *The Northern Food Guide*
- RM S2-5: “Nutrivia” Questions and Answer Key (This game can be used as a pre/post-test.)



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.5.S2.C.2 Analyze factors</b> (e.g., food and fluid intake, rest, supplements, ergogenic aids...) <b>affecting optimal physical performance.</b></p>	<p>◆ <b>Optimal Performance</b></p> <p>Students brainstorm and create a master list of factors that could affect optimal physical performance. (This list will be used in the following learning activity.)</p>
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b></p> <p><b>SC (Biology):</b>                      S3B-3-12 Identify factors that affect blood pressure and describe their effects.  <i>Examples: age, exercise, stress, caffeine, nicotine, shock beta blockers, diuretics, effects: low blood pressure, high blood pressure, increased heart rate...</i></p> </div>	<p>◆ <b>Performance Menu</b></p> <p>In small groups, students create three performance menus (for a pre-competition meal, a during-competition meal, and a post-competition meal) for one of the following athletes:</p> <ul style="list-style-type: none"> <li>• high school basketball player</li> <li>• competitive swimmer</li> <li>• track athlete</li> <li>• power lifter</li> <li>• long-distance/marathon runner</li> <li>• triathlon athlete</li> </ul>
	<p>In creating the performance menus, groups consider the factors from the Optimal Performance master list. Each group presents menus to the class. Encourage questions and discussion.</p> <p>◆ <b>Fuel for Performance Wrap-up</b></p> <p>Working with the groups that they formed for the Performance Menu activity, students research various resources to respond to questions about the factors affecting optimal physical performance.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>Refer to BLM S2-10: Fuel for Performance Questions and Answer Key.</p> </div>



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

### Glossary

- antioxidants
- carbohydrate
- dehydration
- electrolytes
- ergogenic aids
- fat
- minerals
- protein
- vitamins

### Aboriginal Link

- Have students research and develop an action plan for active living, considering Aboriginal cultures and traditions.
- For more information and ideas, refer to the following resources (see Aboriginal Websites in Bibliography):
  - Manitoba Aboriginal Sport and Recreation Council (MASRC)
  - Native American Diabetes Project

### Resources

#### Publications

- Clark, Nancy. *Sports Nutrition Guide Book*. 3<sup>rd</sup> ed. Windsor, ON: Human Kinetics, 2003.
- Manitoba Milk Producers. *The Adolescent Consumer*. Rev. ed. Winnipeg, MB: Manitoba Milk Producers, 2001.
- ---. *Sport Nutrition*. Rev. ed. Winnipeg, MB: Manitoba Milk Producers, 2003.

### ◆ Paper and Pencil Task: All Activities

Group Assessment: Inventory

Students answer questions on the “fuel” needed for physical activities and assess their responses using the answer key provided.



Refer to BLM S2–10: Fuel for Performance Questions and Answer Key.

## TEACHER NOTES (continued)



### Organizations

- Manitoba Milk Producers
- Sport Medicine Council of Manitoba

### Blackline Master

- BLM S2–10: Fuel for Performance Questions and Answer Key



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.5.S2.D.1 Analyze issues</b> (e.g., substance dependence, addiction, medical concerns, law, ethics, effects on families/friends...) <b>concerning the use and abuse of legal and illegal substances</b> (e.g., alcohol, prescription drugs, tobacco, marijuana, steroids/performance-enhancing substances, street drugs...).</p>	<p>◆ <b>What Are the Issues? What Are the Opinions?</b></p> <p>Designate three areas in the room as “Agree,” “Disagree,” and “Neutral.” Read out statements concerning the use and abuse of legal and illegal substances. Students move towards the area in the room that best expresses their opinions/feelings on the statement. In small groups, students discuss their reasons for their choice. Volunteers report on the group’s discussion. Students return to a central point before the next statement is read.</p> <p><b>Sample Statements:</b></p> <ul style="list-style-type: none"> <li>• Cigarette manufactures should compensate governments for all costs associated with the medical care of smokers.</li> <li>• All members of a team should lose their medals if one team member is found to be using a banned substance.</li> <li>• Using marijuana for your own personal use is ethical.</li> <li>• Being under the influence of marijuana seriously affects your ability to drive.</li> <li>• Professional athletes need to use performance-enhancing drugs to win gold medals.</li> </ul>
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b>  <b>PE/HE:</b>                      K.5.S2.D.2</p> </div>	
	<p> Refer to Opinion Line in RM G-2: Active Learning Strategies.</p>
	<p>◆ <b>Impact Pie</b></p> <p>Students select a substance (e.g., alcohol, prescription drugs, marijuana, steroids/performance-enhancing substances, street drugs) that is used in an illegal manner. They research its impact/effect on self, friends, family, community, finances, and the legal system.</p>
	<p>◆ <b>Trivia Game</b></p> <p>Students participate in a trivia game to review and demonstrate their knowledge about drugs, including stimulants, depressants, and hallucinogens.</p>
	<p> Refer to RM G-8: Effects of Alcohol and Drugs: Trivia Game 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.

### Tip

- Guide open discussion towards identifying healthier lifestyle choices/habits, as well as encouraging students to act morally and legally.

### Resources

#### Publication

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.

#### Organizations

- Alcoholics Anonymous, Manitoba
- Manitoba Lung Association

#### Professionals

- pharmacist
- police officer (Drug Enforcement Squad)

#### Resource Masters

- RM G-2: Active Learning Strategies
- RM G-8: Effects of Alcohol and Drugs: Trivia Game and Answer Key

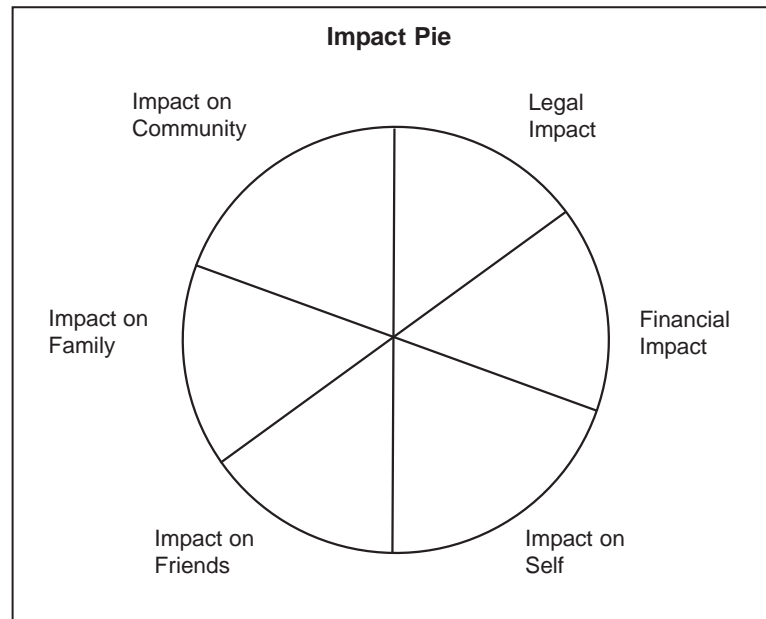


## SUGGESTIONS FOR ASSESSMENT

### ◆ Performance Task: Impact Pie

Peer/Self-Assessment: Inventory

With reference to the following Impact Pie template, each student shares research findings with a peer who selected a different substance.





### ◆ Performance Task: All Activities

Teacher/Peer/Self-Assessment: Inventory

A trivia game may be used as a pre/post-test to assess student knowledge.



Refer to 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"/> <b>K.5.S2.D.2 Evaluate the legal aspects and consequences of substance use and abuse and addiction</b> (e.g., drinking and driving, street drugs, inhalants...).	<b>◆ Food for Thought</b> Organize an Opinion Line activity similar to the one suggested for learning outcome K.5.S2.D.1. Read out statements regarding the legal aspects and consequences of substance abuse and addiction. Students indicate their position on the statements.
<b>Curricular Connections</b> <b>PE/HE:</b> K.5.S2.D.1	<b>Sample Statements:</b> <ul style="list-style-type: none"><li>• The Manitoba Government raises the legal age of drinking to 21.</li><li>• Marijuana is used only for medical purposes.</li><li>• Prohibit new drivers from consuming any alcohol.</li><li>• Prohibit youth from purchasing inhalants such as model glue.</li><li>• Manitoba has the toughest drinking and driving laws.</li><li>• Provincial law bans smoking in public places.</li></ul>
	 Refer to Opinion Line in RM G-2: Active Learning Strategies.
	<b>◆ The Laws</b> Students brainstorm what they know about the laws related to drug use, drinking, and driving. Create a master list. Working in small groups, students read a Legal Brainteaser Scenario and answer the following questions: <ul style="list-style-type: none"><li>• What are the offences of the four individuals involved?</li><li>• What are the legal consequences of these offences?</li></ul> Volunteers from each group share their answers. Encourage class discussion.
	 Refer to RM S2-6: Legal Brainteaser Scenario and Answer Key.



## TEACHER NOTES

### Review

- Blood Alcohol Concentration (BAC)
- *Controlled Drugs and Substances Act*
- *Criminal Code of Canada*
- *Liquor Control Act*
- *Manitoba Highway Traffic Act*

### Resources

#### Audiovisual

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

#### Publications

- Addictions Foundation of Manitoba. *Fast Facts on Alcohol*. Winnipeg, MB: Addictions Foundation of Manitoba, 2002.
- 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 2*. Winnipeg, MB: Manitoba Public Insurance Corporation and Manitoba Education, Training and Youth, 2002.
- The Winnipeg School Division. *Comprehensive Drug Education Kit: Secondary Facilitator's Guide*. Winnipeg, MB: The Winnipeg School Division, 2002.



## SUGGESTIONS FOR ASSESSMENT

### ◆ Questioning/Interview: The Laws

Peer/Group Assessment: Inventory

After students have identified the offences and the legal consequences described in the Legal Brainteaser Scenario, post the answer key. Peers assess group responses.



Refer to RM S2–6: Legal Brainteaser Scenario and Answer Key.

## TEACHER NOTES (continued)

### Organization

- Addictions Foundation of Manitoba

### Professionals

- lawyer/judge
- police officer

### Resource Masters

- RM G–2: Active Learning Strategies
- RM S2–6: Legal Brainteaser Scenario and Answer Key



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.5.S2.D.3 Examine current statistics on substance use as it affects healthy living, locally and nationally.</b></p> <div data-bbox="113 499 555 613" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>PE/HE:</b>                      K.5.S2.D.1</p> </div>	<p>◆ <b>Statistics Talk</b></p> <p>The class divides into five groups, each group selecting one of the following substances:</p> <ul style="list-style-type: none"> <li>• alcohol</li> <li>• tobacco</li> <li>• prescription drugs</li> <li>• marijuana</li> <li>• steroids/performance-enhancing substances</li> </ul> <p>Each group identifies how the use/abuse of the selected substance affects healthy living. Students research current local and/or national statistics that support the effects they have identified. Groups present their findings to the class.</p> <p>◆ <b>Anti-Substance Abuse Advocacy Program</b></p> <p>As a class, students design an advocacy program that speaks out against substance abuse, choosing one of the five selected substances researched in the Statistics Talk activity above. Using current statistics from their research on tobacco, for example, students design a non-smoking advocacy program for their school. Students divide into four groups, with an equal number of students in each group, and choose one of the following responsibilities:</p> <ul style="list-style-type: none"> <li>• <b>Group 1:</b> Research the techniques tobacco companies use to promote smoking among teenagers, study the effectiveness of these techniques, and report findings to other groups.</li> <li>• <b>Group 2:</b> Research a recent issue related to tobacco that would support the anti-smoking campaign and report findings to other groups.</li> <li>• <b>Group 3:</b> Using research findings from Groups 1 and 2, develop anti-smoking media messages presented in the form of flyers, brochures, posters, and so on.</li> <li>• <b>Group 4:</b> Drawing on the research and media messages presented by the other groups, organize and conduct a meeting with school administrators/teachers, informing them of the content of the anti-smoking advocacy campaign in the hopes that the class may give a presentation to the student body.</li> </ul>



**TEACHER NOTES**

**Tip**

- In 2001 Addictions Foundation of Manitoba researched substance use/abuse patterns from a cross-section of Manitoba high schools. The findings from the high school survey identified that 58.6 percent of the students reported alcohol and “other” drug use as one of the top two problems (failing at school was the other one), and that 87.4 percent of the students had used alcohol (Patton *et al.* 6, 9).

**Resources**

**Audiovisual**

- 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.
- 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
- Physicians for a Smoke-Free Canada



**SUGGESTIONS FOR ASSESSMENT**

◆ **Performance Task: Statistics Talk**

Peer/Self-Assessment: Checklist

Students refer to the following checklist to identify their completion of the research project.

Research Checklist		
The group identified	Yes	No
• harmful effect(s) and/or beneficial effect(s) of selected drug use/abuse		
• statistics in support of the specified effect(s)		


**TEACHER NOTES (continued)**

- Statistics Canada
- Traffic Injury Research Foundation

**Professionals**

- local police/RCMP officer



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<i>Students will...</i>	
<p><input type="checkbox"/> <b>K.5.S1.E.1a</b> <math>\rightsquigarrow</math> <b>K.5.S2.E.1a</b> <b>Review the anatomy and physiology of the reproductive system of human beings.</b></p> <div data-bbox="115 499 554 657" style="border: 1px solid black; padding: 5px;"><p><b>Curricular Connections</b> <b>FS:</b> S2.2.3.1 Describe the male and female reproductive systems and the process by which fertilization takes place.</p></div>	<p>◆ <b>The Body</b></p> <p>Using unlabelled diagrams of the female and male reproductive systems, students identify the anatomy and physiology of the human reproductive systems and state the function of each part. Review the anatomy and physiology of the reproductive systems.</p> <p> Refer to BLMs G-4a to G-4g: Reproductive System Diagrams and Definitions.</p>



## 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: The Body

Peer Assessment: Inventory

Peers share information collected and quiz one another, referring to labelled diagrams of the human reproductive systems.



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

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**☐ K.5.S2.E.1b Identify and assess the advantages and/or disadvantages of different contraceptive methods** (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device...).

**Curricular Connections**

**PE/HE:**

K.5.S1.E.1b

**FS:**

S2.2.4.1 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**

◆ **Choices**

The class brainstorms and creates a master list of contraceptive methods. Working in pairs, students select and research one of the contraceptive methods from the list. They define the contraceptive method/product and identify its advantages and disadvantages, recording their information on a chart such as the following.

Contraceptive Methods and Considerations			
Contraceptive Method/Product	Definition (Use/Application)	Considerations For	Considerations Against
Abstinence			
Cervical cap			
Condom			
Depo-Provera			
Diaphragm			
Intrauterine device (IUD)			
Oral contraceptive or birth control pill			
Spermicide			
Patch			



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

As pairs present their information to classmates, students complete their charts for all contraceptive methods listed.





## 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.
- 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*. 2<sup>nd</sup> ed. Ottawa, ON: City of Ottawa, People Services Department, 2002.

**Organization**

- Scarleteen: Sex Education for the Real World

**Professionals**

- Elder/religious leader
- physician
- public health nurse
- representative from Klinik Community Health Centre—Teen Talk

**Resource Master**

- RM G-9: Contraceptive Methods and Considerations:  
Answer Key

◆ **Journal/Reflection: Choices**

Self-Assessment: Inventory

In their journals, students record what contraceptive method they would consider at this time in their lives, explaining the advantages and disadvantages from a personal point of view.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.5.S2.E.1c Describe the importance of and conditions for a healthy pregnancy</b> (e.g., avoid alcohol, tobacco, poor nutrition...)</p>	<p>◆ <b>Healthy Pregnancy Web</b></p> <p>Students individually identify the conditions for a healthy pregnancy (e.g., avoid alcohol, smoking, and drugs, use safe sex methods, eat healthy foods, have medical checkups), recording their ideas in a web format such as the following. Students share their webs with a partner.</p> <div data-bbox="659 569 1429 1092" style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Healthy Pregnancy Web</b></p> </div> <p>◆ <b>Healthy Pregnancy: Why It Matters</b></p> <p>Working in groups of three or four, students select a condition identified on the Healthy Pregnancy Web, research its significance, and present their information to the class, noting evidence that supports the importance of the selected condition for a healthy pregnancy.</p>



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

**Review**

- drug use
- fetal alcohol syndrome (FAS)
- smoking

**Resources****Publications**

- Manitoba Addictions Awareness Week (MAAW) Committee. *Manitoba Addictions Awareness Week: Resource Kit*. Winnipeg, MB: MAAW Committee, published annually.
- 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.

**Professionals**

- guidance counsellor
- physician
- public health nurse

◆ **Questioning/Interview: Healthy Pregnancy Web**

Peer Assessment: Inventory

Students exchange their completed webs for a healthy pregnancy and discuss them with a peer.

◆ **Performance Task: Healthy Pregnancy: Why It Matters**

Peer/Teacher Assessment: Rating Scale

Students assess group presentations using the following rating scale.

Group Presentation Rating Scale	
<b>Scale</b>	The group identifies
<b>A</b>	• <b>substantial</b> evidence that supports the significance of a selected condition for a healthy pregnancy
<b>B</b>	• <b>satisfactory</b> evidence that supports the significance of a selected condition for a healthy pregnancy
<b>C</b>	• <b>limited</b> evidence that supports the significance of a selected condition for a healthy pregnancy
<b>D</b>	• <b>very little or no</b> evidence that supports the significance of a selected condition for a healthy pregnancy

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.5.S2.E.2 Analyze the components</b> (e.g., communication, decision making, sharing, managing sexual feelings and desires...) <b>in different case scenarios for building and maintaining healthy relationships</b> (e.g., friendships, dating, commitment, engagement, marriage, parenthood, cohabitation...).</p>	<p>◆ <b>The Components</b></p> <p>To help students focus on developing healthy relationships, brainstorm possible ways to meet someone at a party, to ask someone for a first date, and/or to develop a friendship with someone. Discuss both verbal and nonverbal components.</p> <p>◆ <b>Building a Foundation</b></p> <p>Four volunteers (working in pairs) role-play the suggested scenario for the class. One pair acts out the scenario in a positive manner so that the relationship remains a healthy one. The other pair acts out the scenario in such a manner that the relationship is destroyed.</p> <p>After the role-play, the class analyzes/identifies</p> <ul style="list-style-type: none"> <li>• what components built the relationship (e.g., listening to what each had to say to the other, both taking responsibility for contraception)</li> <li>• what components destroyed the relationship (e.g., yelling or swearing at each other, not respecting someone’s cultural background)</li> </ul> <p><b>Suggested Scenario:</b></p> <p>Jamie and Joemel are both 16 years of age and want to have a sexual relationship with each other. Jamie’s cultural background strongly values abstinence before marriage.</p> <p>◆ <b>Confused and Upset</b></p> <p>Working in pairs, students read the scenario suggested below. They analyze and discuss the components that contributed to or did not contribute to building and maintaining a healthy relationship.</p> <p><b>Suggested Scenario:</b></p> <p>Tom and Pam, both Senior 2 students, have been going out for several weeks. Tom takes Pam to an expensive concert to celebrate her birthday. Pam is impressed with his generosity and the way he is so cool with her.</p> <p>After the concert they go to her house. Her parents are away for the weekend. Tom puts on some slow music and they begin to dance. While Pam is enjoying a romantic moment with a special date, Tom is thinking he’s going to “get lucky” tonight. Tom and Pam begin necking and soon they are on the couch. Pam suddenly realizes that Tom expects to collect on his “investment” for the evening. She’s crying and he’s yelling at her for leading him on. They are both confused and upset.</p>



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

### Review

- Techniques used to build and maintain healthy relationships include
  - communication skills
  - decision making
  - sharing
  - managing feelings and desires

### Resources

#### *Publications*

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3<sup>rd</sup> ed. Ottawa, ON: CIRA, 1998.
- 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.



### ◆ Observation: Confused and Upset

Teacher Assessment: Anecdotal

While observing student discussions, determine students' ability to analyze the relationship components in the scenario.

**PRESCRIBED LEARNING OUTCOMES**

*Students will...*

**K.5.S2.E.3a Examine sexuality as it is portrayed in the media** (e.g., fashion magazines, music videos, advertisements, movies, songs...).

**SUGGESTIONS FOR INSTRUCTION**

◆ **First Impressions**

Students collect pictures (from various media) portraying sexuality in society. Students write down their impressions of each picture, indicating

- what effect the picture has on them
- what message it is trying to convey

Encourage class discussion.

◆ **Media Messages**

In groups of three or four, students select and examine a media message (e.g., video clip, magazine advertisement, song) on human sexuality, using the following chart as a guide. Groups present their conclusions and information to classmates.

Encourage class discussion.

<b>Media Messages about Sexuality</b>		
Source of media message (state title): _____		
Factors to Consider	Description of Person 1	Description of Person 2
Activity		
Position (relative to each other—i.e., personal space)		
Clothing		
Inferred feelings (towards each other)		
Suggestions of a sexual nature		
Findings/Conclusions		
Target audience (e.g., age group, male, female, or both genders):		
What impact might this media message about sexuality have on the target audience?		



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Glossary**

- human sexuality

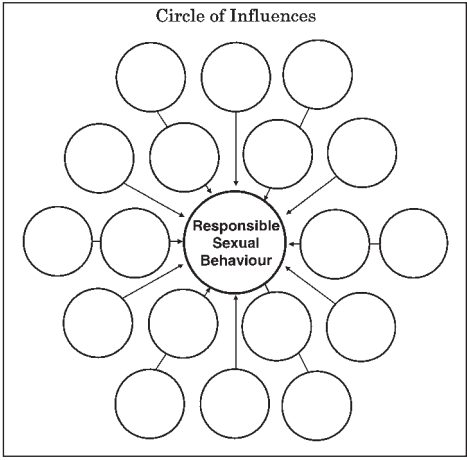
◆ **Journal/Reflection: Media Messages**

Teacher Assessment: Anecdotal Notes

Students respond, in their journals, to the following questions regarding their selected media message portraying sexuality:

1. Why are media messages so important/powerful?
2. Does your media message appeal to your emotions or your sense of reason/judgement?
3. Does your media message affect your opinion of what is acceptable, normal, and healthy?
4. What is the message in your media example?
5. What is the hidden/unspoken message in your media example?



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ K.5.S1.E.3b ➡ K.5.S2.E.3b</b>  <b>Examine the influences</b> (e.g., family values, culture and religion, peer pressure, media images and advertising, substance use...) <b>on making decisions for responsible sexual behaviour.</b></p>	<p>◆ <b>Circle of Influences</b></p> <p>Lead a class discussion in which students identify and examine the influences related to making decisions for responsible sexual behaviour. Students record “major” influences in pen and “minor” influences in pencil.</p>
<p><b>Curricular Connections</b>  <b>PE/HE:</b>                  K.5.S1.E.3b</p>	
	<p>◆ <b>Relationship Decisions</b></p> <p>To help students identify specific influences (pressures) that affect responsible decisions regarding sexual behaviour, arrange students in three groups and assign one of the suggested relationship scenarios to each group.</p> <p>Each group discusses their relationship scenario and identifies</p> <ul style="list-style-type: none"> <li>• the alternative ways their scenario could be acted out</li> <li>• the influences that affected the alternative outcomes</li> <li>• the positive/negative consequences of each alternative</li> </ul> <p>Groups share their discussions with the class.</p> <p><b>Suggested Scenarios:</b></p> <ol style="list-style-type: none"> <li>1. Paul and Carrie have been seeing each other for a long time, and lately they have both found it difficult to control their sexual feelings for each other. While Carrie has “promised” herself not to engage in sex until she is older, and Paul has respected her request, they have discussed what a great opportunity they would have spending some intimate time together at the upcoming all-night party at the home of one of their friends, whose parents will be out of town for the weekend. Paul has told Carrie he will bring along some beer.</li> <li>2. Evan and several of his friends are at a party. During a dance, Jill lets Evan know she wants him to come to her place to “have sex” since no one is home. While all Evan’s friends think he should go, Evan doesn’t particularly want to have sex with her.</li> <li>3. Sandra and Bob have been dating for a year, and both feel they are not ready for a “sexual” relationship. Lately Bob’s friends are asking a lot of questions about his sex life with Sandra.</li> </ol>





## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

### Tip

Influences may include

- family values/parental values
- personal values
- culture
- religion
- health beliefs
- peer pressure
- media images
- advertising
- substance use
- STIs
- unplanned pregnancy

### 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



### ◆ Journal/Reflection: Circle of Influences

Self-Assessment: Inventory


Students respond to the following statement in their journals:

There are many influences (major and minor) that affect a person's decision making for responsible sexual behaviour. Choose at least three of the influences and explain which would be a major or minor influence for yourself.

### ◆ Journal/Reflection: Relationship Decisions

Self-Assessment: Inventory

Students write about a situation (real or fictional) in which their decision regarding sexual behaviour was influenced by certain factors. They identify the factors and their effects, examining whether or not their decision regarding sexual behaviour was a responsible one.

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p> <p><input type="checkbox"/> <b>K.5.S1.E.3c</b> <math>\rightsquigarrow</math> <b>K.5.S2.E.3c</b>  <b>Review personal responsibilities and sources of support</b> (e.g., parents, nurses, doctors, counsellors, helplines, community health services, religious leaders, recommended books...) <b>with regard to sex-related health issues.</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>PE/HE:</b>                      K.5.S1.E.3c</p> </div>	<p>◆ <b>Support Centre</b></p> <p>Working in groups of three or four, students create and name their own resource centre for sex-related health issues. Groups identify a minimum of five sources of support and explain the services that would be offered. Groups present information to the class.</p>
<p><input type="checkbox"/> <b>K.5.S2.E.4a</b> <b>Explain health issues related to HIV/AIDS</b> (e.g., prostitution, intravenous drug use, unsafe sex practices, infection transmitted at birth, use and handling of body fluids...).</p>	<p>◆ <b>Health Issues and HIV/AIDS</b></p> <p>Students brainstorm and create a master list of health issues that relate to HIV/AIDS. They identify</p> <ul style="list-style-type: none"> <li>• risky behaviours/practices</li> <li>• safer behaviours/practices</li> </ul> <p>Students pair up, select a health issue from the master list, research the issue, and present information to classmates.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <p>Students complete a post-quiz using BLM S2–11: HIV/AIDS Quiz and Answer Key.</p> </div>



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Tip**

- Refer to the Sexuality Education Resource Centre (SERC) for a list of Winnipeg clinics and for information regarding other reproductive health supports across the province.

**Resources**

**Publication**

- 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.

**Organization**

- Sexuality Education Resource Centre (SERC)

◆ **Performance Task: Support Centre**

Teacher Assessment: Checklist

Assess the presentation of each group, using a checklist.

Group Presentation Checklist			
The group	Yes	No	Comments
<ul style="list-style-type: none"> <li>• identifies five sources of support offered by the centre</li> </ul>			
<ul style="list-style-type: none"> <li>• explains the nature of the services offered</li> </ul>			

**Glossary**

- AIDS
- HIV

**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.

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

Peer/Self-Assessment: Inventory

Students assess responses to the HIV/AIDS quiz, using the answer key provided.



Refer to BLM S2–11: HIV/AIDS Quiz and Answer Key.

**TEACHER NOTES (continued)**


**Professionals**

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

**Blackline Master**

- BLM S2–11: HIV/AIDS Quiz and Answer Key



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>K.5.S2.E.4b Describe ways to prevent STIs to promote the health of society</b> (e.g., practising abstinence, using condoms, avoiding intercourse with infected victims, requesting blood test for partners, maintaining monogamous relationships...).</p>	
<p><b>Curricular Connections</b>  <b>PE/HE:</b>                      K.5.S1.E.4b                      K.5.S2.E.1b</p>	
	<p>◆ <b>Handshake</b></p> <p>To demonstrate how easily STIs can become a societal epidemic, students participate in the following handshake activity:</p> <ol style="list-style-type: none"> <li>1. Prepare a set of index cards for the class, marking one card with an X (representing an STI) and leaving the others blank. Each student takes an index card.</li> <li>2. Students shake hands with five classmates. With each handshake the two individuals sign each other’s cards. Students return to their seats.</li> <li>3. The student who has an X on his or her card stands up and reads the five names that are signed on the card.</li> <li>4. The five students whose names are on that card also stand up. Those students are now infected (for the purpose of this activity). They each read the five names that are signed on their cards.</li> <li>5. The activity continues until all infected students are standing.</li> </ol> <p>The purpose of this learning strategy is to help students understand and respect behaviours that help prevent the transmission of STIs. Ensure that students do not personalize this learning activity.</p>
	<p>◆ <b>Prevention and Promotion</b></p> <p>Using a Rotating Reel strategy, students share responses to the following questions:</p> <ol style="list-style-type: none"> <li>1. What are the ways to prevent STIs?</li> <li>2. What precautions should be taken if one is sexually active?</li> <li>3. What actions should be taken if STI contraction occurs or is a possibility?</li> </ol>
	<p> Refer to Rotating Reel in RM G–2: Active Learning Strategies.</p>

(continued)



## TEACHER NOTES

## SUGGESTIONS FOR ASSESSMENT

**Alert**

Treat the Handshake learning activity with sensitivity.

**Resources****Audiovisual**

- UNICEF Canada. *The Global HIV/AIDS Pandemic: What Are You Going to Do about It?* VHS. Toronto, ON: UNICEF Canada, 2003. (The actors in this video are from the TV show *Degrassi: The Next Generation*.)

**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**

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

**Resource Master**

- RM G–2: Active Learning Strategies

◆ **Observation: Prevention and Promotion**

Teacher Assessment: Inventory

As students participate in the Rotating Reel strategy, observe their ability to describe ways to prevent STIs to promote the health of society.

(continued)

PRESCRIBED LEARNING OUTCOMES
<i>Students will...</i>
<input type="checkbox"/> <b>K.5.S2.E.4b</b> <i>(continued)</i>

SUGGESTIONS FOR INSTRUCTION

*(continued)*

◆ **Society’s Health Plan**

Working in small teams, students create a list of high-risk groups that are vulnerable to the spread of STIs (e.g., teenagers, people who use intravenous drugs, are involved in the sex trade, have received blood transfusions, have many tattoos). Once the teams have created their lists, they come back together in a large group to create a master list of high-risk groups.

Student teams select one risk group from the master list and develop a health plan that could be implemented within society to help the selected group prevent the spread of STIs. Each health plan should address the following questions:


1. What makes this group high risk?
2. What programs will have to be created for this group?
3. How might the implementation of this plan affect the broader health care system?
4. What are some of the positive social effects that would result from implementing the health plan?

Groups present their health plan to the class for assessment.



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**





*(continued)*

◆ **Performance Task: Society’s Health Plan**

Peer Assessment: Rating Scale

Peers assess each other’s health plans, using the following criteria and rating scale.

<b>Peer Assessment of Health Plan</b>			
<b>Criteria</b>	<b>3 Exemplary</b>	<b>2 Satisfactory</b>	<b>1 Needs Work</b>
<b>Research Process</b>	<ul style="list-style-type: none"> <li>Provides a comprehensive and detailed plan.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a detailed plan.</li> </ul>	<ul style="list-style-type: none"> <li>Requires more detail for the plan.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>Includes extensive and pertinent ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Includes relevant ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Includes ideas not directly related to the topic.</li> </ul>
<b>Presentation</b>	<ul style="list-style-type: none"> <li>Keeps the audience’s attention from start to finish.</li> </ul>	<ul style="list-style-type: none"> <li>Generally keeps the audience’s attention.</li> </ul>	<ul style="list-style-type: none"> <li>Does not hold the audience’s attention.</li> </ul>

PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>S.5.S2.A.2 Design an action plan for active living on a daily basis for self and/or others</b> (e.g., friend, sibling, senior citizen...).</p> <div data-bbox="115 499 554 615" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>PE/HE:</b>                      K.5.S2.B.2</p> </div>	<p>◆ <b>Active Living Inventory</b></p> <p>To design an action plan for active living (see Get Set, Go! activity below), students first need to complete an inventory of their current physical condition, activity level, and preferences, using the BLM provided. This BLM may also be used for others (e.g., friend, sibling, parent/guardian).</p> <div data-bbox="659 577 762 682" style="text-align: center;">  </div> <p style="text-align: center;">Refer to BLM S2–12: My Active Living Inventory.</p> <p>◆ <b>Get Set, Go!</b></p> <p>Using the information gathered in the Active Living Inventory, students design an action plan for the next month. The action plan should</p> <ul style="list-style-type: none"> <li>• include a variety of activities</li> <li>• use the FITT principle</li> <li>• focus on the health-related fitness components: cardiovascular endurance, muscular strength, muscular endurance, and flexibility</li> </ul> <p>Students write their action plans in their journals.</p> <div data-bbox="659 1134 762 1239" style="text-align: center;">  </div> <p style="text-align: center;">Refer to RM G–5: FITT Principle Guidelines.                      Also refer to <i>Canada’s Physical Activity Guide to Healthy Active Living</i> (Health Canada).</p>





**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Glossary**

- active living
- cardiovascular endurance
- flexibility
- muscular endurance
- muscular strength

**Aboriginal Link**

- Have students research and develop an action plan for active living, considering Aboriginal cultures and traditions.
- For more information and ideas, refer to the following resources (see Aboriginal Websites in Bibliography):
  - Manitoba Aboriginal Sport and Recreation Council (MASRC)
  - Native American Diabetes Project

**Resources**


**Publications**


- Canadian Society for Exercise Physiology. *The Canadian Physical Activity, Fitness and Lifestyle Appraisal Guide*. Ottawa, ON: Canadian Society for Exercise Physiology, 1996.
- Health Canada. *Canada’s Physical Activity Guide to Healthy Active Living*. 2004. <[http://www.hc-sc.gc.ca/hppb/fitness/pdf/guide\\_Eng.pdf](http://www.hc-sc.gc.ca/hppb/fitness/pdf/guide_Eng.pdf)>.

**Organization**

- Canadian Society for Exercise Physiology

**Blackline Master**

- BLM S2–12: My Active Living Inventory 



◆ **Performance Task: Get Set, Go!**  
Teacher Assessment: Checklist

**Action Plan Checklist**

Look for evidence that students incorporate

- a variety of activities
- the FITT principle
- the health-related fitness components


◆ **Paper and Pencil Task: All Activities**  
Self-Assessment: Inventory


Students redo the Active Living Inventory, identifying




- differences in responses between the two inventories (e.g., My energy level every day changed from “needs attention” to “satisfactory.”)
- criteria that were rated “satisfactory” on the first inventory and became even better on the second
- steps in the Get Set, Go! action plan they want to change and why

**TEACHER NOTES (continued)**

**Resource Master**

- RM G–5: FITT Principle Guidelines 



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><input type="checkbox"/> <b>S.5.S2.A.3a Design a two-day menu that includes factors</b> (e.g., daily requirement, food likes/dislikes personal schedule, cost...) <b>for healthy eating.</b></p>	<p>◆ <b>Menu</b></p> <p>Students prepare a sample one-day meal plan, using <i>Canada's Food Guide to Healthy Eating</i> (Health Canada).</p>
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b></p> <p><b>SC (Biology):</b>                      S3B-2-10 Evaluate personal food intake and related food decisions. <i>Examples: % daily values of nutrients, portion size, nutrient labels, balance between lifestyle and consumption...</i></p> </div>	<p> Refer to BLM S2–13: One-Day Meal Plan.</p>
	<p>◆ <b>Day-to-Day Survival</b></p> <p>Working in groups of three or four, students plan a menu for a two-day canoe trip or hiking trip.</p>
	<p> Refer to BLM S2–14: 48-Hour Menu.</p>
	<p>In preparing their menus, groups take into consideration the following points/criteria:</p> <ul style="list-style-type: none"> <li>• daily requirements from the four food groups</li> <li>• individual/group likes/dislikes</li> <li>• cost</li> <li>• variety of foods</li> <li>• energy balance</li> <li>• nutritional balance</li> <li>• food preservation and packing</li> </ul> <p>Groups present their respective menus to classmates. Post all charts for viewing.</p>
	<p> Refer to RM S2–4: <i>The Northern Food Guide</i>. Also refer to <i>Canada's Food Guide to Healthy Eating</i> (Health Canada).</p>



**TEACHER NOTES**

**SUGGESTIONS FOR ASSESSMENT**

**Review**

- Review with students the four food groups and what constitutes healthy eating, as outlined in *Canada’s Food Guide to Healthy Eating* (Health Canada).

**Aboriginal Link**

- Have students discuss the changes in the diets of Aboriginal people.
- For ideas and recipes of traditional Aboriginal foods, refer to the following resources (see Aboriginal Websites in Bibliography):
  - Native American Diabetes Project
  - NativeTech
  - Urban Aboriginal and Métis Diabetes Prevention and Control—The Healing Trail

**Resources**

**Audiovisual/Software**

- Prowse, Matthew, with FoodFocus Nutrition Analysis Software for Education. *FoodFocus: Choosing Foods That Make Sense—Nutrition Analysis Software*. CD-ROM. Winnipeg, MB: FoodFocus Nutrition Analysis Software for Education, 2000.

**Publications**

- Health Canada. *Canada’s Food Guide to Healthy Eating: For People Four Years and Over*. 2004. <[http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food\\_guide\\_rainbow\\_e.html](http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html)>.



◆ **Journal/Reflection: Menu**

Teacher Assessment: Anecdotal Notes

Students answer the following questions in their journals:

- Does your one-day meal plan meet *Canada’s Food Guide to Healthy Eating* with regard to the number of servings per food group? Support your response with specific information.
- If not, how can the meal plan be adjusted? Explain.

◆ **Performance Task: Day-to-Day Survival**

Peer Assessment: Checklist

Students assess the posted menus, using the following checklist.

Menu Assessment Checklist		
The menu identifies/considers	Yes	No
• daily requirements from the four food groups		
• individual/group likes/dislikes		
• cost		
• variety of foods		
• energy balance		
• nutritional balance		
• food preservation and packing		

**TEACHER NOTES (continued)**

- Manitoba Milk Producers. *The Adolescent Consumer*. Rev. ed. Winnipeg, MB: Manitoba Milk Producers, 2001.

**Blackline Master**

- BLM S2–13: One-Day Meal Plan
- BLM S2–14: 48-Hour Menu



**Resource Master**

- RM S2–4: *The Northern Food Guide*



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION																								
<p><i>Students will...</i></p>																									
<p><input type="checkbox"/> <b>S.5.S2.A.3b Demonstrate the ability to use information on labels to make daily healthy food choices.</b></p>	<p><b>◆ Nutrition Facts</b></p> <p>Students identify two products that have food labels containing the following information:</p> <ul style="list-style-type: none"> <li>• Product 1: low in fat, high in carbohydrates</li> <li>• Product 2: high in protein, high in fat</li> </ul> <p>Students reproduce the labels (poster size), display them for the class, and justify/explain why the product they selected is a low-fat, high-carbohydrate food or a high-protein, high-fat food.</p>																								
<div style="border: 1px solid black; padding: 5px;"> <p><b>Curricular Connections</b></p> <p><b>SC (Biology):</b>                      S3B-2-10 Evaluate personal food intake and related food decisions. <i>Examples: % daily values of nutrients, portion size, nutrient labels, balance between lifestyle and consumption...</i></p> </div>	<p><b>Nutrition Label Example:</b></p> <table border="1" data-bbox="659 705 1070 1205"> <thead> <tr> <th colspan="2">Nutrition Facts</th> </tr> </thead> <tbody> <tr> <td>Serving Size</td> <td>1 cup (228 grams)</td> </tr> <tr> <td colspan="2"><b>Amount Per Serving</b></td> </tr> <tr> <td>Calories</td> <td>260</td> </tr> <tr> <td>Calories from fat</td> <td>120</td> </tr> <tr> <td></td> <td style="text-align: right;"><b>% DV</b></td> </tr> <tr> <td>Total fat</td> <td>13 g 20%</td> </tr> <tr> <td>Saturated fat</td> <td>5 g 25%</td> </tr> <tr> <td>Cholesterol</td> <td>30 mg 10%</td> </tr> <tr> <td>Total carbohydrate</td> <td>31 g 10%</td> </tr> <tr> <td>Dietary fibre</td> <td>0 g</td> </tr> <tr> <td>Protein</td> <td>5 g</td> </tr> </tbody> </table> <div data-bbox="1105 726 1402 884" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>% Daily Value (DV)</b> – how much of a day's worth of the nutrient the food contains, according to Health Canada.</p> </div> <div data-bbox="1105 905 1402 1031" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Total fat</b> – this figure includes the amount from all sources of fat (saturated, unsaturated).</p> </div> <div data-bbox="1105 1052 1402 1199" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Saturated fat</b> – the fat from animal sources. High consumption of this type of fat is related to an increase in cholesterol level.</p> </div> <div data-bbox="663 1234 925 1381" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Protein</b> – no set DV since most Canadians get ample protein in their diet, according to Health Canada.</p> </div> <div data-bbox="951 1234 1359 1381" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Total carbohydrate</b> – grams of carbohydrate per serving, including starch, fibre, and sugars (which include those that naturally occur in the food, plus any added during processing).</p> </div>	Nutrition Facts		Serving Size	1 cup (228 grams)	<b>Amount Per Serving</b>		Calories	260	Calories from fat	120		<b>% DV</b>	Total fat	13 g 20%	Saturated fat	5 g 25%	Cholesterol	30 mg 10%	Total carbohydrate	31 g 10%	Dietary fibre	0 g	Protein	5 g
Nutrition Facts																									
Serving Size	1 cup (228 grams)																								
<b>Amount Per Serving</b>																									
Calories	260																								
Calories from fat	120																								
	<b>% DV</b>																								
Total fat	13 g 20%																								
Saturated fat	5 g 25%																								
Cholesterol	30 mg 10%																								
Total carbohydrate	31 g 10%																								
Dietary fibre	0 g																								
Protein	5 g																								
	<p><b>◆ The Right Label Choice</b></p> <p>Students pair up and identify labels of two food products that would be ideal examples of nutrition choices for one of the following:</p> <ul style="list-style-type: none"> <li>• an Olympic weightlifter</li> <li>• a senior citizen</li> <li>• a marathon runner</li> </ul> <p>Students present their product labels to the class for assessment, providing justification of why the products are appropriate for the selected individual.</p>																								



**TEACHER NOTES**

**Review**

- Review with students how to interpret Nutrition Facts labels and discuss the importance of being able to interpret these labels.

**Glossary**

- calorie
- carbohydrate
- cholesterol
- dietary fibre
- fat
- protein
- recommended daily dietary allowance (also referred to as percentage daily value)

**Tips**

- Trans fatty acids are polyunsaturated oils that are hardened by hydrogenation to keep the food fresh longer and to change its physical properties. Many researchers suggest that trans fat raises the low-density lipoprotein (LDL) cholesterol and lowers the high-density lipoprotein (HDL) cholesterol, thereby increasing the risk of heart and artery disease.
- Health Canada recommends a limit of 20 grams daily of saturated fats and trans fat.

**Resources**

**Publication**

- Manitoba Milk Producers. *The Adolescent Consumer*. Rev. ed. Winnipeg, MB: Manitoba Milk Producers, 2001.



**SUGGESTIONS FOR ASSESSMENT**

◆ **Observation: Nutrition Facts**

Teacher Assessment: Inventory

As students present their poster-size labels, check their ability to justify/explain the nutrition information as it relates to Product 1 or Product 2.

◆ **Performance Task: The Right Label Choice**

Peer/Teacher Assessment: Rating Scale

Student presentations are assessed using the following rating scale.

Rating Scale	
Rating	The students present their product labels and provide
<b>A</b>	• <b>significant</b> justification of the appropriateness of all nutrition criteria for their selected individual
<b>B</b>	• <b>satisfactory</b> justification of the appropriateness of all nutrition criteria for their selected individual
<b>C</b>	• <b>limited</b> justification of the appropriateness of all nutrition criteria for their selected individual
<b>D</b>	• <b>little, if any</b> , justification of the appropriateness of all nutrition criteria for their selected individual

**TEACHER NOTES** *(continued)*

**Organizations**

- Centre for Science in the Public Interest (Canada)
- Health Canada

The Health Canada website provides information on the following topics:

- Dietary Reference Intakes
- Body Mass Index
- Healthy Weights
- Nutrition Labelling



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION	
<i>Students will...</i>		
<p><input type="checkbox"/> <b>S.5.S2.A.4 Analyze effective responses</b> (e.g., refusal statements, avoidance statements...) <b>to problems regarding substance use and abuse</b> (e.g., alcohol, drugs, tobacco, steroids/performance-enhancing substances, street drugs, inhalants...) <b>by self or others.</b></p>	<p>◆ <b>I Mean No!</b></p> <p>Students brainstorm and create a master list of effective statements that could be made in response to problems regarding substance use and abuse by self or others.</p> <p>◆ <b>Refuse or Lose</b></p> <p>Provide students with the following scenario:</p> <p style="padding-left: 40px;">Your friends hand you a joint to smoke in the school’s parking lot.</p> <p>Students identify the different refusal responses that could be used in this situation. Volunteers role-play the scenario and the refusal response(s) for classmates.</p>	
<table border="1" data-bbox="115 640 554 766"><tr><td><p><b>Curricular Connections</b></p><p><b>PE/HE:</b></p><p>S.5.S1.A.4</p></td></tr></table>	<p><b>Curricular Connections</b></p> <p><b>PE/HE:</b></p> <p>S.5.S1.A.4</p>	
<p><b>Curricular Connections</b></p> <p><b>PE/HE:</b></p> <p>S.5.S1.A.4</p>		



## 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.

### Tip

- For examples of substance use/abuse scenarios, refer to learning outcome S.5.S1.A.4.

### 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*

- Cook, Paula, Laura Goossen, Kathy Jones, and Richard Kellie. *Tough Kids and Substance Abuse: A Drug Awareness Program for Children and Adolescents with ARND, FAS, FAE, and Cognitive Disabilities*. 2<sup>nd</sup> 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.



### ◆ Journal/Reflection: All Activities


Teacher Assessment: Inventory

In their journals, students identify three responses they would use for refusing substances and explain why they would respond in these ways.

### TEACHER NOTES (continued)

- Quest International. *Exploring the Issues: Teens—Alcohol and Other Drugs*. Granville, OH: Quest International, 1995. (See page 76 for drinking and driving scenarios.)



PRESCRIBED LEARNING OUTCOMES	SUGGESTIONS FOR INSTRUCTION
<p><i>Students will...</i></p>	
<p><b>☐ S.5.S2.A.5 Apply a decision-making/problem-solving process in case scenarios related to effective communication for building healthy relationships and demonstrating responsible sexual behaviours.</b></p> <div data-bbox="115 604 554 745" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Curricular Connections</b>  <b>SC (Biology):</b>                      S3B-0-G3 Evaluate individual and group processes used.</p> </div>	<p><b>◆ What to Do?</b></p> <p>In small groups, students discuss the two scenarios suggested below and apply a decision-making/problem-solving process, using the DECIDE Model. Groups share their conclusions with the class.</p> <p><b>Suggested Scenarios:</b></p> <ol style="list-style-type: none"> <li>1. Kelly has had unprotected sex with several people since the breakup with her steady partner Lee. Lee now wants to get back together with Kelly.</li> <li>2. Les and Rae have been engaging in protected sex with each other for almost a year. They spontaneously get together one night, but neither one has brought protection and the stores are closed.</li> </ol> <div data-bbox="654 840 770 955" style="text-align: center; margin: 10px 0;">  </div> <p style="text-align: center;">Refer to BLM G-5: DECIDE Model.</p> <p><b>◆ Role-Playing</b></p> <p>Students divide into three groups and apply a decision-making/problem-solving process to the following scenario:</p> <p style="padding-left: 40px;">Pat has just recently broken up with her boyfriend of three years. A male friend has asked her to go to a social. She is really interested in this male. Pat knows her ex-boyfriend will be at the social but she still wants to go.</p> <p>The individual groups prepare for one of the following situations:</p> <ul style="list-style-type: none"> <li>• Pat does not talk to either her ex-boyfriend or her new male friend about each other.</li> <li>• Pat tells her new male friend that her ex-boyfriend will be at the social.</li> <li>• Pat talks to her ex-boyfriend and to the new male friend about each other.</li> </ul> <p>Volunteers role-play the situations for the class. Encourage discussion after each “production.”</p>





## 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.
- Also refer to *Human Sexuality* (Manitoba Education, Citizenship and Youth).

### Resources

#### Publications

- Canadian Intramural Recreation Association (CIRA). *Student Leadership Development Program, Secondary: Teacher Guide*. 3<sup>rd</sup> ed. Ottawa, ON: CIRA, 1998.
- 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 Master

- BLM G–5: DECIDE Model



### ◆ Performance Task: Role-Playing

Peer Assessment: Inventory

Peers analyze the consequences of no communication versus communication in each group's production with respect to being a responsible individual and building positive relationships.



## Healthy Lifestyle Practices Outcomes: Senior 2



### Knowledge

- K.5.S2.A.2 Demonstrate knowledge of healthy lifestyle practices that contribute to disease/illness prevention, including mental illness/disorders.**
- K.5.S2.B.1 Determine different ways to promote active living** (e.g., display *Canada's Physical Activity Guide to Healthy Active Living* poster...) **for different age groups** (i.e., infants, children, youth, adults, seniors).
- K.5.S2.B.2 Explain the concept of active living and the factors** (i.e., benefits of physical activity, experiences, interests, abilities; financial, cultural, demographic, safety issues; personal circumstances) **that may affect making personal choices.**
- K.5.S2.B.3 Examine ways** (e.g., fitness aids, improved equipment and facilities for training...) **technology may enhance and support a physically active lifestyle.**
- K.5.S2.C.1a Determine the nutritional value of a variety of foods** (e.g., fast foods, fad diets, snack foods...) **using *Canada's Food Guide to Healthy Eating* (CFGHE) and other resources.**
- K.5.S2.C.1b Explain the importance of daily food choices for health promotion at various life stages** (e.g., fetal development, childhood, adolescence, senior years...) **and for the prevention of chronic disease** (e.g., heart disease, cancer, type II diabetes, osteoporosis...).
- K.5.S2.C.2 Analyze factors** (e.g., food and fluid intake, rest, supplements, ergogenic aids...) **affecting optimal physical performance.**
- K.5.S2.D.1 Analyze issues** (e.g., substance dependence, addiction, medical concerns, law, ethics, effects on families/friends...) **concerning the use and abuse of legal and illegal substances** (e.g., alcohol, prescription drugs, tobacco, marijuana, steroids/performance-enhancing substances, street drugs...).
- K.5.S2.D.2 Evaluate the legal aspects and consequences of substance use and abuse and addiction** (e.g., drinking and driving, street drugs, inhalants...).
- K.5.S2.D.3 Examine current statistics on substance use as it affects healthy living, locally and nationally.**
- K.5.S1.E.1a** ⇨ **K.5.S2.E.1a Review the anatomy and physiology of the reproductive system of human beings.**
- K.5.S2.E.1b Identify and assess the advantages and/or disadvantages of different contraceptive methods** (e.g., abstinence, use of condoms, foam, the pill, diaphragm, intrauterine device...).
- K.5.S2.E.1c Describe the importance of and conditions for a healthy pregnancy** (e.g., avoidance of alcohol and tobacco, proper nutritional intake...).

### Knowledge (continued)

- K.5.S2.E.2 Analyze the components** (e.g., communication, decision making, sharing, managing sexual feelings and desires...) **in different case scenarios for building and maintaining healthy relationships** (e.g., friendships, dating, commitment, engagement, marriage, parenthood, cohabitation...).
- K.5.S2.E.3a Examine sexuality as it is portrayed in the media** (e.g., fashion magazines, music videos, advertisements, movies, songs...).
- K.5.S1.E.3b** ⇨ **K.5.S2.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** ⇨ **K.5.S2.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.S2.E.4a Explain health issues related to HIV/AIDS** (e.g., prostitution, intravenous drug use, unsafe sex practices, infection transmitted at birth, use and handling of body fluids...).
- K.5.S2.E.4b Describe ways to prevent STIs to promote the health of society** (e.g., practising abstinence, using condoms, avoiding intercourse with infected victims, requesting blood test for partners, maintaining monogamous relationships...).

### Skills

- S.5.S2.A.2 Design an action plan for active living on a daily basis for self and/or others** (e.g., friend, sibling, senior citizen...).
- S.5.S2.A.3a Design a two-day menu that includes factors** (e.g., daily requirement, food likes/dislikes personal schedule, cost...) **for healthy eating.**
- S.5.S2.A.3b Demonstrate the ability to use information on labels to make daily healthy food choices.**
- S.5.S2.A.4 Analyze effective responses** (e.g., refusal statements, avoidance statements...) **to problems regarding substance use and abuse** (e.g., alcohol, drugs, tobacco, steroids/performance-enhancing substances, street drugs, inhalants...) **by self or others.**
- S.5.S2.A.5 Apply a decision-making/problem-solving process in case scenarios related to effective communication for building healthy relationships and demonstrating responsible sexual behaviours.**

### 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.