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Health Education Curriculum

Grade 6

New  Brunswick

**Department of Education
Educational Programs & Services Branch**

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Please Note

The Health Education Curriculum Grade 6 document developed by the Educational Programs & Services Branch of the Department of Education is intended for use by the teachers who will be delivering the health curriculum in their school.

The expectation of the curriculum is that students will achieve the Outcomes as detailed in the curriculum document.

The *Learning and Teaching Suggestions*, and *Appendices* that support the Outcomes, provide options from which the teacher may select. As with delivery of all provincial curricula, teachers will exercise professional judgement in the selection of learning activities and tailor them to the needs of their students. The appendices will be selected and used in a manner the teacher deems appropriate for his/her class and community.

This document is not a text book for use by students. It is a document that teachers are expected to use to guide the delivery of the Middle School Health Education Curriculum.

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VISION FOR HEALTH EDUCATION

"Students will leave public education both understanding and practising wellness, by making wise lifestyle choices which contribute to the development of not only a healthy, caring individual but also to the community."

(From "Desired Outcomes for Health Education in NB Schools,"
developed by the Health Foundation Group, 1997)

RATIONALE

As family structures continue to change, health and social delivery systems need to adopt new roles. "While schools alone cannot be expected to address the health and related social problems of youth, they can provide, through their climate and curriculum, a focal point for efforts to reduce health-risk behaviours and improve the health status of youth." ("Health Is Academic," 1996, p. 9)

This curriculum contributes to fostering improved health, recognizing that there are many factors that promote health at every stage of a child's development. Every child should be encouraged to maximize his/her health.

Healthy children are more productive and capable students. Positive health habits adopted early in life decrease the risk of disease among adults. While there are many children with positive health profiles in New Brunswick, there are also significant health concerns.

INTRODUCTION

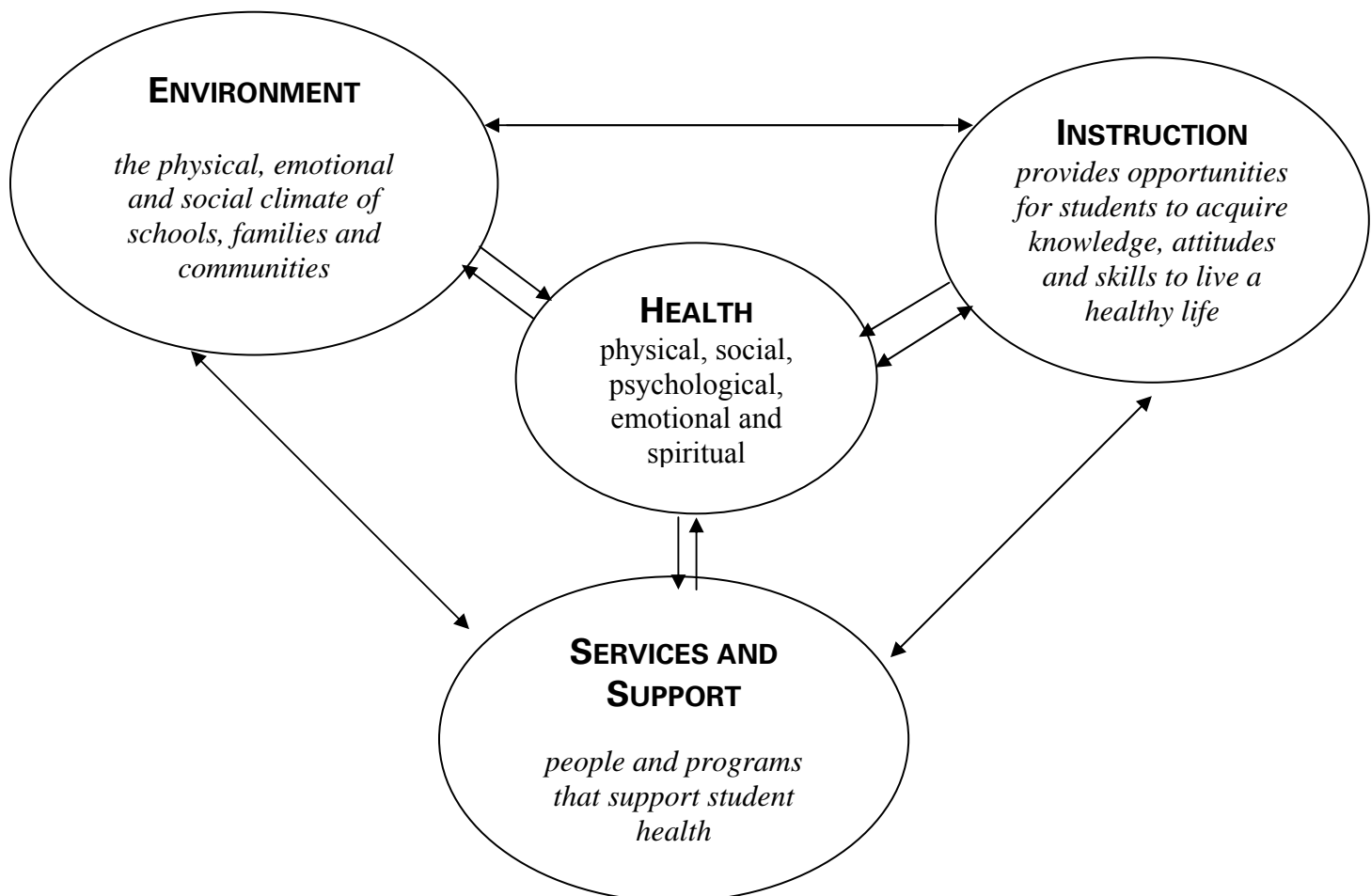
Purpose of the Document

During the 1996-97 school year, the Department of Education convened a group representing many different sectors. This group designed a foundation for Health Education in English schools; this health curriculum document has been based on this foundation. The New Brunswick Department of Education collaborated with the University of New Brunswick to conduct parallel surveys of teachers, parents, middle school students and high school students concerning their ideas about sexual health education. The survey results are available at www.gnb.ca/0000/pub_alpha-e.asp under the titles *New Brunswick Parents' Ideas About Sexual Health Education*, *New Brunswick Students' Ideas About Sexual Health Education* and *New Brunswick Teachers' Ideas About Sexual Health Education*.

This document gives detailed information about the curriculum for Health Education in New Brunswick schools: outcomes for knowledge, skills and attitudes; suggestions for learning and assessment activities, and resources. It is expected that students will have the opportunity to reach learning outcomes for health at each level between grades six and eight.

Comprehensive School Health (CSH)

This document is intended to support the implementation of the Comprehensive School Health model in the public schools of New Brunswick. CSH is an integrated approach to health that incorporates instruction, services and supports, and the school environment. This model extends curriculum further than has traditionally been the case. Students are expected to fully meet their individual potential, contribute to community and pursue wellness. They will acquire knowledge, skill development, and the development of attitudes and behaviours that are supported by activities and services within the schools and their communities. This curriculum is developed in recognition that health is a shared responsibility among individuals, families, schools and communities.



Curriculum Focus

There are many factors that promote health at every stage of a child's development. The following four strands in this curriculum were chosen to represent and to organize diverse factors.

- Caring for Yourself, Your Family and Your Community
- Personal Wellness
- Use, Misuse and Abuse of Materials (emphasizing Media Literacy)
- Physical Growth and Development

Throughout the curriculum students are encouraged to be positive and proactive in maintaining a physical, emotional, and psychological well-being. These strands allow students to consider their development both at a personal level and within the context of their communities.

As with the Comprehensive and Developmental Guidance Program, it is important to provide each student with the skills to analyse a set of circumstances and plan a course of action to achieve a goal. It is impossible to study every potential circumstance in which students may find themselves, but it is essential to provide students with the tools to make healthy choices. It is desirable for a student to appreciate conditions, plan action, determine possible consequences and make a decision with respect to a given health issue.

Research indicates that individuals build improved conceptual understanding by blending new knowledge with prior knowledge and experience. Understanding and decision-making skills are improved when study takes place in a meaningful context.

This curriculum is intended to be taught in an inclusive co-educational setting; however, in certain situations flexible grouping options may be considered.

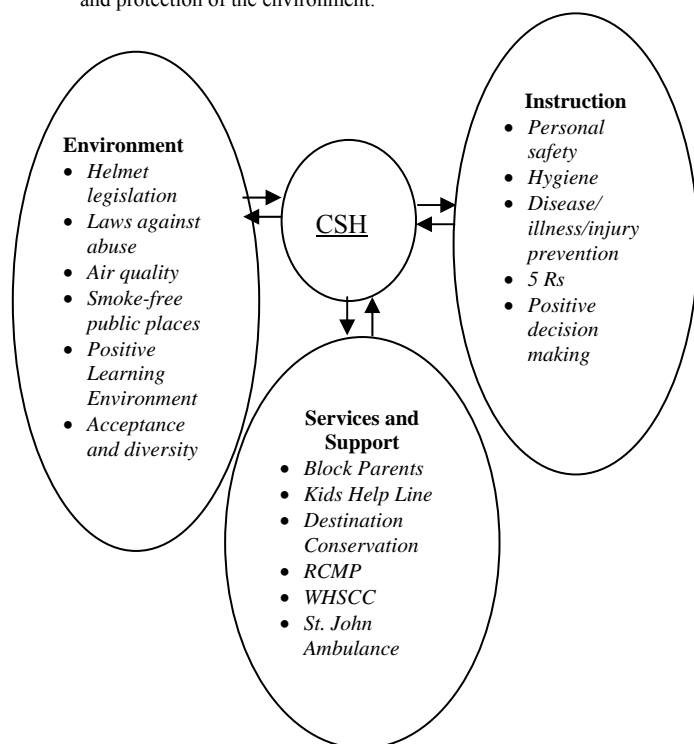
Abstinence Statement

The Growth and Development strand of the New Brunswick Health Education Curriculum emphasizes that abstinence from all sexual activity that involves risk is the best and only truly safe health choice for adolescents. Students who do decide to become sexually active now or in the future need information about the effective use of protection against pregnancy and sexually transmitted infections. Classes do not encourage students to become sexually active nor do they include teaching about sexual techniques.

The following diagram illustrates the integration of **Comprehensive School Health (CSH)** and the four strands of the Health Curriculum. The areas listed under “Environment” and “Services and Support” are intended as examples to illustrate potential connections using this model.

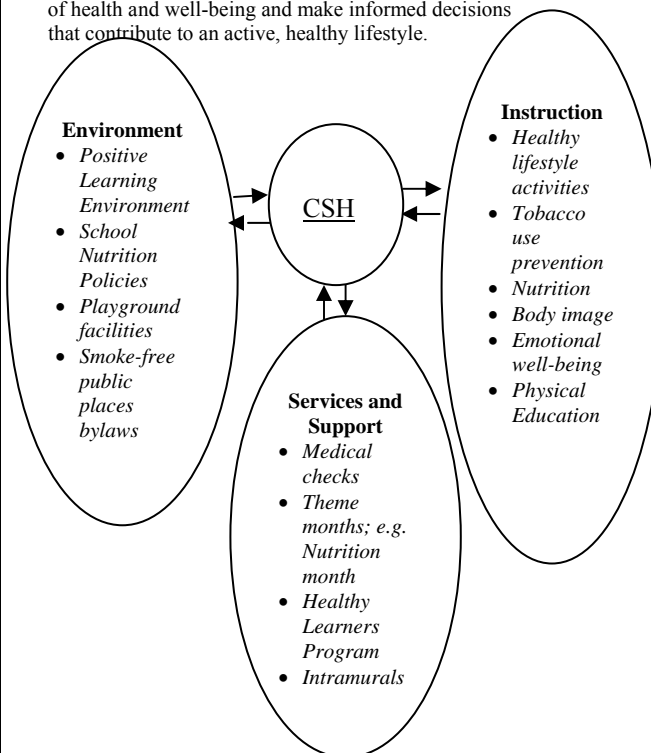
Caring for Yourself, Your Family and Your Community

Students will demonstrate an understanding of and practise skills to enhance personal safety, prevention of illness, the safety of others and protection of the environment.



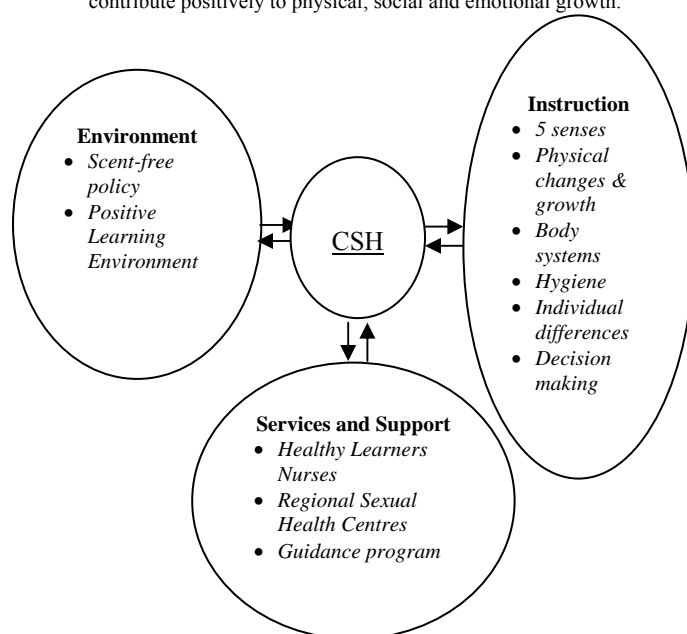
Personal Wellness

Students will demonstrate an understanding of all dimensions of health and well-being and make informed decisions that contribute to an active, healthy lifestyle.



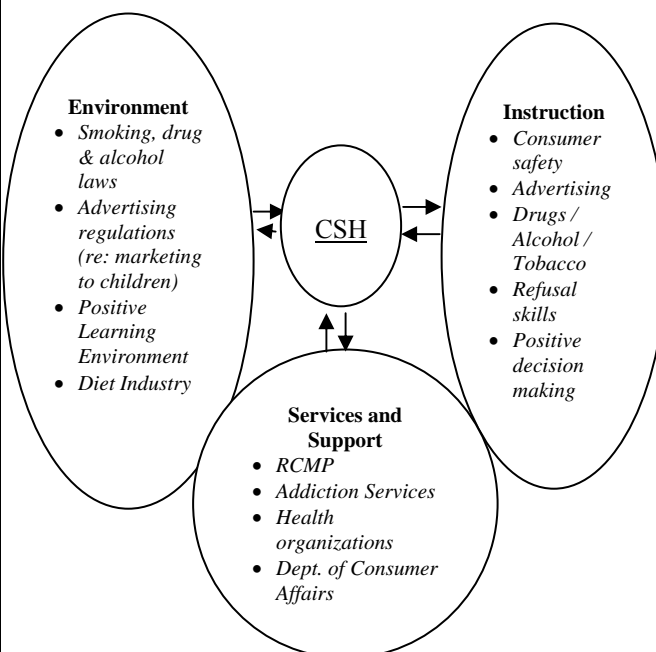
Growth and Development

Students will demonstrate an understanding of body systems, growth and development, and apply this knowledge in ways that contribute positively to physical, social and emotional growth.



Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Students will understand the effects of substance use and misuse (media literacy) and make healthy, well-informed decisions.



OUTCOMES

Essential Graduation Learnings (EGLs)

Atlantic Canada has defined six essential learnings by which graduates of public education will be able to demonstrate knowledge, skills and attitudes.

The essential learning related to personal development requires that students be able to continue learning and pursue an active, healthy lifestyle. It can be argued that young adults who have a poor understanding of wellness and whose physical and psychological health is compromised are less able to enjoy success with other essential learnings. It is intended that students demonstrate abilities related to aesthetic expression, citizenship, communication, problem solving and technological competence. People differ in talents, abilities and interests; however, recent brain research indicates that any child will realize improved thinking and motor skills when he/she is provided with good nutrition, experiences daily physical activity and is given the opportunity to practise new tasks and skills.

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

Health Curriculum at a Glance: Summary of Learning Outcomes for 6-8

Grade	Caring for Yourself, Your Family and Your Community	Personal Wellness	Use, Misuse and Abuse of Materials (emphasizing Media Literacy)	Growth and Development
6	<p>Students will be able to</p> <p>A1) identify injuries that are prevalent in the community</p> <p>A2) identify and describe various environmental factors that affect our health</p>	<p>Students will be able to</p> <p>B1) describe the domains of wellness and identify strategies for promoting their own wellness</p> <p>B2) identify strategies for promoting nutrition and physical activity</p> <p>B3) identify how environments influence health choices</p> <p>B4) identify how advertisements are used to promote health</p>	<p>Students will be able to</p> <p>C1) demonstrate knowledge of and respect for people with sensitivities or allergies</p> <p>C2) explain the use and misuse of substances which may assist weight loss or body building</p> <p>C3) define what is meant by addictive behaviours and discuss why some individuals are more prone to addictions</p>	<p>Students will be able to</p> <p>D1) understand the changes that occur in the body during puberty</p> <p>D2) understand the structures and functions of male and female reproductive systems</p> <p>D3) understand that sexuality is an expression of one's "femaleness" or "maleness"</p>
7	<p>A1) define the role of community members (including self) in promoting safety and injury prevention</p> <p>A2) describe selected examples of infectious and non-infectious disease, identifying their detection and prevention</p>	<p>B1) identify strategies for promoting their own wellness</p> <p>B2) identify needs pertaining to student wellness in school</p> <p>B3) describe the process required to implement and evaluate a change that improves student wellness in school</p>	<p>C1) identify and describe the negative effects of alcohol and drugs</p> <p>C2) identify, describe and practise refusal skills in order to take personal responsibility</p> <p>C3) identify and analyse influences, especially from peers and media/promotions, that impact on choices regarding healthy or unhealthy behaviours (eg. smoking, drinking, dieting)</p>	<p>D1) understand that sexuality integrates many aspects of each of our lives</p> <p>D2) review the structure and the function of the male and female reproductive systems</p> <p>D3) describe fertilization, pregnancy and childbirth</p> <p>D4) recognize and evaluate different kinds of relationships</p>
8	<p>A1) identify the relationship between high-risk behaviours and resulting consequences</p> <p>A2) identify and describe how to promote safety and prevent injury or illness</p>	<p>B1) identify strategies for promoting their own wellness</p> <p>B2) identify factors that enhance health or that cause illness</p> <p>B3) identify stressors in students' lives and strategies for coping with stress</p>	<p>C1) understand what an addiction is and how it can make a person keep doing something unhealthy or destructive</p> <p>C2) practice positive decision-making as it relates to self and others</p> <p>C3) identify and value themselves as positive role models</p> <p>C4) recognize that most adolescents do not engage in unhealthy behaviours or activities</p>	<p>D1) understand the role of the media in establishing feelings and attitudes about ourselves and relationships with others, including dating and becoming sexually active</p> <p>D2) understand the choices and realize both the long- and short-term consequences and responsibilities that exist with becoming sexually active</p> <p>D3) discuss sexual orientation issues</p>

General Curriculum Outcomes for Health Education

Three General Curriculum Outcomes connect the framework to specific learning outcomes at each grade level. Experiences at any stage of the learning continuum will contribute to achieving the general curriculum outcomes, which comprise knowledge, skills and attitudes about health and wellness.

Knowledge

As children develop, it becomes important that they understand what changes they will experience personally and those they will see in others. An awareness of potentially harmful factors, and ways to minimize risk, is knowledge that promotes wellness.

Skills

Knowledge alone is insufficient to develop good health. Decision making is a skill emphasized throughout this curriculum. In order to minimize risk (from harm) it is important that students identify information, assess that which is relevant, then act on the basis of an informed decision. Wisdom is based on experience, which suggests students need simulations through which to practise decision-making skills and the assessment and evaluation of the consequences. As Dewey stated, "Children learn by doing."

Attitudes

Each person develops attitudes and beliefs that are shaped by personal experience and family/cultural background. In a democratic society, people enjoy freedom of beliefs but share a responsibility to ensure that pursuing one's beliefs and actions does not harm other members of society. Learning outcomes in health encourage students to appreciate a range of beliefs and attitudes and the impact they may have for an individual and for society. This curriculum is designed to assist students in developing attitudes which benefit both themselves and their community.




Elaborations are intended to provide examples to clarify the outcomes. They are not all-encompassing.

The chart below represents the two-page format found in this document. This format is consistent throughout all four strands; however, the Growth and Development strand has extensive support material provided as appendices. This additional material is provided to facilitate ease and consistency of delivery.

<u>Left Page</u>		<u>Right Page</u>	
Specific Curriculum Outcome Statement	Suggestions for Learning and Teaching	Suggestions for Assessment	Resources

Legend

In order to assist teachers with class preparation, the following symbols on the left, when used in the curriculum document, alert the teacher to the information on the right.

	Sensitive Topic
	Resources included in the Teacher's Kit
The information is printed in <i>Italics</i>	Teacher Note
	Link To Another Curriculum

SAMPLE

Information Letter for Families Printed on School Letterhead

Dear Families:

We are pleased to inform you that we will be teaching the prescribed *Health Education Curriculum, Grade 6*. The curriculum consists of four strands shown on the attached page entitled Health Curriculum at a Glance: Summary of Learning Outcomes for Grades 6-8. For more information on the curriculum documents, please go to the following links: [Grade 6 Health](#); [Grade 7 Health](#) or [Grade 8 Health](#).

Keeping children safe and healthy is of great importance to both parents and educators. Healthy students are better learners and are more likely to grow up to be healthy, happy adults. The intent of the curriculum is to assist and support parents in teaching their children knowledge and skills to promote health. All of the information is developmentally appropriate for children and builds on what they have learned in previous grades. The curriculum supports the development of skills to make healthy choices.

Families play an integral role in their child's education, and this is particularly important when the learning involves sexuality and sexual health. Schools address these topics to ensure that all learners have access to factual, accurate information about health and well-being and learn the skills to make safe and responsible decisions. This curriculum will not replace the role of parents/guardians in educating their children on sexuality and sexual health.

I encourage you to talk with your children about what they are learning in class and to contact me (insert contact info here) if you require further information. Your interest and support are greatly appreciated.

Appreciatively,

Grade 6 Outcomes

SETTING THE SCENE - GRADE 6

This introductory lesson is intended to set the stage for Health Education in Grade 6.

The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by relating the correct terminology.

The following are questions to guide teacher and student reflection when using the curriculum. The discussion should focus on adolescent health.

What is health?

What are the components of health?

What does it mean to be healthy?

What are the short-and long-term benefits of being healthy?

What influences our health?

What does it mean to promote health?

Who in our society is responsible for health and for health promotion?

What actions can individuals and groups take to promote health?



What careers are available in the health cluster?

Day One – How To Get Started





Outcome	<u>Learning and Teaching Suggestions</u>
Students will be able to describe some of the health issues that young adolescents face.	Using the Think-Pair-Square- Share technique, (Appendix 6.1) the answer to the following question is formulated. “What are the health issues of grade 6 students?”

Reminder: A sample letter to parents is included in the introduction.


Grade 6 – A. Caring for Yourself, Your Family and Your Community

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 6, students will be expected to</i></p> <p>A1) identify injuries that are prevalent in the community</p> <p><i>Elaboration</i></p> <ul style="list-style-type: none"> seasonal injuries related to sports, hunting, travel, vehicles, school (gymnasium and playground) and workplaces 	<p>♥ As a class, brainstorm examples of accidents that have taken place and are prevalent within the community, region and/or province. Newspapers and electronic media can be information sources. In small working groups, students choose one example of injury. Use a concept map (webbing) to help students analyse the circumstances of the injury they have chosen. The concept map (Appendix 6.2 – Concept Map) should include a breakdown of related hazards/dangers, why and how the injury took place, the consequences of the injury for individual, family and community, and suggested methods of prevention.</p> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px; display: inline-block;">Physical Education Curriculum and Safety Guidelines</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Technology Curriculum (MSTE)</div> </div>
<p>A2) identify and describe various environmental factors that affect our health</p> <p><i>Elaboration</i></p> <ul style="list-style-type: none"> depletion of the ozone layer and increased UV radiation; pesticides; air quality in buildings; burning fossil fuels to generate energy 	<p>Show a video on various environmental factors that affect our health. As a class, discuss our role (individually, class, school, community, globally) in keeping the environment healthy and clean.</p> <p>Design a classroom mural that represents all that can be found within the environment (e.g. wildlife, plants, buildings, sky, ground, houses, school). As a class, brainstorm qualities of a healthy and clean environment versus a polluted environment. The mural is divided in half, displaying a healthy environment on one side, polluted on the other. Students are divided into a number of groups. Each group is responsible for a section of the mural. For instance, the mural is split into the following sections: healthy atmosphere (water, land, people, sun safety), polluted atmosphere (water, land, etc.). (Students will complete the mural, using available art supplies (i.e. using paints or cut out shapes of construction paper). Appendix 6.3 Various Environmental Factors that Affect Our Health.</p> <div style="text-align: center;">  <div style="border: 1px solid black; padding: 2px; display: inline-block;">Consider inter-disciplinary planning with science.</div> </div> <p>It is worthwhile for students to take part in activities which express concern about pollution problems and influence public opinion. “Thinking Like a Citizen” is based on the example of smoking, but can be adapted for other sources of pollution. Go to the activity in the media awareness section of the Health Canada website (www.media-awareness.ca) for more information.</p> <p>Inherit the Earth (Health Issues 7, pp. 147-150, Teacher’s Resource Guide) Just How Committed Are We (Health Issues 7, p.151, Teacher’s Resource Guide)</p>



Grade 6 – A. Caring for Yourself, Your Family and Your Community

Assessment Suggestions	Resources
<p>Projects: Review media (print, radio, TV) for a specific period of time and report the stories related to injuries and/or safety issues.</p> <p>Group Work: Small groups use the mapping process to analyse an incident of their choice.</p> <p>Posters: Design a poster for accident prevention which is specific to the mapping activity (i.e. a collage depicting a safe vs. unsafe environment).</p>	<p>NB Power Electrical Safety Posters</p> <p>Teen Health 1, Ch. 7 & 9 ISBN 0-02-651774-4</p> <p>Choices For Life, Health and Safety  Activities – Sections D,E,F,G; Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776</p> <p>Physical Education Safety Guidelines (Instructional Resources #840560)</p> <p>Potential sources of information include: local police officers, fire service, Emergency Measures Organization, NB Safety Council, snowmobile association, St. John Ambulance, Red Cross, NB Lung Association, Public Health Inspectors, School Health & Safety Committee</p> <p>Videos: <i>Yes? No? Maybe? Decision Making Skills</i> 705716VH, 19 min, 1990 <i>Being Responsible</i> 702854VH, 28 min, 1990 <i>Kidszone 3 Super Safety</i> 704246VH, 20 min, 1992</p>
<p>Presentation: by the group to the class about the mural illustrating environmental factors (written and oral).</p> <p>Written: statement of personal, class, school, community, global action to help protect the local environment.</p> <p>Students write a play, a song or a poem about safety precautions, what substances harm our environment and/or what factors affect our health.</p> <p>Health Issues 7, Teacher's Resource Guide </p>	<p>Atlantic Salmon Federation: Fish Friends Program</p> <p>SEEDS Foundation: Green School Program</p> <p>Videos: <i>Acid Rain – The Invisible Threat</i> 704614VH, 15 MIN, 1992 <i>Alternative Energies – Fuels for the Future</i> 704615VH, 20 min, 1994 <i>Cleaning Up Toxics At Home</i> 704075VH, 25 min, 1990 <i>Energy, Power & Transportation</i> 703783VH, 16 min, 1990 <i>Kidszone 2 – Reduce, Reuse, Recycle</i> 704121VH, 20 min, 1991</p> <p>www.weathernetwork.ca</p> <p>Health Issues 7, Student Book </p> <p>Health Issues 7, Teacher's Resource Guide </p>

Grade 6 – B. Personal Wellness

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 6, students will be expected to</i></p> <p>B1) describe the domains of wellness and identify strategies for promoting their own wellness</p>	<p>In small groups, students brainstorm their perceptions of wellness. See Appendix 6.4 for definitions and Wellness Wheel activity.</p> <p><i>Teachers may find it helpful to complete the inventory personally prior to administering the Wellness Wheel activity to students.</i></p> <p>Students discuss domains of wellness (physical, emotional, social, intellectual and spiritual) and classify their responses within the domains, ensuring they have generated examples for each domain.</p> <p>♥ Students complete a wellness wheel inventory. <i>Advise students ahead of time that they will not have to share results with the class.</i></p> <p>Students discuss actions that can promote each domain of wellness and discuss wheels that are “out of balance.” Students can offer suggestions for improving wheels that are “out of balance.”</p> <p>Students organize a celebration of wellness by identifying numerous examples of “Ways to Be Well.” Using words, photographs, quotes from others, pictures, etc., students create a display (e.g. collage, large outlines of the letters of WELLNESS filled in with the information, or a large wellness wheel – physical, emotional, intellectual, spiritual and social filled in with the information). As part of the wellness celebration, teacher facilitates a wellness-promoting activity, e.g. progressive relaxation techniques, accompanied by music. This activity could be expanded to include a wellness guest speaker.</p> <p>Teacher note: <i>Spirituality is often hard for students to define. Appendix 6.4 provides suggestions.</i></p>
<p>B2) identify strategies for promoting nutrition and physical activity</p>	<p>Students complete a nutrition and physical activity diary for one day(s), including what they ate and drank and amounts, their physical activities, and when, where and with whom they were completed. Students analyse their results, comparing them to the recommendations in Canada’s Food Guide to Healthy Eating and Canada’s Activity Guide. Analyse nutrition information on food labels as part of this exercise. Students use the results to set a personal goal for improvement. Students partner to provide peer support in reaching their goal.</p> <p>Brainstorm with students ways to promote positive body images; e.g., saying positive things to self about self, treating yourself like you would your best friend. Have students write in their journals about feelings and ambitions, and develop action plans to incorporate the suggestions from the brainstorming sessions.</p> <p>Plan a class/house/school activity to promote healthy eating and physical activity, e.g. “Fitnic.” This lunch hour/house/school activity has students bring or buy a healthy lunch and participate in student-led circuit/stations that promote physical activity (e.g. shoot a basketball, relays). Giving cafeteria coupons or other rewards, randomly, to students making healthy food choices may be an option. Refer to Appendix 6.5, Wellness Activities, for additional ideas.</p> <p><i>Ask students to share a positive behaviour change they have undertaken (e.g. learning a new sport to increase physical activity, beginning a new hobby to increase relaxation, developing study habits to improve academic standing). From their descriptions, identify the steps involved in the process (e.g. problem identification, selection of a goal, development of a plan, dealing with obstacles, presence of support, extrinsic or intrinsic rewards). Have students develop a plan to improve a behaviour (perhaps from their wellness wheel results). Ensure it is SMART – specific, measurable, agreed upon, rewarding, realistic, and trackable. The following format could be used for the plan: problem, goal, possible obstacles and solutions, role of supporter(s), system for monitoring change, and plan for evaluating the outcome.</i></p> <div style="text-align: right;">  <div style="border: 1px solid black; padding: 2px 5px; display: inline-block;">Physical Education Curriculum</div> </div>

Grade 6 – B. Personal Wellness

Assessment Suggestions	Resources
<p>Students identify a strong and weak domain on their own wheel and set goals to have a more balanced wheel.</p> <p>File completed Wellness Wheels in “Linking to the Future: Career and Educational Portfolio Planning” for comparison in grades seven and eight.</p> <p>Evaluate collage, noting participation.</p>	<p>Wellness Wheel handout, Appendix 6.4</p> <p>Definition of Wellness Wheel Domains, Appendix 6.4</p>
<p>Evaluate diaries for goal setting, comparison to Canada’s Food Guide to Healthy Eating, etc.</p> <p>Evaluate completion of plan, ensuring all components of SMARRT have been included.</p>	<p>Canada’s Food Guide to Healthy Eating www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html</p> <p>Canada’s Physical Activity Guide to Healthy Active Living www.hc-sc.gc.ca/hppb/paguide/</p> <p>School Communities In Action Resource Binder (506) 457-6915 or ACTION@gnb.ca</p> <p>Health Issues 7 pp.10-13 </p> <p>Health Issues Teacher’s Resource Guide pp.25-28 </p> <p>www.hc-sc.gc.ca - Nutrition on labelling Tool Kit for Educators</p> <p>Dietitians of Canada Website</p> <p>www.dietitians.ca/english/frames.html { Virtual Kitchen Nutrition Challenge Let's Make A Meal</p> <p>www.justaddmilk.ca/index.html</p> <p>Wellness Activities, Appendix 6.5</p> <p>Video: <i>Life in the Fast Food Lane</i> 7060107, 30 min, 1997.</p>

Grade 6 – B. Personal Wellness

Outcomes	Learning and Teaching Suggestions
<p>B3) identify how environments influence health choices</p> <p><i>Elaboration</i> Environments refer to physical, social, emotional, political environments.</p>	<p>Students review their nutrition and activity diary to identify ways in which their environments (e.g. availability of facilities, programs, financial resources and costs, scheduling, transportation, skill requirements, publicity and communication, atmosphere) affect their eating and activity levels.</p> <p>In small groups, students brainstorm actions that can be taken to change environments that detract from wellness (e.g. collect data on a problem and present it to those in charge, publicize the problem and lobby for change, hold a rally to publicize the problem, organize letter-writing campaigns, develop solutions and work with those in charge to implement them, develop and implement policy to address the problem). Students summarize ideas and actions in a report.</p> <p>Students use Canada’s Food Guide to Healthy Eating to assess a school meal or snack program for its nutritional value (e.g. breakfast, hot lunch, vending machines, cafeteria menu, fund raising). Students role-play that they are nutrition experts invited to the school to assess the nutritional quality of foods available (name tags and flipcharts add to drama). Students divide into groups and use Canada’s Food Guide to Healthy Eating to identify nutritious foods, suggest improvements, identify sources of support for change and likely obstacles and how they could be overcome. Class discusses results and the influence of eating environments on food choices. A similar activity could be conducted using Canada’s Physical Activity Guide.</p>
<p>B4) identify how advertisements are used to promote health</p>	<p>Prior to class, ask students to find two food or restaurant advertisements from any source of media. Describe the type of product being sold, key message(s), the age and sex of the target group, and if one or more of the following advertising techniques are used:</p> <p><i><u>Association</u> (leads you to think you can be like the person in the ad)</i> <i><u>Bandwagon</u> (suggests that everyone is using this product)</i> <i><u>Testimonial</u> (shows someone who really likes the product)</i> <i><u>Reward</u> (offers prizes if you buy the product)</i> <i><u>Humour</u> (uses funny or clever slogans or characters)</i> <i><u>Sensory</u> (appeals to the senses through use of pictures or sounds)</i></p> <p>Divide students into groups to share their advertisements and discuss why the company thought they would be effective. Discuss responses, creating a class-generated list of “Tips for Effective Advertising” (e.g. a location that is convenient and appealing; food that is appealing, trendy, healthy, inexpensive, popular and of high quality; ads that are catchy, strongly visual and easy-to-read). Students, individually or in pairs, prepare an advertisement that promotes a healthy food available in the school, incorporating principles from “Tips for Effective Advertising.” Display student work.</p> <p>In groups, have students develop a promotional campaign for a healthy food choice. Jingles, raps, songs, catchy phrases, and posters may be part of the campaign. Groups present to the class and students discuss the impact of the campaign on their food choices. Students may be given the opportunity to promote their healthy choices during school announcements.</p>



Grade 6 – B. Personal Wellness

Assessment Suggestions	Resources
<p>Evaluate students' reports on their environment.</p> <p>Evaluate presentations of the assessment of the school meal program.</p> <p>Observe role-plays.</p>	<p>Canada's Food Guide to Healthy Eating www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html</p> <p>Canada's Physical Activity Guide to Healthy Active Living www.hc-sc.gc.ca/hppb/paguide</p> <p>Dietitians of Canada Website www.dietitians.ca/english/frames.html { Virtual Kitchen Nutrition Challenge Let's Make A Meal</p>
<p>Evaluate presentations based on the advertising techniques used and their effectiveness.</p> <p>Evaluate group presentations of promotional campaigns.</p>	<p>www.media-awareness.ca</p>


Grade 6 – C. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Outcomes	Learning and Teaching Suggestions
<p>By the end of grade 6, students will be expected to</p> <p>C1) demonstrate knowledge of and respect for people with sensitivities or allergies</p> <p><i>Elaboration</i> Food allergies or sensitivity to scents, e.g. tobacco smoke, perfumed products, cleaning products</p>	<p>Identify common types of allergies/sensitivities and discuss the effects on sufferers. Encourage students to share their own personal experiences with allergies/sensitivities and/or invite a guest speaker to discuss his/her experiences. <i>Students should appreciate increasing prevalence and severity.</i></p> <p>Students design and conduct an allergy/sensitivity awareness campaign promoting a respect for people suffering from all forms of allergies/sensitivities. Students may choose a print or a video format that raises awareness of a given type of allergy/sensitivity and methods to reduce its effects.</p>
<p>C2) explain the use and misuse of substances which claim to assist weight loss or body building</p>	<p>♥ Using pictures from magazines, discuss the misleading images of models, thin movie stars and men with unnatural muscle size. Discuss and give examples of various products that are on the market. Talk about the reasons for use, the misleading claims and the long- and short-term health effects. Emphasize the importance of Canada's Food Guide to Healthy Eating, daily physical activity and positive body image. Stress good decision-making skills.</p> <p>♥ Have students prepare arguments for a mock debate between 'Canada's Food Guide' and 'Active Living' versus 'Diet', 'Diet Pills,' and 'Steroids.' Have students devise a 60-second public service message on substance abuse.</p> <p>Divide the class into small groups. Have each prepare a 60-second public service message for television broadcast about substance education. Encourage imagination. Some students may wish to write and sing a song bearing their message. Others may wish to act out a skit. Still others may opt for a panel format. Have each group give its "televised" presentation in front of the class. Each presentation must be 60 seconds long. After the presentations, have the class discuss each. You may wish to have the students vote for the most effective presentation.</p> <p>Processing Questions:</p> <ol style="list-style-type: none"> How can anti-drug messages best be given to the public? What should these messages include? <p><i>Presenting information on eating disorders has been shown to increase the incidence of the development of eating disorders in youth. If there is a concern that a student may be suffering from or at risk of developing an eating disorder, contact the school guidance counsellor for appropriate intervention.</i></p>





Grade 6 – C. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Assessments Suggestions	Resources
<p>Brainstorming</p> <p>Written assignments – Write a paragraph, prepare a skit, an argument, a role-play or an advertising campaign.</p> <p>Bulletin Board</p>	<p>Choices for Life, Health and Safety  Activities; Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776 (Binder of activities)</p> <p>Guest Speakers</p>
<p>Students' abilities to identify marketing strategies can be assessed by having them analyse a variety of advertisements and by asking students to identify</p> <ul style="list-style-type: none"> the intended message and target audience, the information presented and its appropriateness, and the amount of health-related information contained within the advertisement. <p>Evaluate accuracy and information gathered for “mock debates,” based on research, presentation, participation. Are arguments well prepared?</p> <p>Evaluate accuracy and information gathered for “mock debates.”</p>	<p>Choices for Life, Health and Safety  Activities; Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776 (Binder of activities)</p> <p>Guest Speakers</p> <p>Local police and RCMP – programs.</p> <p>Canada's Food Guide to Healthy Eating www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html</p> <p>Canada's Physical Activity Guide to Healthy Active Living www.hc-sc.gc.ca/hppb/paguide</p>




Grade 6 – C. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 6, students will be expected to</i></p> <p>C3) define what is meant by addictive behaviour and discuss why some individuals are more prone to addictions</p> <p><i>Elaboration</i> Internet, TV, nicotine, gambling, alcohol, etc.</p>	<p>Students develop a description of the concept of addiction and provide examples of addictive behaviours. Discuss the influence of predisposing factors (e.g. genetics) on addictive behaviours. ♥</p> <p>Students review their own personal daily routine paying close attention to important events. Is there one activity that negatively affects other responsibilities (e.g. watching TV, playing on the computer). Discuss how, as we mature, we develop strategies to manage our time more effectively. Students are encouraged to set goals related to time management and their daily activities.</p> <p>Interview a health professional (e.g., nurse, pharmacist, physician, respiratory therapist, addictions counsellor) or gather information from other sources that address the following questions:</p> <ol style="list-style-type: none"> 1. How many people succeed the first or even second time they try to stop smoking? 2. How many people repeatedly try to quit smoking without success? 3. Do people still smoke even when they have a life-threatening illness? Example of a patient? <p>Brainstorm reasons why people smoke or choose not to smoke. Students write answers on chart paper. Discuss and draw out 4 major areas – media/advertising, peers, family/adults, yourself. Note that pressure is often not overt coercion. The messages are often indirect or subliminal. Consider whether pressures are internal or external.</p> <p>Students use a decision-making model and describe the choices involved in various scenarios, the consequences of each choice, and make a final decision in order to maintain the health and well-being of the individual(s).</p> <p>Teen Smokers Ignore Evidence (see Health Issues 7 – Teacher Resource Guide, pp.32-36)</p> <div data-bbox="472 1388 521 1419" style="display: inline-block; vertical-align: middle;">  </div> <div data-bbox="548 1398 1208 1467" style="border: 1px solid black; padding: 2px; display: inline-block; vertical-align: middle;"> Personal Development and Career Planning Curriculum K-12 Appendix, p. 150 </div>




Grade 6 – C. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)

Assessments Suggestions	Resources
<p>Brainstorming</p> <p>Interviews</p> <p>Application of decision-making model</p> <p>Health Issues 7 – Teacher Resource Guide</p>	<p>Choices for Life, Health and Safety Activities; </p> <p>Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776 (Binder of activities)</p> <p>Videos</p> <p><i>Alcohol: Its Not For Me</i> 706022, 8 min., 1998</p> <p><i>Lorne's Big Decision</i> 706032, 16 min., 1997</p> <p><i>Barb Tarbox, a life cut short by tobacco</i>  www.aadac.com 16 min, 2003</p> <p><i>Drug Danger, Easy to Start Hard to Stop</i> 800167, 12 min., 1995</p> <p>Go Smoke Free www.gosmokefree.ca 1-866-318-1116</p> <p>Health Issues 7 – Student's Book </p> <p>Health Issues 7 – Teacher's Resource Guide </p>

Grade 6 – D. Growth and Development

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 6, students will be expected to</i></p> <p>D1) understand the changes that occur in the body during puberty</p> <p><i>Elaboration</i> This would include all physical (primary and secondary), social, and intellectual changes.</p>	<p><i>It is important that teachers regularly take time during class discussions to normalize the changes that are happening and will happen to students' bodies. These activities will serve as a review of Grade 5 curriculum. See Appendix 6.6 Teaching Tips for information pertinent to Growth & Development Strand.</i></p> <p>Carousel of Learning Place flip chart paper in four sections around the classroom; students move in small groups from station to station, listing the changes experienced in puberty, under the headings physical, emotional, mental/intellectual, and social. From group to group the changes already included on the list cannot be repeated. The exercise can be further divided into male and female for each section if circumstances allow.</p> <p>Discussion of Puberty Write Puberty on the board, circle it, discuss with students what it means to them, where they get information about puberty, what sources are the most reliable. Students go to the school/local library, and report on any books, journal articles about puberty.</p> <p>Puberty Changes Transparencies (Appendix 6.7). Students complete the Puberty Changes Transparencies, listing changes that happen to boys, girls, and both.</p> <p>On blackboard make three columns titled, "Male," "Female," and "Both." Prepare index cards titled primary and secondary sexual characteristics of male and female. Have students select column that they feel each characteristic belongs to; place index cards there. Have a class discussion regarding whether some characteristics should be shared or moved from column to column? Or complete the Puberty Changes Activity Sheet (Appendix 6.8)</p> <p>"They Tell Me I'm Going Through Puberty" handout and activity sheet (Appendix 6.9). Debrief assignment. Complete the Ovulation and Menstruation Activity </p> <p>Complete Puberty Walkaround Activity </p>
<p>D2) understand the structures and functions of male and female reproductive systems</p> <p>Note: This may be a review for some students.</p>	<p>Provide handouts for both male and female versions of Sexual characteristics, reproductive system diagrams and reproductive system activity sheets (Appendices 6.10 to 6.16) Teach the male and female reproductive system, describing the location and function of each part.</p> <p>Review the parts and functions of the reproductive system (refer to Girls and Puberty and Boys and Puberty Appendix 6.17 and Appendix 6.18).</p> <p>Puberty – Red Light/ Green Light/Yellow Light (Appendix 6.19)</p> <p>Use recommended Audio-visual Materials to introduce and review the content.</p> <p>Puberty Interview Class brainstorm possible questions to ask an adult they trust (parent, aunt, grandparent, neighbour, someone from another culture...). Questions include physical, mental, social, and cultural aspects that influence behaviours regarding sexuality or use the Puberty Interview (Appendix 6.20).</p> <p>Complete the Systems Scavenger Hunt Activity. </p>
<p>D3) understand that sexuality is an expression of one's "femaleness" or "maleness"</p> <p><i>Elaboration</i> Sexual stereotyping, self-esteem, sexual identity, and body image</p> <p><i>Sexual activity is a wide range of sexual and intimate behaviours</i></p>	<p>Students list reasons "I'm glad I'm female because..." "I'm Glad I'm male because..." Can be a group or individual activity.</p> <p>♥ Gender Stereotypes activity (Appendix 6.21) helps students examine what it means to "act like a man" and to "act like a woman," recognizing that these messages are referred to as stereotypes.</p> <p>Roller Coaster Ride Describe puberty as a "roller coaster ride"; class discusses whether this metaphor accurately represents the difficult challenges, and rewards of the human development towards adulthood. Discuss how boys and girls experiences of adolescence are similar and different.</p> <p>Growth Diary Students keep a confidential journal of self-observation and reflection. Students are not expected to bring their journals to school. It could be print or electronic in nature. Start the journal with a head picture of the student at the beginning of the term. Students may wish to include specific data (height, weight, hip and chest measurements) as well as thoughts and feelings about their own experience (may include poems, songs, events that have meaning for them). The student submits a summary essay commenting on the <i>process</i>.</p> <p>Self-Esteem Worksheet Magazine Analysis (Appendix 6.22). <i>Teacher selects magazines.</i></p> <p>Teacher note: Please see page 79 for legal information.</p>

Grade 6 – D. Growth and Development

Assessment Suggestions	Resources
<p>Group Work: Assess student's level of knowledge considering input into "Carousel of Learning" activity.</p> <p>Linking to the Future: Career and Educational Portfolio Planning</p> <p>Participation: Evaluate the student's contribution to discussion.</p> <p>Use of appropriate terminology</p> <p>Research skills</p>	<p>Videos:</p> <p><i>Growing Up: From Boyhood to Manhood</i> 705906VH, 29 min., 1997</p> <p><i>Growing Up: From Girlhood to Womanhood</i> 705907VH, 32 min., 1997</p> <p><i>New Improved Me: Understanding Body Changes</i> 703577 VH, 25 min., 1991</p> <p>Regional Sexual Health Centre</p> <p>Teen Health, Vol. 1, Ch. 5 ISBN 0-02-651774-4</p> <p>Puberty Walkaround </p> <p>Ovulation and Menstruation Activity </p>
<p>Worksheets, quizzes, puzzles, games. (Adult Interview and Magazine Analysis)</p> <p>Linking to the Future: Career and Educational Portfolio Planning</p> <p>Participation: Evaluate student's contribution to discussion.</p> <p>Use of appropriate terminology</p> <p>Research skills</p>	<p><i>New Improved Me: Understanding Body Changes</i> 703577 VHS, 25 min., 1991</p> <p>Regional Sexual Health Centre</p> <p>Teen Health 1, Ch. 5 ISBN 0-02-651774-4</p> <p>http://school.discovery.com/teachingtools/teachingtools.html</p> <p>- create, save and retrieve puzzlemakers, quizzes, glossaries, worksheets, and clipart.</p> <p>Systems Scavenger Hunt </p>
<p>Personal essays and Growth Diary</p> <p>Worksheets, quizzes puzzles (Adult Interview and Magazine Analysis)</p> <p>Use of appropriate terminology</p> <p>Research skills</p> <p>Linking to the Future: Career and Educational Portfolio Planning</p>	<p><i>New Improved Me: Understanding Body Changes</i> 703577 VHS, 25 min., 1991</p> <p>Regional Sexual Health Centre</p>

Grade 6 Appendices

THINK – PAIR – SQUARE – SHARE

THINKING...90 SECONDS

The teacher poses the question to the entire class. The question is written on a flipchart before the activity is begun. Students are asked to respond with “bullet” responses. The teacher ensures that students work on their own and record their individual responses.

PAIRING...90 SECONDS

The teacher asks students to take their papers and leave their desks, looking for one other person to share responses.

Students exchange their responses with that one other person. They are free to add ideas as they share their responses.

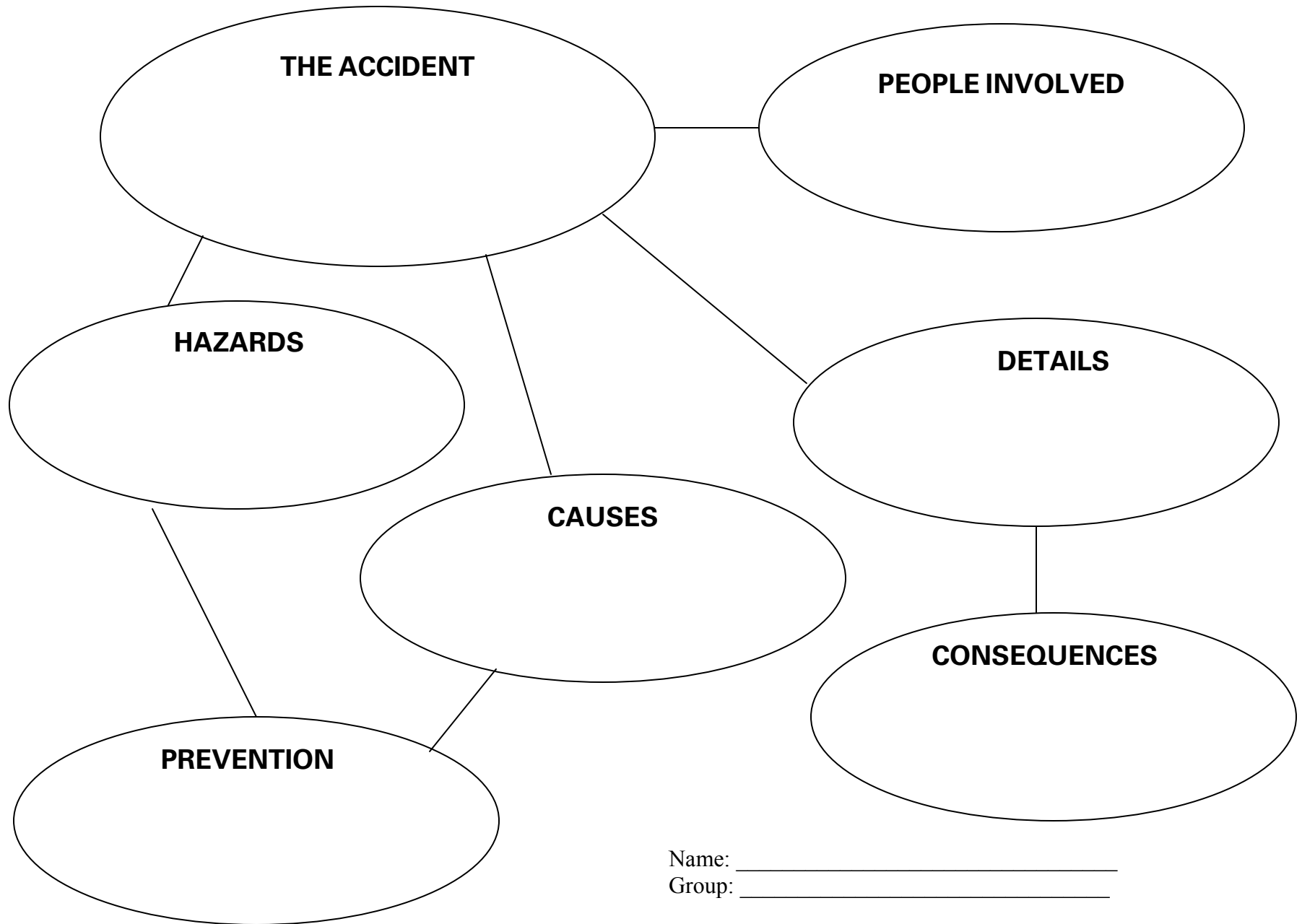
SQUARING...4 MINUTES

The teacher asks students to join two pairs (square) and to come up with 7 ideas that respond to the original question. During this process, students are to consult with all people in the group. They “pool” their ideas into seven responses and record them on chart paper.

SHARING...4 MINUTES

The teacher posts all of the flipcharts on one wall. The teacher appoints one person to be the flipchart marker and explains to the class that they are going to find “what comments are in common” on all or most of the flipcharts.

As the group identifies comments that are in common, the flipchart marker checks off these comments on the flipcharts, and the teacher creates a “summary chart” on flipchart paper. Each comment that is identified by the group as a “common comment” is recorded on the summary chart. Colour-code the summary chart according to the strands of the Health curriculum.

APPENDIX CONCEPT MAP

VARIOUS ENVIRONMENTAL FACTORS THAT AFFECT OUR HEALTH

1. Acid rain
2. Aerosol sprays (hairsprays, deodorants, air fresheners)
3. Air pollution
4. Alternative energy sources (windmills, solar)
5. Automobile exhausts
6. Products made with CFCs (chlorofluorocarbons)
7. Burning fossil fuels (coal, oil, gas)
8. Carpooling or using public transportation (e.g. buses)
9. Cigarette smoke
10. Composting
11. Cutting and burning forests
12. Decreasing rain forests
13. Eating fish from polluted water
14. Frequently washing our hands
15. Global warming
16. Greenhouse effect
17. Herbicides (kill weeds)
18. Microorganisms
19. Natural disasters (hurricanes, floods, earthquakes)
20. Noise pollution
21. Turning taps off when not in use
22. Oil spills
23. Over-population
24. Ozone hole
25. Pesticides (kill insects)
26. Planting trees
27. Pollutants from factories
28. Polluted water
29. Radioactive waste (nuclear power station)
30. Recycling
31. Replacing wildlife habitat with factories, cities, farms
32. Sick animals (rabies, mad cow disease, west nile virus)
33. Stop producing so much excess garbage
34. Sunburns
35. The weather
36. Throwing chemicals on lawns
37. Throwing garbage into a lake
38. Throwing hazardous household waste (batteries, oven cleaners, medicines) into the trash
39. Turning off lights when we don't need them
40. Using rechargeable batteries
41. Walking or biking

WELLNESS WHEEL ACTIVITY

Objective: To have students assess their personal wellness.
To have students set goals for improving areas of their wellness which need enhancement.

Each student will complete a wellness wheel in grades 6,7, and 8. This activity is to be placed in the “Linking to the Future Career and Educational Portfolio Planning” for comparison each year. Students will be able to assess their goals to determine if they have reached a healthy balance as determined by their wellness wheel.

Directions: Answer the following questions and score at the end of each section. Colour the section of the wheel with the appropriate score.

1. Physical

I am active for at least 30-60 minutes a day.	Yes___	No___
I eat fruits and vegetables, and include fibre daily.	Yes___	No___
I eat breakfast every morning.	Yes___	No___
I drink at least 4-6 glasses of water a day.	Yes___	No___
I get enough sleep so that I feel rested and alert.	Yes___	No___

Number of Yes responses	___	x2 =	___
Number of No responses	___	x0 =	___

Total _____

2. Social

I get along well with my family.	Yes___	No___
I develop and maintain strong friendships.	Yes___	No___
I help others in need.	Yes___	No___
I have friends who support a positive lifestyle.	Yes___	No___
My behaviour reflects a positive attitude.	Yes___	No___

Number of Yes responses	___	x2 =	___
Number of No responses	___	x0 =	___

Total _____

3. Emotional

I have a good sense of humour.	Yes___	No___
My sleep is restful; I receive adequate sleep.	Yes___	No___
I am able to express my feelings appropriately.	Yes___	No___
I relax my body and mind without using drugs.	Yes___	No___
I feel positive about myself.	Yes___	No___

Number of Yes responses	_____ x2 = _____
Number of No responses	_____ x0 = _____

Total _____

4. Intellectual

I am interested in learning new concepts and skills.	Yes___	No___
I listen to radio, watch TV, read a newspaper to be aware of current events.	Yes___	No___
I read 6 or more books a year.	Yes___	No___
I am interested in understanding the views of others.	Yes___	No___
I understand that I will be a lifelong learner.	Yes___	No___

Number of Yes responses	_____ x2 = _____
Number of No responses	_____ x0 = _____

Total _____

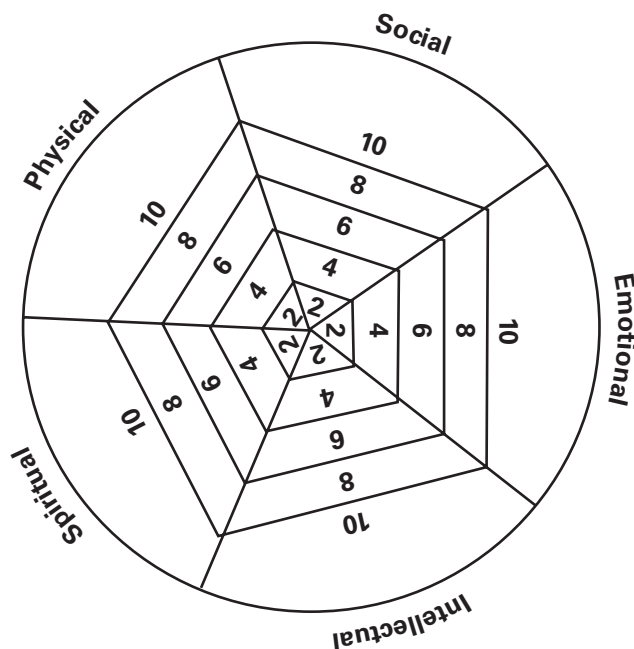
5. Spiritual

I spend time thinking, wondering or writing about my life and its meaning (prayer, meditation, journal writing).	Yes___	No___
I am part of something greater than myself. I realize that my actions affect those around me as well as myself.	Yes___	No___
My beliefs demonstrate a respect for myself as well as others.	Yes___	No___
I enjoy being outside and experiencing the wonders of nature (solitude, energy level, appealing to the senses).	Yes___	No___
I am optimistic.	Yes___	No___

Number of Yes responses	_____ x2 = _____
Number of No responses	_____ x0 = _____

Total _____

Have students colour in their wellness wheels with the appropriate score. Is the wheel in balance? What areas need to be improved? The goal is to be close to 10 in all domains of wellness.



Goal setting

Is your wellness wheel balanced? The goal is to be close to 10 in all domains of wellness.

Are there areas of your wellness that need to improve?

This year I am going to improve in my _____ domain.

I will do this by

DEFINITIONS OF PERSONAL WELLNESS DOMAINS

Wellness is a state of being which includes the physical, social, emotional, intellectual and spiritual dimensions of life, which, when working in harmony, lead to a sense of well-being and satisfaction.

Physical includes physical activity, healthy diet, adequate sleep and other good health habits.

Social emphasizes the interdependence one shares with other people and with nature.

Emotional reflects the degree to which one feels positive and enthusiastic about one's self and life.

Intellectual reflects the degree to which one engages the mind in creative and stimulating mental activities that contribute to lifelong learning.

Spiritual reflects one's ongoing involvement in seeking purpose and meaning in life, guided by values that have been developed through family and life lessons. As a spiritual person, one is in harmony with nature and all its creations.

Teacher note: Some students may identify their religious beliefs with spirituality. For others, spirituality is an all-encompassing term that promotes the principles of harmony, respect, interdependence and balance.

WELLNESS ACTIVITIES

These activities may be organized by the student council or peer helpers to promote active living in consultation with Physical Education staff.

- Colour Your Sneaker Contest - For each km walked or jogged, colour in the appropriate area of the sneaker. Each sneaker can represent 10 kms. Place coloured sneakers in hallway of the school toe to heel, and encourage students to have the sneakers complete their wing of the school (hallway) on a special area of the school (gym). This contest should last a month.
- Noon-hour theme dance – This activity stresses active freestyle dancing. See who can dance non-stop for twenty minutes.
- Healthy Lifestyle Day - Invite guest speakers to talk to students on various topics which promote a healthy lifestyle: nutritionist, nurse, dietitian, personal trainer, acupuncturist, massage therapist, CPR first aid.
- Skipping activity – Skip to music in the gym at noon.
- Organize a power-walking group for noon hour (inside or outside the school).

TEACHING TIPS

Use facilitation skills

- React positively to questions.
- Be sensitive to non-verbal communication.
- If you are uncomfortable teaching the material, seek expertise from school/community sources.
- Use humour to ease embarrassment and create a comfortable environment.
- Be student-centred/driven.
- Listen.
- Ask participants what they want to learn about.
- Be patient.
- Encourage self-confidence and decision-making skills.
- Address different learning styles.
- Be yourself.

Use interactive teaching strategies to accommodate different learning styles

- Role-plays
- Guest speakers
- Peer educators
- Panel discussion with speakers from community services
- Journaling, creative writing, poetry
- “Dear Abby”
- Anonymous question box
- Creating posters, pamphlets, graffiti, etc.
- Brainstorming and reflection exercises
- Quizzes
- Hands-on activities
- Debates
- Theatre, songs, or videos
- Storytelling
- Current events (discuss, debate, write about newspaper/magazine articles, TV shows, movies)
- Experiments
- Decision trees
- Interviewing
- Surveys
- Case studies
- Reality-based teaching (e.g. What would it be like to be a teen parent?)
- Games
- Informal discussion

Be an askable teacher

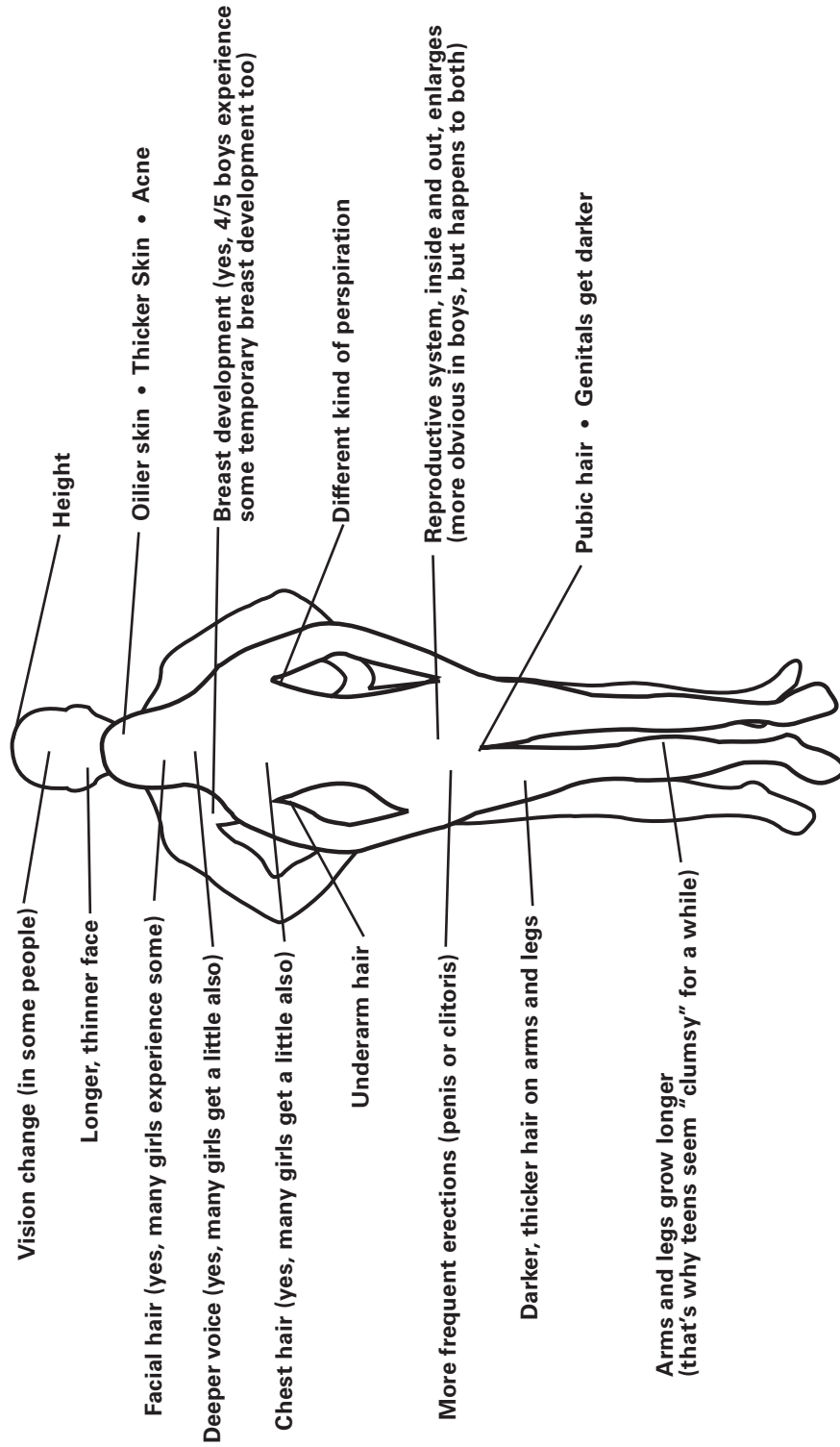
- Respect students’ feelings, values, and opinions.
- Challenge harmful, unhealthy practices.
- Use gender-neutral and inclusive language (e.g. partner instead of boyfriend/girlfriend).
- Admit when you do not know an answer and commit to finding it.
- Allow youth the opportunity to pass, when discussing sensitive issues.
- Know where and when to refer students for help.

PUBERTY CHANGES

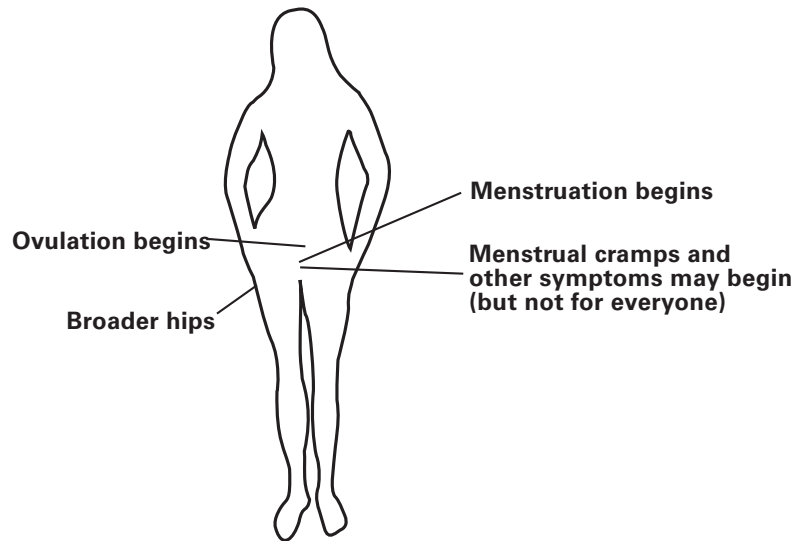
ACTIVITIES

1. Identify this lesson as primarily a review. By 6th grade, most students have been introduced to puberty topics in an earlier class, but some have not been really ready to hear the concepts, because puberty was not yet personally relevant. Others will have questions that have arisen since their earlier lessons.
2. Ask for a volunteer, or several volunteers, to define puberty. If they are reasonably on target, affirm that their answers are good. Add, if they do not, that puberty is a process, not a single event that happens in the body, but also in the heart and mind and relationships.
3. Develop and remind the class of the ground rules.
On puberty transparencies 1 and 2, around each figure, write down what students say about puberty changes that occur in both girls' and boys' bodies.
4. Complete the “They Tell Me I’m Going Through Puberty” activity. Students may discover that puberty changes are similar between boys and girls.

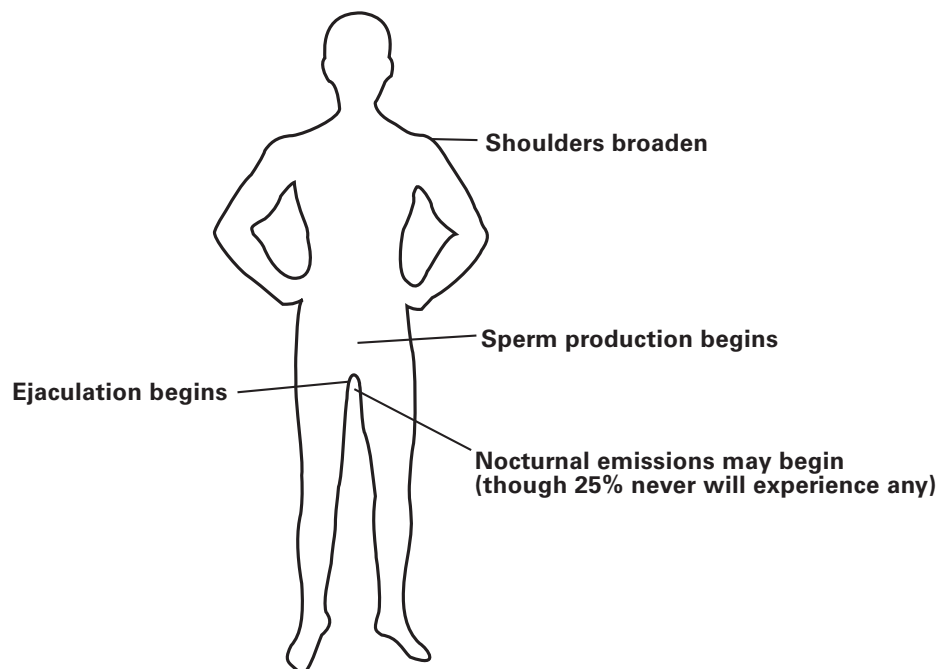
Both Boys' and Girls' Bodies



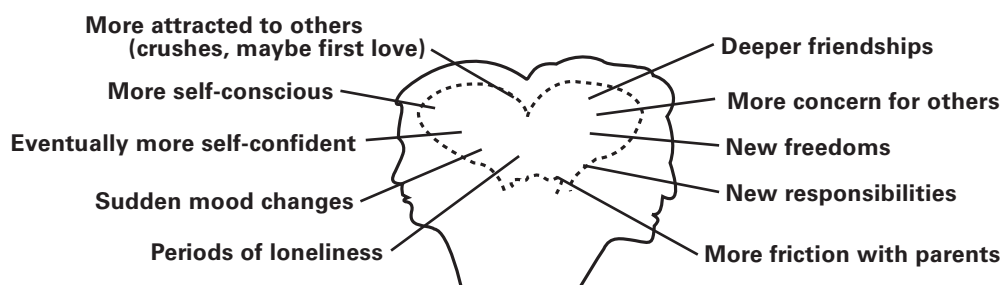
Girls' Bodies Only



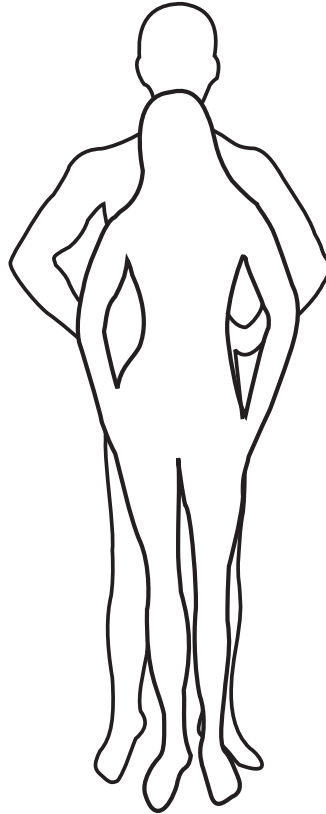
Boys' Bodies Only



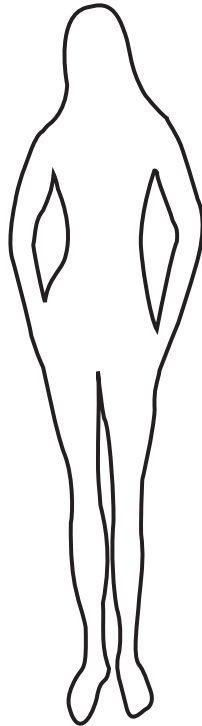
Boys' and Girls' Changes NOT in the Body



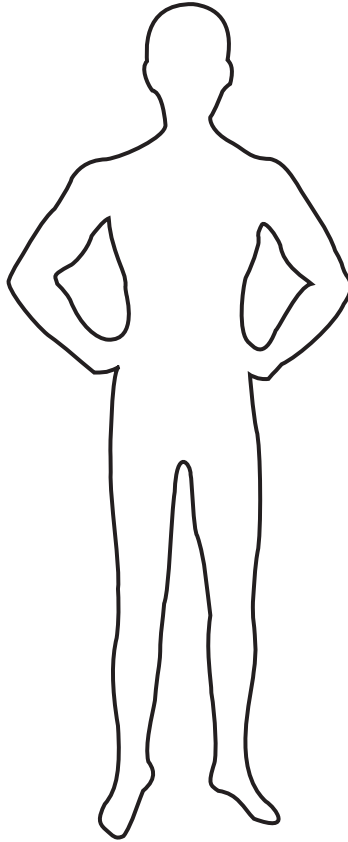
Both Boys' and Girls' Bodies



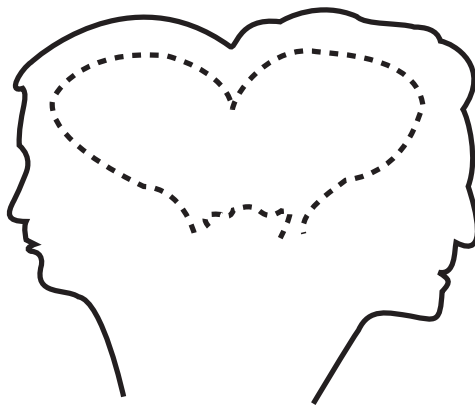
Girls' Bodies Only



Boys' Bodies Only



Boys' and Girls' Changes NOT in the Body



Students Name _____
 Parents/Adult Support _____

Puberty Changes

Place an “X” in the correct column for each puberty change.

Puberty Change	Boy	Girl	Both
Grow taller			
Skin gets oily			
Acne (pimples)			
Voice changes			
Hair grows on face			
Hair gets oily			
Hair grows in underarms			
Hair grows on genitals (pubic hair)			
Sweat glands develop			
Breasts develop			
Hips get bigger			
Shoulders get wider			
Start producing sperm			
Penis grows bigger			
Testicles get bigger			
Body starts producing sex hormones			
Wet dreams			
Erections happen out of blue (penis gets hard)			
Sperm can be released through penis (Ejaculation)			
Start releasing eggs (Ovulation)			
Periods (Menstruation)			
Mood swings			
Start having sexual thoughts			
Start having sexual feelings			
Start producing vaginal discharge			
Can become interested in having a boyfriend or girlfriend			
Friendships become more important			
Sometimes feel lonely and confused			
Stronger feelings of wanting to be liked and to “fit in”			
Want more independence			
Thinking about the future			
Concerned about looks (appearance)			

Puberty Change Answer Key	Boy	Girl	Both
Grow taller			×
Skin gets oily			×
Acne (pimples)			×
Voice changes			×
Hair grows on face	×		
Hair gets oily			×
Hair grows in underarms			×
Hair grows on genitals (pubic hair)			×
Sweat glands develop			×
Breasts develop			×
Hips get bigger		×	
Shoulders get wider	×		
Start producing sperm	×		
Penis grows bigger	×		
Testicles get bigger	×		
Body starts producing sex hormones			×
Wet dreams	×		
Erections happen out of blue (penis gets hard)	×		
Sperm can be released through penis (Ejaculation)	×		
Start releasing eggs (Ovulation)		×	
Periods (Menstruation)		×	
Mood swings			×
Start having sexual thoughts			×
Start having sexual feelings			×
Start producing vaginal discharge		×	
Can become interested in having a boyfriend or girlfriend			×
Friendships become more important			×
Sometimes feel lonely and confused			×
Stronger feelings of wanting to be liked and to “fit in”			×
Want more independence			×
Thinking about the future			×
Concerned about looks (appearance)			×

- * Breast development is related to an increase in the estrogen hormone. Males normally produce estrogen in the adrenal glands and testes. Nearly one in two boys experiences temporary enlargement of the breasts during puberty.

From Calgary Health Region – www.teachingsexualhealth.ca

“THEY TELL ME I’M GOING THROUGH PUBERTY”

Hi, I’m Chris and I’d like to tell you about what’s happening to me. It seems that every day brings a new change. It’s almost like I’m getting a new body! They tell me I’m going through puberty.

One of the things that’s happening is this new hair that’s growing in places it’s never been before. Like under my arms. I know this is normal and all, but it still takes getting used to.

I don’t mind some of the changes I’m seeing. In fact, some things I even like. I’m taller than I was last year. I know I’m smarter just because I’m able to think and write about what I’m going through now.

But then, there are some changes that aren’t so good. Like B.O., body odour. The first time I noticed it, I thought I had some kind of disease or something. Now I realize it’s not too bad if I wash or use deodorant.

A really dirty trick though, is acne. I remember I was getting ready to go to a party, washing up and stuff, when I looked in the mirror and saw this big zit staring back at me. I held hot wash-cloths on it for a long time. It went down, but not the whole way. I went to the party anyway. I noticed that many other kids had the same or worse luck with their zits. I wonder how common this is.

There’s one thing I get a little embarrassed about. It’s even hard for me to say this. When I was at the party the other night, I was with someone I like (and I’m not mentioning any names). I got this new feeling. It was strange but kind of nice. They tell me it’s normal. Is it?

They tell me I’m going through puberty. That means I have to go to school with my zits and B.O. But, I’m taller and smarter. I think I’ll survive.

Do you think Chris is a boy or a girl, or are you unsure?

Source: Calgary Health Region – www.teachingsexualhealth.ca

THEY TELL ME I'M GOING THROUGH PUBERTY – ACTIVITY SHEET

Student's Name _____

Dear Chris,

Guess what? You are about to enter puberty! Congratulations. This means that

To help you out, I am writing you a letter explaining some of the changes that will happen to people as they grow up. You should know about both boys and girls because

There are lots of **physical** changes that will happen. Some changes happen to girls, some to boys, and some changes happen for everyone. Here is a list of some changes you can expect to see happening to you and your friends:

Boys	Girls	Both
•	•	•
•	•	•
•	•	•
•	•	•

When we grow up, our thoughts and feelings change, too! It is normal to experience:

THEY TELL ME I’M GOING THROUGH PUBERTY – ACTIVITY SHEET

The way we **relate to other people** can change as well during puberty.
For example:

--

It seems like a lot for anyone to go through, doesn’t it? Puberty means a lot of change. Sometimes it is great. Sometimes it is difficult. The best thing is that we don’t need to go through puberty alone. We can get help from lots of people. Here is a list of places you can go to for help:

Helpers	How they can help:

I hope this letter helps you out, Chris!

Sincerely,

Source: Calgary Health Region – www.teachingsexualhealth.ca

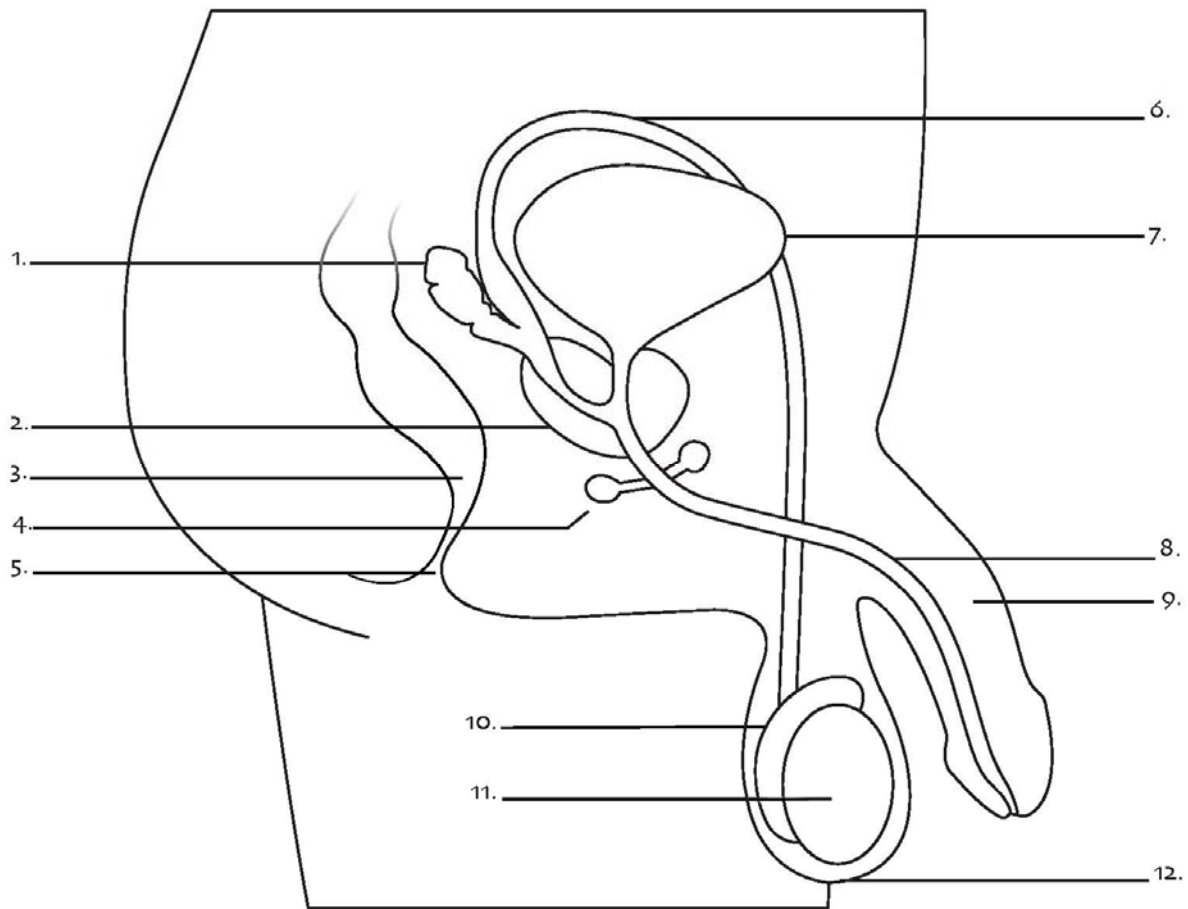
SEXUAL CHARACTERISTICS OF THE MALE

Primary

- testes
- scrotum
- epididymis
- seminal vesicles
- prostate gland
- cowper's glands
- penis
- vas deferens
- urethra

Secondary

- pubic hair
- underarm hair
- other body hair
- facial hair (beard)
- indentation of hairline
- widening of shoulders and chest
- muscular development
- changes in body contours
- voice change
- toughened skin
- sexual thoughts

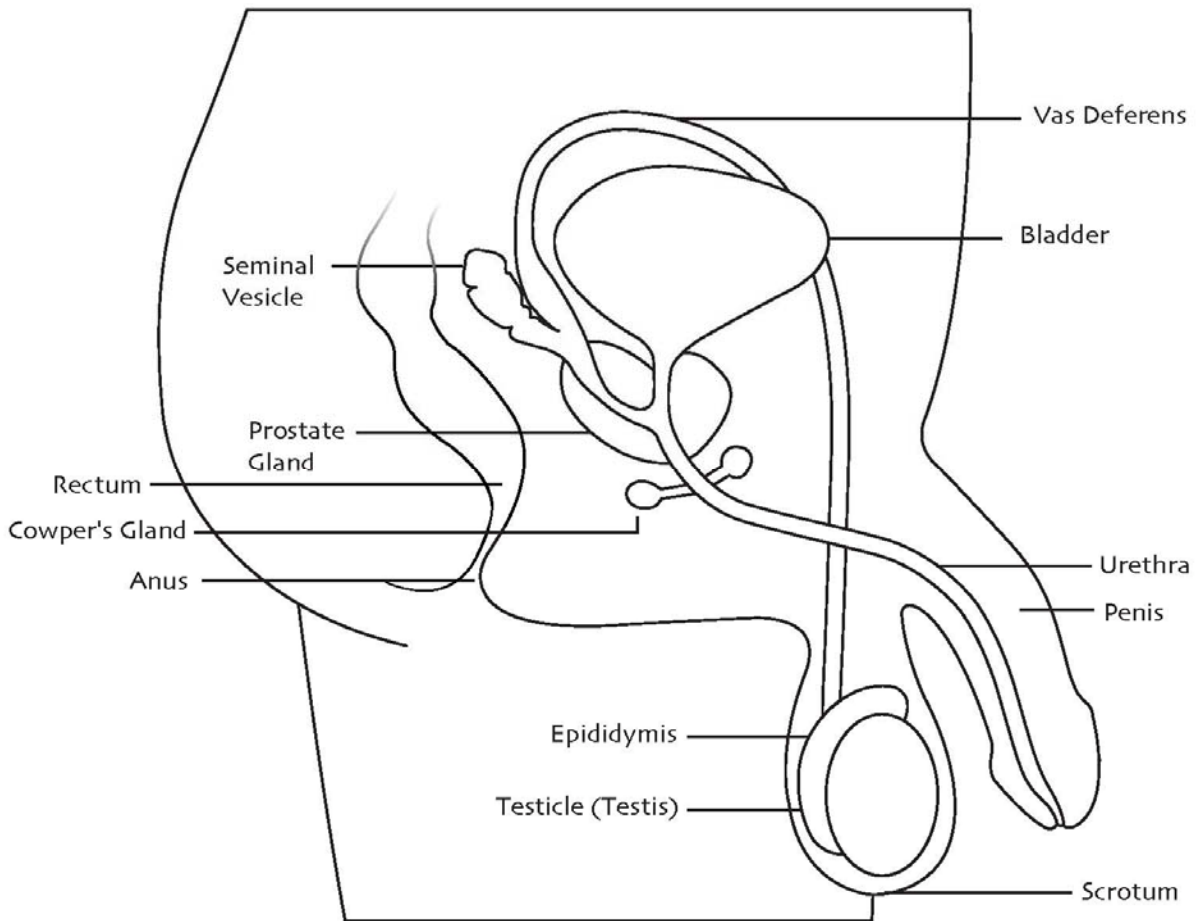
MALE REPRODUCTIVE SYSTEM (ACTIVITY SHEET)

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DIRECTIONS: Using the words below, label the parts of the male reproductive system:

PENIS	RECTUM	BLADDER	TESTICLE
URETHRA	EPIDIDYMIS	PROSTATE	COWPER'S GLAND
SCROTUM	VAS DEFERENS	SEMINAL VESICLE	ANUS

MALE REPRODUCTIVE SYSTEM (ANSWER SHEET)



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THE MALE REPRODUCTIVE SYSTEM

(Activity Sheet)

DIRECTIONS: Using the fifteen words provided, fill in the blanks to make this explanation of the male reproductive system correct. Each will be used only once.

cowper's gland	semen
epididymis	seminal vesicle
erection	sperm
nocturnal emissions	testes
orgasm	urine
penis	urethra
prostate	vas deferens
scrotum	

First, _____ are produced in the small seminiferous tubules of the _____. These oval-shaped glands are protected by a sac called the _____. After the sperm cells are produced, they are stored in a large coiled tube on the outer surface of each testicle called the _____. From this tube the sperm go into a larger tube called the _____, which eventually carries them to the external male reproductive organ, the _____. Along the way sperm is nourished by a sugary fluid from the _____, a chemical fluid from the _____ which is the most common site of cancer in men, and fluid from the _____ which are two small glands located near the bladder. These fluids plus the sperm cells combine to form _____, the fluid ejaculated from the penis during _____. Before a male can ejaculate, the spongy tissue surrounding the penis becomes engorged with blood causing the penis to become stiff and hard. This is known as an _____. The tube that carries the semen from the body is the _____. This tube also carries _____ from the bladder. Males can also have uncontrolled ejaculation during sleep, which are called _____.

THE MALE REPRODUCTIVE SYSTEM

(Answer Sheet)

DIRECTIONS: Using the fifteen words provided, fill in the blanks to make this explanation of the male reproductive system correct. Each will be used only once.

cowper's gland	semen
epididymis	seminal vesicle
erection	sperm
nocturnal emissions	testes
orgasm	urine
penis	urethra
prostate	vas deferens
scrotum	

First, SPERM are produced in the small seminiferous tubules of the TESTES. These oval-shaped glands are protected by a sac called the SCROTUM. After the sperm cells are produced, they are stored in a large coiled tube on the outer surface of each testicle called the EPIDIDYMIS. From this tube the sperm go into a larger tube called the VAS DEFERENS, which eventually carries them to the external male reproductive organ, the PENIS. Along the way sperm is nourished by a sugary fluid from the SEMINAL VESICLE, a chemical fluid from the PROSTATE which is the most common site of cancer in men, and fluid from the COWPER'S GLANDS which are two small glands located near the bladder. These fluids plus the sperm cells combine to form SEMEN, the fluid ejaculated from the penis during ORGASM. Before a male can ejaculate, the spongy tissue surrounding the penis becomes engorged with blood causing the penis to become stiff and hard. This is known as an ERECTION. The tube that carries the semen from the body is the URETHRA. This tube also carries URINE from the bladder. Males can also have uncontrolled ejaculation during sleep, which are called NOCTURNAL EMISSIONS.

SEXUAL CHARACTERISTICS OF THE FEMALE

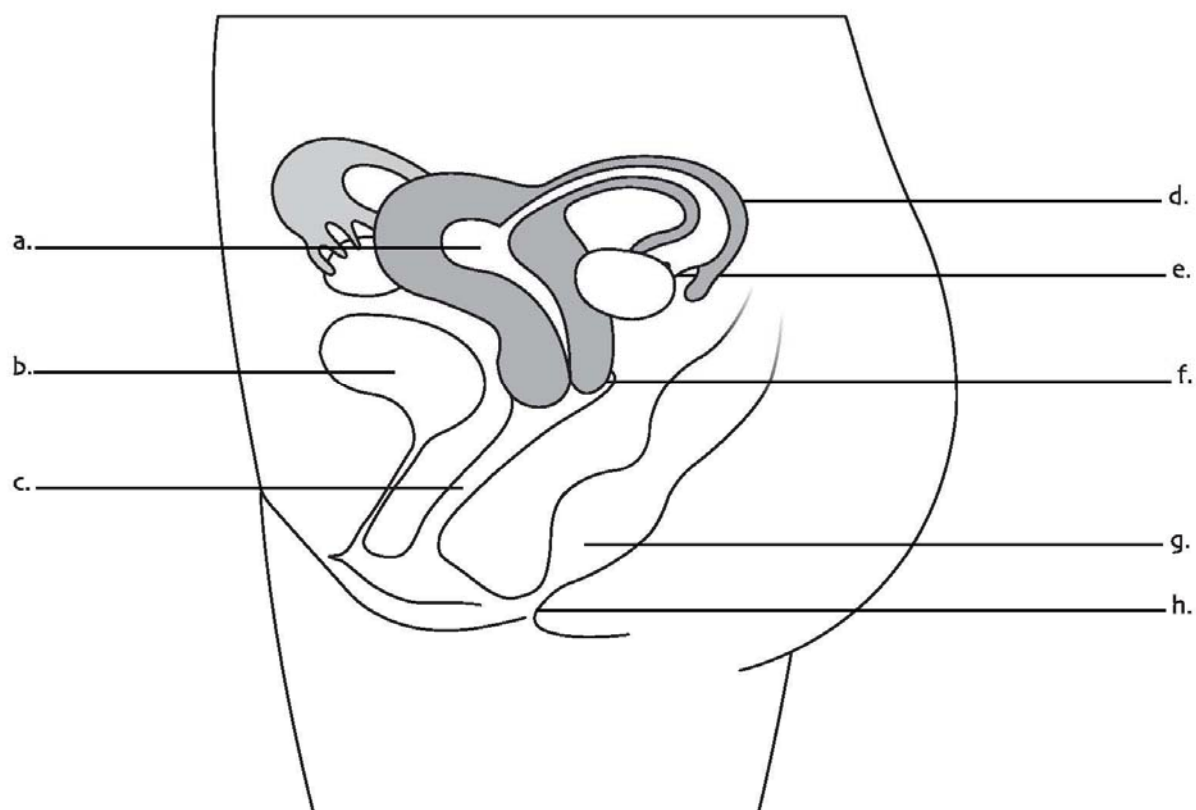
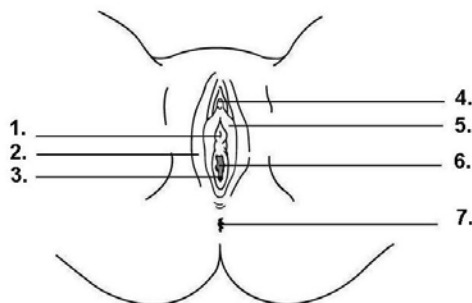
Primary

- ovaries
- fallopian tubes
- uterus
- vagina
- vulva
- labia
- hymen
- clitoris

Secondary

- pubic hair
- facial hair
- underarm hair
- other body hair
- breast development
- menstruation
- ovulation
- widened hips
- changes in body contours
- softened skin
- sexual thoughts

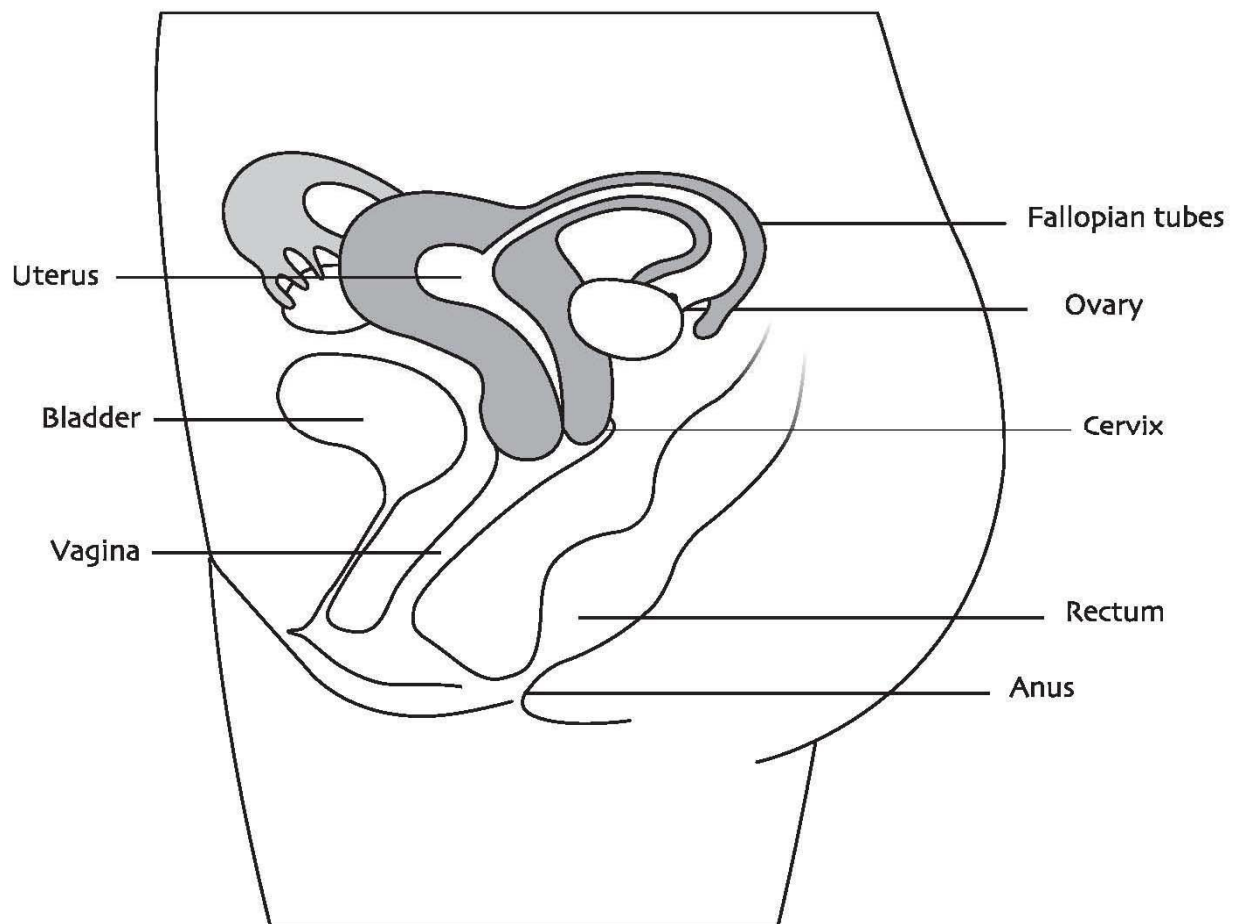
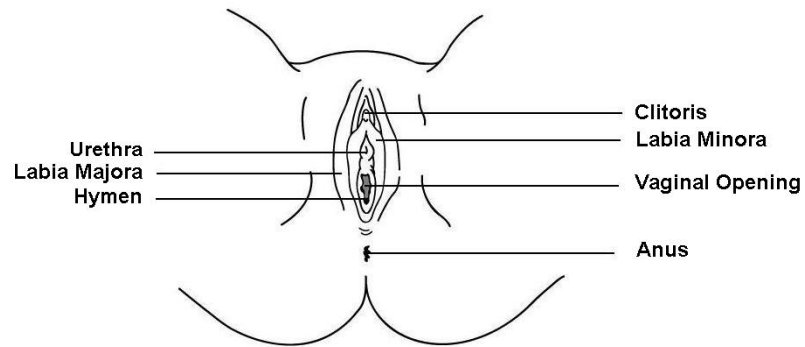
FEMALE REPRODUCTIVE SYSTEM (ACTIVITY SHEET)



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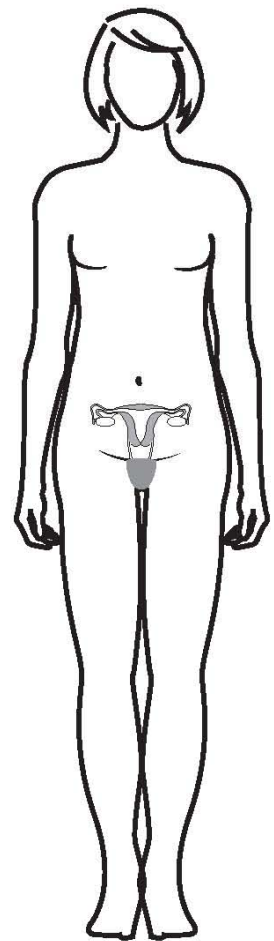
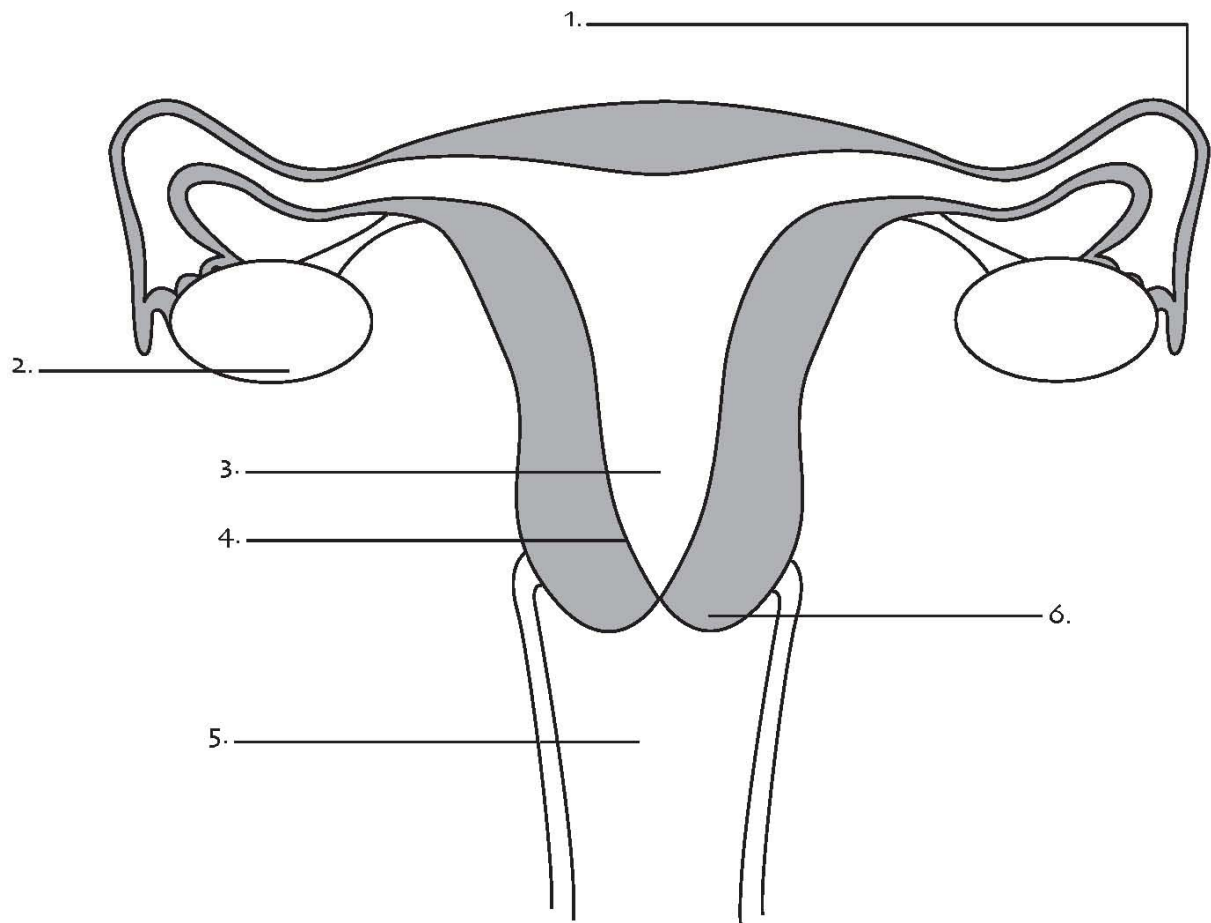
DIRECTIONS: Using the words below, label the parts of the female reproductive system:

CERVIX	UTERUS	OVUM	FALLOPIAN TUBE
FIMBRIA	OVARY	VAGINA	UTERINE LINING
URETHRA	LABIA MAJORA	CLITORIS	VAGINAL OPENING
BLADDER	LABIA MINORA	ANUS	RECTUM

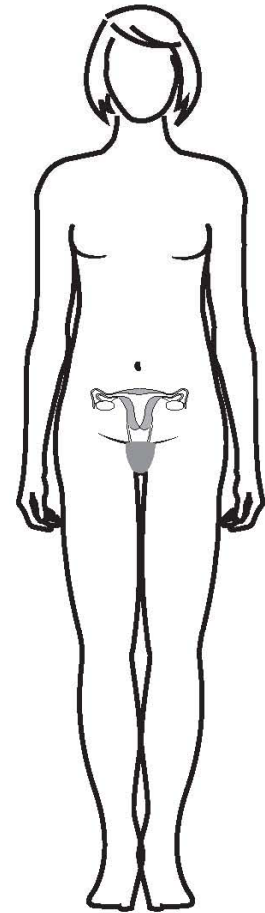
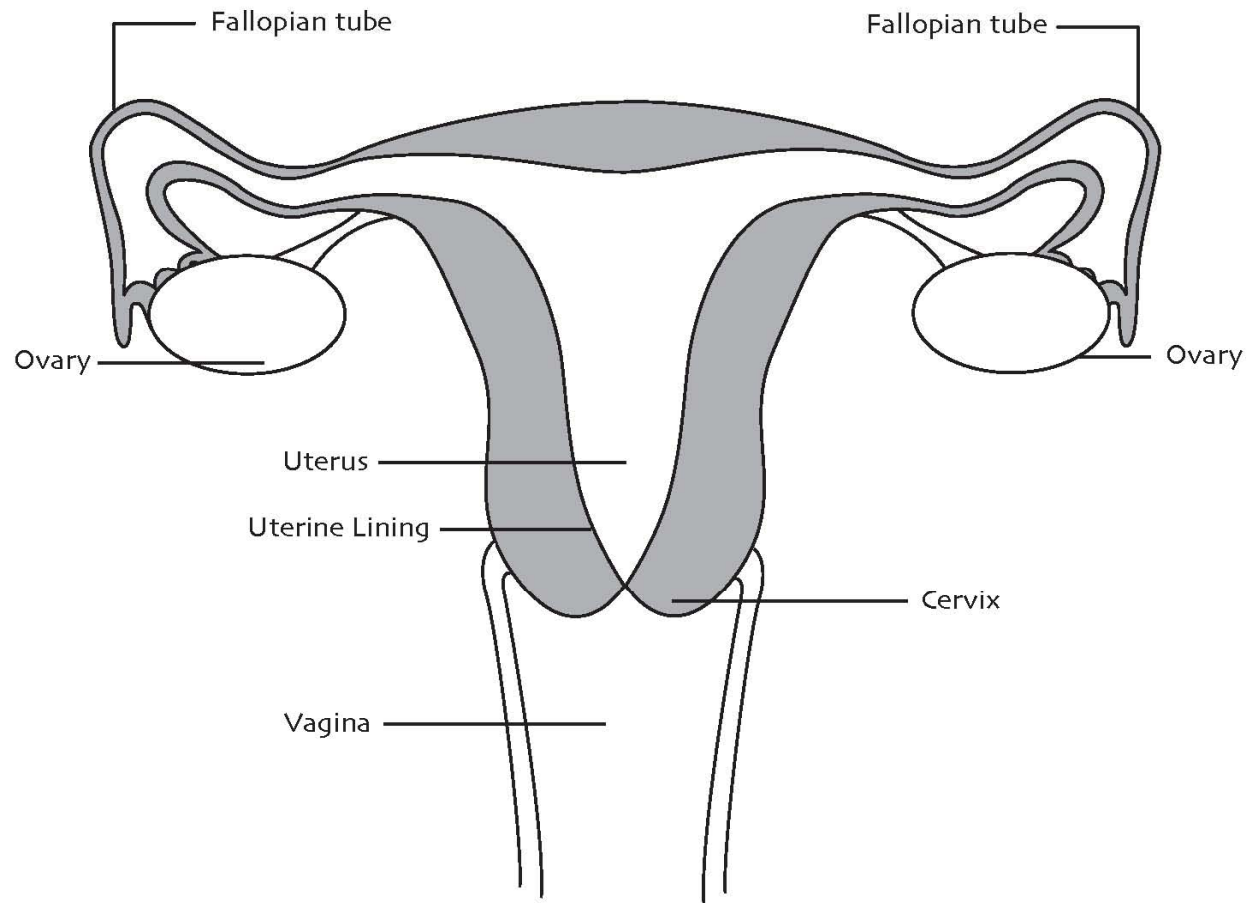
FEMALE REPRODUCTIVE SYSTEM (ANSWER SHEET)

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FEMALE REPRODUCTIVE SYSTEM (ACTIVITY SHEET)



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FEMALE REPRODUCTIVE SYSTEM (ANSWER SHEET)

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THE FEMALE REPRODUCTIVE SYSTEM

(Activity Sheet)

DIRECTIONS: Using the sixteen words provided, fill in the blanks to make this explanation of the female reproductive system correct. Each will be used only once.

cervix	ovaries
clitoris	ovulation
egg cells	ovum
estrogen	progesterone
fallopian tubes	puberty
hymen	sperm cell
labia	uterus
menstruation	vagina

First, _____ are produced in two almond-shaped organs known as the _____. During the process of _____, a mature egg (_____) is released and enters one of two _____. For a few days the egg cell travels towards the pear-shaped _____. The lining of this organ thickens in preparation for a fertilized egg. If the egg is not fertilized by the male _____, it will leave the body together with the lining of the uterus and a small amount of blood. This is called _____. The lower portion of the uterus is called the _____ and is a common site of cancer in women. The female organ of intercourse is the _____. A circular fold of skin is usually present at the entrance to this organ and is called the _____. Outside of this organ are folds of skin covered with pubic hair known as the _____. Between these skin folds is a small, round, sensitive area of skin called the _____. The development of the reproductive system is triggered by the hormones _____ and _____, which cause many physical changes in a girl. This period of change is called _____.

THE FEMALE REPRODUCTIVE SYSTEM

(Answer Sheet)

DIRECTIONS: Using the sixteen words provided, fill in the blanks to make this explanation of the female reproductive system correct. Each will be used only once.

cervix	ovaries
clitoris	ovulation
egg cells	ovum
estrogen	progesterone
fallopian tubes	puberty
hymen	sperm cell
labia	uterus
menstruation	vagina

First, EGG CELLS are produced in two almond-shaped organs known as the OVARIES. During the process of OVULATION, a mature egg (OVUM) is released and enters one of two FALLOPIAN TUBES. For a few days the egg cell travels towards the pear-shaped UTERUS. The lining of this organ thickens in preparation for a fertilized egg. If the egg is not fertilized by the male SPERM CELL, it will leave the body together with the lining of the uterus and a small amount of blood. This is called MENSTRUATION.

The lower portion of the uterus is called the CERVIX and is a common site of cancer in women. The female organ of intercourse is the VAGINA. A circular fold of skin is usually present at the entrance to this organ and is called the HYMEN. Outside of this organ are folds of skin covered with pubic hair known as the LABIA. Between these skin folds is a small, round, sensitive area of skin called the CLITORIS. The development of the reproductive system is triggered by the hormones ESTROGEN and PROGESTERONE, which cause many physical changes in a girl. This period of change is called PUBERTY.

GIRLS AND PUBERTY

- Objective:** Participants will describe the internal and external changes females experience during puberty.
- Structure:** Presentation by educator with large group discussion.
- Time:** 45 minutes
- Materials:** Blackboard or flipchart; “Female Anatomy” worksheet; female reproductive system resource sheet

Procedure

1. Introduce the topic as follows:

Up until now, we have been discussing external changes of puberty. Today we will learn about the changes that happen inside the female body at puberty.

We can see external changes quite easily, but there are many more changes happening internally, which are also important. It is sometimes more embarrassing to discuss these parts because they are more private.

Review the ages that boys and girls go through puberty (if necessary).

We know that puberty happens to prepare males and females to be able to reproduce. What do the words reproduce and reproduction mean? (To make a baby, make another similar to the first.)

When we talk about the reproductive organs, we are talking about the parts of the body that help reproduction happen.

Today, we will learn about the reproductive organs of the female and how they change at puberty to make it possible for a woman to reproduce.

2. Visible changes to girls

Breast development – breasts may feel sore at times – one breast often develops before the other breast – it can take 3-5 years before breasts are fully grown. Breasts are often unequal in size (e.g., one may be bigger than the other).

Breasts produce milk after pregnancy.

A woman’s breasts can be a source of sexual pleasure.

Breast size is primarily determined by genes.

Breast size can be affected by nutrition, pregnancy and/or surgery.

♥ Height and weight increases – an increase in body weight is normal and healthy. Because weight is an issue for many young women, be positive when you talk about this change.

Explain that we all need fat for nutrition and energy. About 25% of the female adult body is fat and 15% of the male adult body is fat; 23% of the female body is muscle and 40% of the male is muscle. This means, generally, that men have more strength (can lift more) and run faster.

Women can endure some kinds of physical stress more easily than men. Women, in general, can survive famine, cold, and drought better and do very well in endurance sports (long-distance swimming, marathons)

Hips broaden to prepare for the delivery of a baby.

Armpit hair and pubic hair develop, and hair grows on the legs and arms.

Discuss the following questions:

What are breasts for?

What determines whether a girl will have small breasts, medium sized breasts, or large breasts?

Why might a girl worry about what size her breasts become?

Why do a girl's hips get wider but a boy's don't?

3. **Introduce** the female reproductive system. (This integrates Grade 6 Outcomes D1 and D2.)

You may wish to have participants complete the worksheet on labelling the reproductive system during discussion.

Orient participants to chart being used – e.g. front view or side view and where these organs are located on the body.

External Genitals/Vulva (see diagrams on page 55 & 56)

This is often incorrectly called the vagina.

- The vulva consists of labia majora and labia minora (outer and inner folds of skin) and clitoris.
- They function as protection for the internal sex organs.

Clitoris

- The clitoris is a small, sensitive organ located above the opening to the vagina.
- Its function is one of sexual pleasure.

Three openings

- There are three external openings: the urethra, the vagina and the anus.

4. **Define** masturbation.

Masturbation means the deliberate stroking of the sex organs.

- Masturbation is normal if you do, normal if you don't.
- Females do not ejaculate the same as males do.
- Glands in the vulva and vagina release fluids when a female becomes sexually aroused.

5. **Introduce** the internal reproductive organs.

Vagina

- This organ leads to the other internal reproductive organs.
- It is used for menstruation, intercourse and childbirth.
- It is not used for urination; an opening just above the vagina called the urethra is used for this purpose.
- A thin membrane (the hymen) surrounds the vaginal opening, but may not be noticeable in some.

Uterus

- The uterus is also called the womb.
- It is a special place in a woman's body where the baby grows.
- It is very low in the abdomen, nowhere near the stomach, about the size of a fist.
- The uterus enlarges during pregnancy, not the stomach.

Fallopian tubes

- Two tubes on either side of the uterus are called fallopian tubes.
- Each is a passageway from the uterus to an ovary.

Ovaries

- Females have 2 ovaries.
- They are reproductive glands.
- They start producing hormones at puberty.
- They hold about 250,000 ova (eggs) until puberty when they start being released – one per month.

Ovum

- An ovum is also called egg cell.
- It is a special cell which, when united with male sperm cell, can create a baby – a process called fertilization.

Girls are born with their reproductive organs, but these organs do not start to develop and function until puberty.

Tell participants to imagine a very small pear.

Explain that this is the usual size of a mature woman's uterus.

Have participants put their fist where they think the uterus is found in a woman's body.

Explain that the uterus is low down in the pelvis and can grow and stretch in pregnancy - up to the woman's rib cage.

Ask participants where they think their stomach is. How many were told that babies grow in their mother's stomach? Is this true?

6. **Discuss** changes in reproductive organs at puberty.

Vaginal Secretions

- They keep the vagina clean and healthy.
- They signal one of the early changes in puberty. For example, a girl may notice some liquid (or secretions) on her underwear or on toilet paper. It varies from whitish and pasty to clear and slippery. This means a girl's body is starting to mature and her period will be starting.
- Bad odour, itchiness or unusual discharge may indicate an infection or poor hygiene.

Ovulation

- Once ovaries start producing hormones, the message is given to start releasing one ovum, once a month from one ovary.
- Usually a girl cannot feel this happening.
- If egg is not fertilized in a day or so, it dissolves.

Menstruation

- Uterus must prepare for growth of a baby if fertilization occurs.
- Hormones from ovaries send message to uterus to grow a thick, soft lining of tissue and blood.
- This lining contains nutrients that would be needed to nourish the egg and sperm if fertilization occurred.
- If the egg is not fertilized in the fallopian tube, the lining is not needed to nourish a baby, so a message from the ovary (by hormone) tells the uterus to shed the lining (takes 5-7 days to shed lining – this is called menstruation (having a period) – girls usually menstruate once a month – bloody discharge trickles out of the body through the vagina).
- Once the lining is completely shed, a new lining begins to grow.
- Soon another egg is released, and if fertilization does not occur, the egg dissolves and that lining is shed. This continues to happen over and over again. That is why we call it the menstrual cycle.
- This is a normal change of puberty – something to be proud of – not something dirty or bad (*discuss negative attitudes and language*)
- Some women experience menstrual cramps which can be relieved with medication.

7. **Discuss** personal care during menstruation, using the following script:
- Menstruation is a normal change of puberty, not a sickness. Usually one can continue to participate in regular daily activities (e.g. physical education classes, gymnastics, swimming)
 - Personal hygiene (i.e. bathing) is even more important at this time as oil secretion from hair and skin may increase and menstrual blood may get dried in pubic hair.
 - Sanitary pads or tampons are used to absorb menstrual fluid.
 - The teacher may want to show samples and explain their use.
 - Always wipe from front to back to help prevent infection.
8. **Discuss** the following:
- Why does a girl get a period?
 - How long does a period usually last?
 - What does a girl use to absorb the menstrual blood?
 - How does a woman decide which type of menstrual product she will use?
9. **Discuss** the following:
- Various sizes of pads are available, as the flow varies.
 - Pads have an adhesive strip which sticks to underwear.
 - It is necessary to wear protection 24 hours a day.
 - Pads should be changed frequently, approximately every 3-4 hours.
 - Dispose of pads in a wastebasket, not in a toilet (wrap pad in toilet paper first).
 - Scented pads may irritate some people's skin.

Tampons

- Swimming requires the use of tampons.
- With tampons, menstrual fluid is absorbed within the vagina.
- Tampons are often not used by girls when a period first starts.
- Tampons should be changed every 3-4 hours (stress this point).
- Tampons are held in place by the vagina; they can't get lost or fall out.
- A very strong string is used to remove the tampon.
- Dispose of a used tampon in a wastebasket (wrap in toilet paper first).

(Adapted with permission from: Regional Niagara Public Health Department (1999) Growth and Development Lesson Plans for Grades 5 & 6 and Toronto Public Health (1998) Changes in You and Me!)

BOYS AND PUBERTY

- Objective:** Participants will describe the internal and external changes males experience during puberty.
- Structure:** Presentation by educator with large group discussion.
- Time:** 45 minutes
- Materials:** Blackboard or flipchart; “Male Anatomy” worksheet; male reproductive system resource sheet.

Procedure

1. **Introduce** the topic by reviewing general male changes and feelings (especially embarrassment) and need for respect. State as follows:

Although men do not have babies, they are part of reproduction, and thus their reproductive organs must grow and develop to make this possible. Today, we will learn the parts of the reproductive system, and how they change at puberty to make reproduction possible.

2. Ask participants what external changes boys experience during puberty:
 - Adam’s apple will begin to show.
 - Shoulders and chest will grow bigger.
 - Muscles will become bigger.
 - Hair on face will appear.
 - Body hair appears for some boys (e.g. underarms, face, pubic area, later maybe on chest/back).
 - Voice changes for some boys.
 - Testicles gradually grow a little larger.
 - Penis will grow longer and wider as the rest of the body grows.
 - Boys will begin to have erections and “wet dreams” (sperm produced for reproduction).
 - Breast development will occur. This fact comes as a surprise to most students. Some boys will find that the area around one or both nipples can feel sore and may swell. This is because boys have some female hormones in their body. The soreness and swelling usually go away. This is normal.
 - Feelings of sexual attraction emerge.
 - Sudden mood changes occur.
 - Weight gain will occur before growth spurt.

3. **Ask** participants the following:

- Why do some boys get some breast swelling when they are going through puberty?

As a group, discuss the following:

- Someone has some breast swelling. When you change for gym or swimming, other boys are making comments such as “You’re turning into a girl” and “Look at those boobs.” You know this makes your friend feel terrible and it makes you feel bad. What can you do?
4. **Discuss** the external and internal male reproductive organs. You may wish to have students complete the worksheet on labelling the reproductive system during the discussion.

External Genitals (This integrates grade 6 outcomes D1 and D2.)

Penis

- The penis is a tube-like organ of spongy tissue (*Teacher note: leave rest of information about penis until later*).
- The urethra runs lengthwise through the centre of the penis.
- The head of the penis is called the glans; its function is one of sexual pleasure.

Testicles

- Male sex glands (2) are held in a sac called the scrotum.
- They are on the outside of the body to keep temperature cooler than body temperature for healthy sperm production.
- Sometimes one can grow faster than the other at puberty.
- One hangs lower – this is normal.
- The area is very sensitive and easily damaged and should be protected e.g., during sports activities.
- Never deliberately kick anyone in the testicles.
- A man needs only one testicle to be fertile (able to reproduce).
- At puberty, testicles begin to produce hormones and sperm.

Sperm

- Sperm are special cells produced in testicles at puberty.
- They are very small (over 300 million in 15 ml of semen).
- Millions are made every day.
- They mix with fluid in glands to form a white sticky fluid called semen.
- They swim up the vagina, through the uterus to the fallopian tube to fertilize an egg.

Internal Reproductive Organs

Vas Deferens

- This tube carries sperm out of the testicles.

Prostate Gland

- This gland starts producing a fluid at puberty in which sperm are kept alive.
- Sperm + fluid = a substance called semen.

Urethra

- This tube is located in the penis.
- It has 2 branches – one to the bladder, one to the vas deferens.
- Two substances which come out of the urethra are urine and semen; they cannot come out at the same time.
- When the penis is ready to release semen, a valve blocks off the branch to the bladder so that urine cannot escape.

Seminal Vesicles

- They are two small pouches behind the bladder that produce fluid.
- This fluid mixes with sperm and other fluid to produce semen.

5. **Review** some of the changes at puberty:

Teacher note: Some of this may have been covered while explaining the reproductive system.

- Production of sperm in the testicles
- Growth of penis and testicles
- Production of fluid in the prostate gland

6. **Ask** what starts happening more often to a boy's penis at puberty.

Explain erections:

- The penis gets bigger, harder, and stands out from the body.
- Babies have erections, sometimes before birth.

7. **Ask** why erections happen.

- Sexual thoughts send a message to the penis which thickens and sticks out from body.
- Spongy tissue fills up with extra blood.
- Erections happen for physical reasons even before puberty.
- An erection can happen when you least expect it or want it (e.g. first thing in the morning, during sleep, when vibrations occur, e.g. riding a bus) and is not always related to sexual thoughts.
- An erection can be frightening and embarrassing.
- It is important to realize that it is a normal process of growing up.
- An erection does not mean an ejaculation must occur; an erection will go away on its own.

- The size of the penis varies but all sizes work well. There is less of a difference in size when the penis is erect.
- The penis continues to grow as you do.

8. **Lead** a discussion by asking the following questions:

Some boys talk about having a “boner.” Is there a bone in the penis?

What is an erection?

How old are boys when they get their first erection?

What causes a boy to get an erection?

9. **Discuss** the following true anecdotes:

A boy would often get an erection when he was sitting watching an exciting hockey game.

A teenager would sometimes get an erection when he was concentrating on getting ready to run and do a high jump.

- Why do you think this happened?
- Were they thinking sexy thoughts?
- How do you think they felt when this happened?

10. **Ask** participants to define ejaculation:

- The release of semen from penis during an erection
- There are millions of sperm in one ejaculation.
- Usually there has to be some extra stimulation of the penis for this to happen (e.g. during sexual intercourse or masturbation, this is an orgasm).
- Ejaculation may happen during sleep (wet dream).
- A boy knows he is producing sperm once he has started to have ejaculations.

11. **Discuss** the possibility of reproduction once a boy can ejaculate. Explain the difference between ejaculation and urination, using the following exercise:

- Tell participants to breathe in through their mouth.
- Where does the air go?
- Tell participants to swallow some saliva.
- Where does it go? Why doesn't their breath go into their stomach or their saliva go into their lungs? (Because valves open or close the right passageways – usually.)
- The same thing happens when a boy ejaculates or urinates.

12. **Discuss** wet dreams. Ask participants if they know what a “nocturnal emission” is?

- Ejaculation of semen during sleep is a nocturnal emission.
- It is one time that semen comes out without any extra touching of the penis.
- It can be frightening and embarrassing.
- It is important to understand that it is a normal part of growing up.
- It does not matter how many you have; some boys don’t have them, some adults may have them.

13. **Define** masturbation

Masturbation means the deliberate stroking of the sex organs.

- Masturbation is normal if you do, normal if you don’t.
- A boy may masturbate to the point of orgasm before he reaches puberty but will not ejaculate until sperm is produced in the testes.

14. **Explain** circumcision.

- It is important to mention the difference between one penis and another.
- Usually circumcision would be done soon after birth.
- It is the removal of the covering over the end of the penis.
- Whether or not circumcision has occurred, there is no difference in sensation and performance.
- Circumcision is something they will have to decide about if they are parents.
- There is no health reason to have it done (not medically necessary, but a personal choice). Boys who have not been circumcised should cleanse beneath the foreskin of the penis regularly.

15. **Explain** jock itch.

- Sometimes sweaty underwear or jockstraps can lead to a scaly, itchy rash in the genital area.
- It is important to keep yourself clean, and the skin dry (e.g. use of baby powder).
- It can be treated with anti-fungal preparations available at the drugstore without a prescription.
- If the problem persists, see your doctor.

(Adapted with permission from: Regional Niagara Public Health Department (1999) Growth and Development Lesson Plans for Grades 5 & 6 and Toronto Public Health (1998) Changes in You and Me!)

PUBERTY

RED LIGHT/GREEN LIGHT/YELLOW LIGHT

GOAL OR OBJECTIVE: Students will know the difference between facts and myths about puberty.

MATERIALS: 10 to 15 questions or statements that are either facts or myths about puberty, printed on a transparency. Approximately 1 x 2-inch pieces of red, yellow, and green paper or 8 x 11-inch pieces of coloured paper of the same colours.

TIME: 30 minutes (part 1), and 10-15 minutes for question and answer period (part 2).

INSTRUCTIONS: Explain to the students the difference between fact and myth (give example). Tell the students that there will be a list of questions or statements and they must determine if the question or statement is fact, myth, or unclear. When the question or statement is shown, they will either hold up a green card, red card, or yellow card. Green = fact, red = myth, yellow = uncertain. They must be prepared to defend their decisions. Variations of this exercise;
 Var. #1 Each student will have his/her own coloured cards. They will make their own decision and raise the card up to signify their choice.
 Var. #2 Each table will have big coloured cards and they will decide as a group which card they will hold up and why.

RED LIGHT/GREEN LIGHT/YELLOW LIGHT/Instructions Questions and Statements

1. It is possible to know when you are starting puberty.
2. Puberty is natural development and happens to everyone.
3. The circulatory and respiratory systems do not change during puberty.
4. Primary sex characteristics include voice changes in boys.
5. The endocrine system controls the level of hormones in your body.
6. Girls move through puberty at an earlier age than boys.
7. Testosterone is the main female hormone in puberty.
8. Estrogen leads to muscle growth, body and facial hair and other male characteristics.
9. The uterus changes during pregnancy, not the stomach.
10. You cannot swim, take Phys. Ed or take gymnastics during your period.

ANSWERS

1) T	2) T	3) F	4) F
5) T	6) T	7) F	8) F
9) T	10) F		

PUBERTY INTERVIEW

Objective: Participants will discuss puberty with an adult whom they trust in order to develop a support system.

Structure: Homework assignment: interview with an adult.

Time: 20 minutes in class.

Materials: Puberty Interview handout.

Note: Some young people may be unable to complete this assignment with their parent(s) or guardian(s). Allow them the opportunity to complete the assignment with another trusted adult.

Procedure

1. **State** that puberty can be an exciting, confusing, and tumultuous time.
This activity will encourage participants to seek out an adult of the same sex, whom they trust, in order to discuss the changes associated with puberty, thereby creating a venue for discussion and support.
2. Some of these questions may be too personal or embarrassing for some adults to answer.
Encourage participants to share the interview guide with the adult prior to the interview. That way, the adult can prepare what questions s/he is willing and able to answer and discuss.
3. Rather than handing in a completed interview guide, **ask** participants to hand in the Declaration of Completion. That way, privacy is maintained for the participant and the adult s/he interviewed, while proof is provided that the homework exercise was completed.
4. **Conclude** with the following questions:
 - How easy/difficult was the activity?
 - Did the answers surprise you?
 - What did you learn by doing this activity?

(Adapted with permission from: Ruthie Patriquin (1995) *Growing Together!*
Amherst: Cumberland County family Panning.)

PUBERTY INTERVIEW

Instructions: Pick an adult of the same sex, whom you trust, to interview. Using the following questions as a guide, discuss the following:

1. What is the best thing about growing up?
2. How old were you when you started puberty? What changes did you experience?
3. How did you handle the stress and embarrassment sometimes felt during puberty?
4. How did you feel about boys/girls when you were my age?
5. What did you like best about your body and your looks when you were my age?
6. When did you start to feel grown up?
7. When did you have your first kiss?

(Detach and hand in this slip only)

We completed the “Puberty Interview” homework assignment.

Participant

Parent/Guardian/Trusted Adult

Adult Comments: Please write any comments you may have about this activity.

GENDER STEREOTYPES

Objective: Participants will identify gender stereotypes.

Structure: Small group activity.

Time: 30 minutes

Materials: “Gender Stereotypes” handout; flipchart or blackboard.

Procedure

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

GENDER STEREOTYPES

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

Solution A

It is okay for Mohammed to cry. Why? How does this solution make him feel?

Solution B

It is not okay for Mohammed to cry. Why? How does this solution make him feel?

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

Solution A

Fatima should be asked to help the teacher. Why? How does this solution make her feel?

Solution B

Fatima should not be asked to help the teacher. Why? How does this solution make her feel?

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

Solution A

Lynne should ask for a model airplane kit. Why? How does this make her feel?

Solution B

Lynne should not ask for a model airplane kit. Why? How does this make her feel?

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

Solution A

Scott should have a chance to go baby-sitting. Why? How does this solution make him feel?

Solution B

Scott should not have a chance to go baby-sitting. Why? How does this solution make him feel?

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

Solution A

Tony should tell his classmates. Why? How does this solution make Tony feel?

Solution B

Tony should not tell his classmates? Why? How does this solution make Tony feel?

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

Solution A

Jen should be able to join the team. Why? How does this solution make her feel?

Solution B

Jen should not be able to join the team. Why? How does this solution make her feel?

MAGAZINE ANALYSIS

Objective: Participants will identify the cultural messages that contribute to low self-esteem and body image.

Structure: Small group.

Time: 30 minutes

Materials: An assortment of advertisements from fashion and entertainment magazines, “Magazine Analysis” handout.

Procedure

1. **Inform** participants that our culture ignores the fact that we are biologically different and insists that all women be thin and men muscular. Accepting this cultural message leads many people to diet in search of the culturally acceptable body image. Being aware of this message may help combat its influence.
2. **Instruct** participants to form groups of 4-5 people. Give each small group a few magazine advertisements. Instruct participants to analyse the advertisements by using the “Magazine Analysis” handout.

Example: An extremely thin woman is depicted in a wedding dress alongside a cute and muscular man in a tuxedo. The product advertised is perfume.

a) **What is the message?**

If a woman is thin, she will have the perfect male at her side, and she will have a dream relationship if she wears this perfume.

b) **Is this accurate?**

No.

c) **What is the truth?**

Thinness has little to do with establishing a perfect and dreamlike relationship.

3. **Conclude** by asking participants how they can respond to misleading advertisements. Some suggestions are as follows:
 - Write to magazine editors expressing your objections.
 - Develop a discussion group with your peers.
 - Discuss your frustrations with members of your family.
 - Plan and implement a media awareness event at your school/community centre.

(Adapted with permission from: Mack, Heidi (1996) All in a Day: An Experiential Program Manual for the Prevention of Disordered Eating. Ottawa: Ananda Resources.

For more information or for a copy of the program, visit <http://www.bodysense.ca/resources.html>)

MAGAZINE ANALYSIS

1. What is the message?
 2. Is the message accurate or inaccurate?
 3. If the message is inaccurate, what is the correct interpretation?
-

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

TEACHER RESOURCES

PRINT RESOURCES FOR TEACHERS

Aids New Brunswick Pamphlets

Aids New Brunswick www.aidsnb.com

Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education

Planned Parenthood Federation of Canada (2001)

Focus on the appropriate activities for middle level students (Level I & II).

Choices for Life

Workplace Health, Safety and Compensation Commission of New Brunswick

Education for Sexuality and HIV/AIDS

Meeks, Linds; Heit, Philip; and Burt, John

Meeks Heit (1993) (ISBN 0-9630009-2-6)

Exploring Your Horizons: Career and Personal Planning

Misener, Butler

McGraw-Hill Ryerson, (1998) (220800)

Fight Bac! For Food Safety, Food Safety Information for Grades 4 to 7

Canadian Partnership for Consumer Food Safety Education (2001)

Health Issues 7

Gillda Leitenberg, Editor

McGraw-Hill Ryerson (2002) (ISBN 0-07-091406-0)

Health Issues 7, Teacher's Resource Guide

Jaime Johansson

McGraw-Hill Ryerson (2003) (ISBN 0-07-091407-9)

Health Issues 8

Gillda Leitenberg, Editor

McGraw-Hill Ryerson (2002) (ISBN 0-07-091408-7)

Health Issues 8, Teacher's Resource Guide

Jaime Johansson

McGraw-Hill Ryerson (2003) (ISBN 0-07-091409-5)

Health Issues 9

Gillda Leitenberg, Editor

McGraw-Hill Ryerson (2002) (ISBN 0-07-091410-9)

Health Issues 7, Teacher's Resource Guide

Jaime Johansson

McGraw-Hill Ryerson (2003) (ISBN 0-07-091413-3)

Human Sexuality: Responsible Life Choices

Ryder, Verdene and Smith, Peggy B.
Goodheart-Wilcox Co. (2000) (ISBN 1-56637-455-3)

It's Up To Me: A Kit on Dating Violence

Coalition Against Abuse in Relationships, 770 Main Street, 9th Floor, Moncton, NB, E1C 1E7, (506) 392-5120

Physical Education Safety Guidelines

NB Department of Education (2002)
Elementary & Middle Level (840560)
High School (840570)

Seeing the Rainbow: Teachers Talk about Bisexual, Gay, Lesbian and Transgender and Two-spirited Realities

Canadian Teacher's Federation (ISBN 0-88989-339-1)

Skills for Adolescence

Lions Club International, Lions Quest (2001) (ISBN 1-56095-278-4)

Teen Health Course 1

Merki, Mary Bronson
Glencoe McGraw-Hill (1995) (ISBN 0-02-651774-4)

WEBSITES FOR TEACHERS

- Aids NB
www.aidsnb.com
- Body Sense
www.bodysense.ca/resources.html
- Calgary Health Region
www.teachingsexualhealth.ca
- Canada's Food Guide to Healthy Eating
www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html
- Canada's Physical Activity Guide to Healthy Active Living
www.hc-sc.gc.ca/hppb/paguide/
- Canadian Cancer Society
www.cancer.ca
- Canadian Institute for Health Information
www.cihi.ca
- Coalition Against Abuse in Relationships (CAAR)
www.coalitionagainstabuse.com
- Dietitians of Canada
www.dietitians.ca/english/frames.html
- Focus on Bullying
www.safeschools.gov.bc.ca
<http://www.bced.gov.bc.ca/specialed/bullying.pdf>
- Go Smoke Free
www.gosmokefree.ca
<http://www.hc-sc.gc.ca/hecs-sesc/tobacco/>
- Health Canada
www.media-awareness.ca
- Heart & Stroke Foundation
www.heartandstroke.ca
- Just Add Milk
www.justaddmilk.ca/index.html

- MADD Canada
www.madd.ca
- Making Waves
www.mwaves.org
- New Brunswick Parents' Ideas About Sexual Health Education
<http://www.gnb.ca/0000/publications/ss/nbparentidea.pdf>
New Brunswick Teachers' Ideas About Sexual Health Education
<http://www.gnb.ca/0000/publications/ss/nbteachersidea.pdf>
New Brunswick Students' Ideas About Sexual Health Education
<http://www.gnb.ca/0000/publications/ss/studentsexeducation.pdf>
- Nutrition on Labelling Tool Kit for Educators
www.hc-sc.gc.ca
http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/labelling-etiquetage/toolkit_educators_e.html
- Sexual Information and Education Council of the United States
www.siecus.org
- Sexuality and You (teacher reference site)
www.sexualityandu.ca
- Statistics Canada
www.statscan.ca
www.statscan.ca/english/ads/estat/index.htm
- Teaching Tools
<http://school.discovery.com/teachingtools/teachingtools.html>
- Volunteer Canada
www.volunteer.ca
- Weather Network
www.weathernetwork.ca
- Your Life, Your Choice
www.schoolnet.ca/alcohol/e/mainmenu

Legal Status

<i>Sexual Activity / Sexual Offence</i>	<i>Having sexual activities with a person who does not consent is a crime called a “sexual offence”. Sexual activity may include many things such as, among others, touching another person directly or indirectly, with a part of the body (like hands) or an object for sexual purposes.</i>
<i>Consent</i>	<i>Consent means that the persons engaged in the sexual activity voluntarily agreed to engage themselves in the sexual activity. When individuals are accused of a sexual offence, they sometimes raise the defence of consent. To be a valid defence, the consent to sexual activity must be very clear. There is no consent if a person agrees to sexual activity because the person is pressured, afraid, forced, lied to, or threatened.</i>
<i>Age of Sexual Consent</i>	<i>The defence of consent is never valid if one of the persons engaged in the sexual activity is under the age of 14 years old, except for a small exception. The <u>Criminal Code</u> clearly states that the touching of a person under the age of 14 years old for sexual purpose or an invitation to sexual touching made to a person under 14 years old is a sexual offence. An invitation to sexual touching means asking another person to touch himself or herself or another person for sexual purpose. Here again the touching includes direct and indirect touching with a part of the body or an object.</i>
<i>Exception to Age of Consent</i>	<i>The only exception where consent may be a defence to criminal accusation of sexual offences against a person under 14 years old (the complainant) is if the complainant is at least 12 years old and 3 other conditions are present: (1) the accused is between 12 and 16 years old, (2) the accused is less than two years older than the complainant and (3) the accused is not in a position of trust or authority towards the complainant and there is no relationship of dependence between the accused and the complainant. This means that a person under the age of 12 years old can never consent to sexual activities and a person under 14 years old can only consent in the particular circumstance mentioned above.</i>
<i>Adults and those Under 18 Years of Age</i>	<p><i>Also, it is a criminal offence for an adult in a position of trust or authority toward a person under the age of 18 years old or in a relation of dependency with that person under 18 years old to engage in sexual activities with that person younger than 18 years old. No defence of consent would be valid in such a situation. (p. 7)</i></p> <p>Legal counsel also suggests that a more extended explanation particularly regarding the meaning and importance of the consent of sexual activity and that a person who consented may change his or her mind at any moment would be a good idea.</p> <p>Counsel also suggests that teachers clearly mention to students that they are not encouraged to engage in sexual activity at such a young age. [31.1 of the <i>Education Act</i> and Policy 701 provide more information]</p>