Health

Grade 9

Interim Edition

A Curriculum Guide
September 2008

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Introduction

Rationale

The transition from childhood to adolescence is noted for significant developmental changes. The changes brought on by puberty are accompanied by increased autonomy and this independence brings with it an increased responsibility for managing ones own health. Management of personal health requires a level of health literacy. "Health literacy generally refers to the ability of individuals to access and use health information, to make appropriate health decisions and maintain basic health. "(Health Literacy in Canada: Initial results from the International Adult Literacyand Skills Survey 2007. Ottawa : 2007, p.3).

The revised health curriculum for the grade 9 student focuses on providing students with the knowledge and skills to:

• promote physical, mental, reproductive and sexual health in their daily lives,

• assess the level of risk associated with any given behavior and the implications for one's health now and in the future.

An integral skill in achieving health literacy is the ability to communicate in both the written and oral form. However, 60% of adult Canadians (ages 16 and older) lack the capacity to obtain, understand and act upon health information and services and to make appropriate health decisions on their own, as reported in the Health Literacy in Canada: Initial results from the International Adult Literacy and Skills Survey 2007. It is also reported that Canadians use numerous health information resources, with family doctors being the most frequently cited source of information, followed closely by media, friends and family, books and the internet. (Health Literacy in Canada: A Healthy Understanding 2008 Ottawa: 2008, p.7). Therefore, the ability to assess the reliablity of the source of health information is an important skill to have.

Curriculum Overview

Unit one, Climate Building and Communication, and unit four, Interpersonal relationships, promote knowledge and skills of effective communication. Unit three examines reproductive and sexual health matters while unit two assesses the role of self-concept in decisions related to physical, mental, reproutive and sexual health.

The long term goal of this curriculum is to empower students to make sound decisions throughout their lives - healthy ones based on reliable, factual information. Through a variety of teaching and learning strategies students will explore and challenge their own beliefs, values systems and those of others in a comfortable, safe environment conducive to open discussion. As we are sexual beings, youth will need to understand and come to terms with their own sexuality and matters of sexual health while being aware of the continuum of sexual orientation and what that means for the role we play in our relations with others at home, in school and in the community. Adolescence may be characterized for some as a time when they may have more questions than answers. It is the goal of this curriculum guide to provide students with the knowledge and skillls to make decisions that promote optimum health.

Essential Graduation Learnings

Essential Graduation Learnings (EGLs) are statements that describe the knowledge, skills and attitudes expected of all students who graduate from high school. These graduation learnings describe expectations not in terms of individual school subjects, but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across and through subject boundaries if they are to meet the changing and ongoing demands of life, work and lifelong learning. The Essential Graduation Learnings serve as the framework for the curriculum development process.

The Essential Graduation Learnings are

Aesthetic Expression
Citizenship
Communication
Personal Development
Problem Solving
Technological Competence
Spiritual and Moral Development

General Curriculum Outcomes

Three General Curriculum Outcomes (GCOs) form the basis for Health curriculum guides. These GCOs are organized under the following headings: *Knowledge and Understandings, Skills and Abilities* and *Attitudes and Behaviours*.

Key-Stage Curriculum Outcomes

The Key-Stage Curriculum Outcomes (KSCOs), identify what students should be able to demonstrate at the end of intermediate and senior high. Key-stage outcomes have been identified for each of the five dimensions of Home Economics/Family Studies. The dimension that is addressed in this curriculum guide is Human Development (HD),   See *Home Economics/Family Studies Education Foundation*, pp. 7-9 for the KSCOs for these dimensions.

Specific Curriuclum Outcomes

Specific Curriculum Outcomes (SCOs) are statements that describe what students will know, value and be able to do as a result of study in the health curriculum. The SCOs for each of the components link to General Curriculum Outcomes and Key-Stage Curriculum Outcomes for the dimensions already identified on pages 2 and 3. The Specific Curriculum Outcomes are listed and addressed in each of the components for the curriculum guide: Climate Building and Communication, Self-Concept, Human Sexuality and Interpersonal relationships.

Curriculum Design
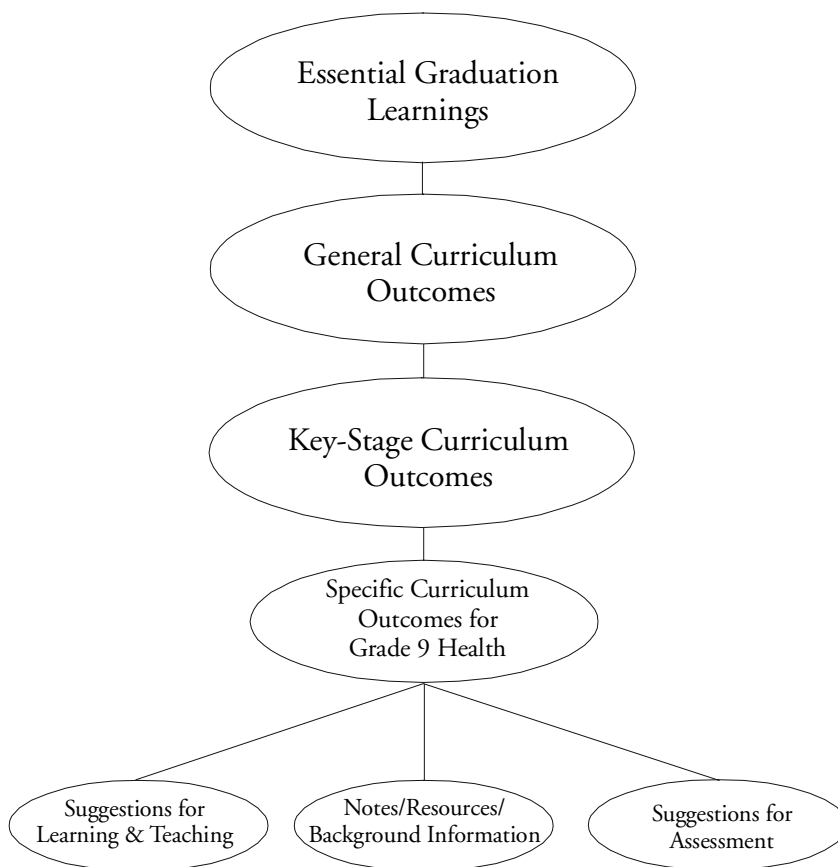
Curriculum Components for Grade 9 Health

Climate Building and Communication (10 hours)

This unit encourages students to focus on the importance of a classroom climate whereby a discussion of potentially sensitive topics can occur. Students have a responsibility and a role to play in creating this non-threatening classroom environment. This unit guides students through an exploration of their role, rights and responsibilities, style of communication and its affect on the climate of the classroom, the home and the larger community. Effective communication, the decision making process and its application to everyday situations are the building blocks of healthy relationships.

Self-Concept (10 hours)

As students approach the later years of adolescence, their self concept will be integral in the decisions they make and the implications on future goals. This unit examines what factors contribute to self concept and how these factors challenge or reinforce personal value systems. While promoting a positive self-concept, students will develop strategies to cope with potential sources of stress that may challenge their value system.

Human Sexuality (15 hours)

Many adolescents, at this stage in their development, begin to question or seek knowledge concerning their sexuality and sexual health. This unit promotes an awareness of what constitutes sexuality and sexual health through an exploration of topics such as puberty, sexual orientation, reproductive health, birth control methods, sexually transmitted infections, pregnancy, and HIV/AIDS awareness. Emphasis is placed on seeking current, factual and reliable information when making decisions that affect their present and future sexual health.

Curriculum Components for Grade 9 Health

Interpersonal Relationships (10 hours)

During the teen years students will continue to initiate, maintain and terminate relationships, which may include friendships and dating relationships. Many adolescents begin to place more value on relationships they have outside of family. It is essential that adolescents recognize the importance of behaviours that contribute to healthy relationships.

Curriculum Organization
(Introductory Page)

All components comprise an introductory page followed by a two-page layout of four columns. The introductory page is a listing of all the Specific Curriculum Outcomes (SCOs) for the component with notes to the teacher at the bottom. SCOs for the component are listed under three headings: General Curriculum Outcome (GCO) 1: Knowledge and Understandings, General Curriculum Outcome (GCO) 2: Skills and Abilities, and General Curriculum Outcome (GCO) 3: Attitudes and Behaviours.

Two-page spread

The top of each page of the two-page spread begins with one of the three headings listed above and a related General Curriculum Outcome.

Column One:
Specific Curriculum Outcomes

The first column in the two-page layout lists one or more Specific Curriculum Outcomes related to the GCO at the top of the page. These outcomes (SCOs) form the basis for designing, implementing and assessing learning activities for the curriculum.

Column Two:
Suggestions for Learning and Teaching

The second column provides suggestions for the learning environment and experiences that support student's achievement of the outcomes listed in column one.

The suggestions in this column are intended to provide approaches to instruction and learning. These suggestions, while linked to one outcome, may also address outcomes under the same or other headings in the guide.

Column Three:
Suggestions for Assessment Information

The third column provides suggestions on how student achievement of the outcomes may be assessed. These suggestions reflect a variety of assessment techniques that include, but are not limited to, informal/formal observation, performance, journals, interviews, presentations and portfolios. Some assessment tasks may be used to assess student learning in relation to a single outcome while others to assess student learning in relation to more than one outcome.

Column Four:
Notes/Resources/Background

The fourth column identifies sources of information, provides links to student and teacher resources, and gives direction that may assist in the learning and teaching related to the outcomes. These do not address the entire scope of the curriculum. As a resource-based learning approach is espoused, teachers are encouraged to use other resources that will contribute to the achievement of the intended outcomes

Teaching, Learning, Assessment And Evaluation

The Learning Environment

The learning environment must respond to and respect a variety of learners' needs and abilities and be conducive to the incorporation of a range of strategies that encourage and support learning. Such an environment

- accommodates diversity in students' backgrounds, learning styles, personal assets and abilities

- fosters the involvement of students in meaningful learning activities

- supports the effective use of a wide range of resources, including technology and the media

- allows for active, interactive and collaborative learning

- is respectful of and fosters respect for divergent views, values and beliefs

- supports research and inquiry, evidence-based decision making, and planning and evaluation

- encourages and fosters learner responsibility and accountability for demonstrating stated learning outcomes

The classroom environment is critical to personal and social skill building. An atmosphere that recognizes and supports individual differences, that enhances self-esteem and that encourages differing opinions will encourage students to share and participate in learning activities. An open, supportive environment fosters a sense of security, belonging, respect, caring, worth and efficacy. Teachers should concentrate on establishing an atmosphere which invites student interaction, is respectful of the feelings, ideas and opinions of others and can be described as caring, collaborative and supportive. A way to facilitate this is to use activities which allow students to get to know each other, are non-threatening and enjoyable.

Role of the Teacher

Consideration needs to be given to the setup and organization of the physical space to foster individual and small group work, engage in some activities anonymously, display ongoing projects and finished work, accommodate learning centres and encourage creativity.

The teacher plays a critical role in structuring and managing an effective and efficient learning environment. The primary role of the teacher is to guide and facilitate learning and to assist students with the acquisition of the skills and abilities required to demonstrate outcomes. In contributing to the learning process, the teacher can

- assist students in the attainment of skills and abilities that enable them to take responsibility for and make reasoned decisions about food as it relates to health

- provide direction and encouragement to students as they engage in individual and collaborative learning activities

- act as a mentor and as a resource person as students make decisions about their own learning and the kinds of activities that will assist them in that process

- recognize and plan for diversity in students' backgrounds, learning styles, personal assets and abilities

- gage students' awareness of issues related to nutrition and assist them to build on this awareness

- help students establish and negotiate codes of conduct regarding individual and group behaviours that promote learning

- help students set limits and establish parameters for individual, class and lab behaviour

- provide opportunities to integrate knowledge, skills, attitudes and behaviours related to nutrition and health and to life-long learning

- record and report on student progress

Role of the Student

The student plays a critical role in contributing to an effective and efficient learning environment and to the achievement of learning outcomes. The primary role of the student is to take responsibility for learning and to demonstrate achievement of curriculum outcomes. Students can

- strive to acquire skills and abilities that enable them to take responsibility for and make reasoned decisions

- build on knowledge and awareness of issues related to personal and family nutrition

- engage in learning activities that support personal learning styles and incorporate personal assets and abilities

- respect and contribute to a learning environment that supports diverse values, beliefs and opinions

- engage in individual and collaborative learning activities aimed at achieving course outcomes

- work with others to establish and employ codes of conduct regarding individual and group behaviours that promote learning

- respect the set limits and established parameters for individual and class, and lab behaviour

- engage in opportunities to integrate knowledge, skills, attitudes and behaviours related to personal and family nutrition

- take responsibility for directing their own learning, completing tasks and monitoring progress

- evaluate their progress and develop new strategies and plans for continuous learning and improvement

Key Concepts, Skills, and Abilities

This Curriculum Guide has been developed around a set of key concepts, skills and abilities. It focuses on concepts that are central to easing and facilitating the transition from early adolescence to adulthood and thereby becoming autonomous with regard to personal health and wellness. The curriculum is intended to assist young people to assess their current skills and abilities, and build on those that contribute to and support personal health.

Learning Skills

Communication, Critical Thinking, Problem Solving and Decision Making

Generic learning skills such as the communication skills of listening, speaking, reading and writing are critical to success in this course and in life. Thinking skills such as accessing and applying knowledge, problem solving and evaluating are key to addressing the decisions that are made every day.

Students will be engaged in the assessment, promotion and enhancement of their personal development. This requires critical reasoning regarding decisions that impact their lives. An integral part of a learning process intended to lead to behavioural change is the ability to solve problems and to generate reasonable approaches and strategies in addressing challenging situations or circumstances. The result should be evidence-based decision making and its application to personal growth and development.

Goal Setting, Planning and Organization

A discussion of goal setting helps students realize the importance of setting goals that are realistic and attainable. Goals, the articulation of dreams, are most effectively met with planning and organization. This involves applying skills related to the management of resources including time and finances, personal attributes and capabilities, and social supports. Creating plans and time lines for the acquisition of goals keeps them in view and more likely to be achieved. Students will be encouraged throughout the course to assess, re-assess and modify plans on a regular basis.

Research

There are various sources of information that students can access such as school resource centres, internet or world wide web, professionals, media (newspapers, television, magazines, etc.), friends, family and community members, including groups and organizations. Methods

of gathering information can include in-depth reviews of personal development issues identified by students; class, school, community interviews carried out by students on specific issues or a range of issues; self-administered questionnaires and and surveys and literature searches.

Lifelong Learning

This course is intended to help students acquire skills and abilities that, when applied throughout their lifetime, contribute to their ability to effectively engage in lifelong learning. Regular personal reflection and creation of plans, periodically reviewed, promote continuous personal development and learning. The outcomes under GCO3 are intended to promote and lead to lifelong learning.

Personal Management Skills

This broad category encompasses those skills that contribute to the effective management of ones' personal health and help define the personal role to be played as the global community strives toward the creation of a healthy, safe environment in which to live and grow. Decision making and goal setting are also linked to these skills. This curriculum promotes the acquisition and use of personal and social skills in the learning environment and ultimately throughout life. Social competence is necessary in successful interpersonal relationships at home, in the community and at work.

Specific personal-management skills highlighted in this course include:

Positive Attitudes and Behaviours

These are exemplified by self-esteem and confidence; honesty, integrity and personal ethics; positive attitude towards learning, growth and personal development; and initiative, energy and persistence to complete tasks.

Responsibility

This is demonstrated by the ability to set goals and priorities; plan and manage time and other resources to achieve goals and be accountable to self, school, family and community for actions taken.

Leadership and Teamwork Skills

Adaptability

This skill is evident in a positive attitude towards change, the recognition of and the respect for diversity and individual differences, and the ability to identify and suggest new ideas to address challenges creatively and effectively.

The skill of working with others is evident in the ability to understand and contribute to group goals, understand and work with the culture of the group, plan and make decisions with others and support the outcomes of those decisions, respect the thoughts and opinions of others in the group, exercise "give and take" to achieve group results, seek a team approach where appropriate, lead when appropriate and mobilize the group for high performance.

(Source: *Conference Board of Canada*)

Career Development

Learning skills, personal management and resource management skills, and leadership and teamwork skills form the basis for career development. Career exploration and career development learning activities are infused into the components of the curriculum guide. Students are provided with opportunities to assess personal knowledge, skills and attitudes; gain new understandings and abilities and consider these in relation to specific careers and career planning.

Gender Equity

Gender equality and gender equity are often used interchangeably but they are not the same. Equality refers to the equality of rights and entitlements whereas equity refers to ensuring the fairness of outcomes. Gender equity is a principle of applying a fair approach, not necessarily the same approach, to females and males. It addresses identified societal imbalances by redressing practices that create barriers to equal participation of males and females. For example, because equal opportunity may not lead to equitable results, sports activities have weight classes and divisions. These are used as a means to level the playing field and arrive at fair outcomes. In an effort to achieve fair outcomes, it is critical to look at and analyze situations from a gender perspective. Gender analysis is a process that considers the differences between women's and men's lives including roles, responsibilities, current status and access to resources and how these aspects influence outcomes. This process helps increase awareness and understanding, identify problems and lead to conscious informed decisions resulting in gender equity.

The Teaching and Learning Process and Suggested Strategies

Instruction and learning approaches should focus on empowerment, not the transfer of information; on the development of skills, not on learning about skills. Learning activities should fully engage the learner and place responsibility on the learner to demonstrate personal progress. Students should

- acquire and demonstrate capability and efficacy
- practise and acquire skill sets
- take responsibility for personal improvement

In this curriculum, students will start from where they are and, through activities, develop and demonstrate a range of understandings, capabilities, attitudes and behaviours.

A. *Knowledge and Understanding*

It is expected that students will

1. assess what they know and how they feel about the issue or topic being examined

2. research the issue or topic and get the facts

Suggested Strategies: anonymous questions; bulletin boards; simulations; classroom displays; engaging community groups, organizations and professionals; researching newspapers, magazines, television and the internet; analyzing films and videos; using diagrams and charts; field trips; individual and small group presentations; demonstrations; games; lectures; group and panel discussions; product and service analysis; surveys and inventories; rating scales and cooperative small group learning.

B. *Skills and Abilities*

It is expected that students will

3. engage in learning activities that take them beyond the facts and that allow them to experience and analyze an issue for personal relevancy

4. determine their skills and abilities

5. determine what resources and skills they need to acquire

Suggested Strategies: personal assets inventory and assessment, collages, models, product and service analysis, drawings, skits, role plays, drama, videotaping, creative writing, brainstorming, group and panel discussions, debates, cooperative small group learning, role modeling, behavioural rehearsal (practising an anticipated response), peer coach-

ing and support, simulations, demonstrations, food laboratory work, personal journals, surveys and inventories, case studies, worksheets, checklists.

C. *Attitudes and Behaviours*

Students will be encouraged to

6. based on information, attitudes, skills, needs, wants, goals and values, assess personal strengths and limitations and make plans to avail of opportunities and meet challenges

Suggested Strategies: journals, personal analysis and reflection, case studies, personal contracts, peer coaching and support, rating scales, time lines and action plans.

Key Points About Some Strategies

Brainstorming Session

• a process of rapidly generating ideas or responses

• encourages participation because all contributions are accepted without judgement or comment (this includes nods of agreement) and without editing the words of the contributor (this includes "you mean to say.....," or "this is the same as....")

• draws on group's knowledge and experience

• one idea can spark and generate other ideas

• a means of extending boundaries and encouraging creative ideas

• a means of quickly getting a wide range of ideas on a topic

• can be used as a precursor to refining or categorizing ideas/responses

• is intended to capitalize on the varied experiences, knowledge and ideas of the group

• can be playful with impromptu ideas encouraged and accepted

Cautions:

• participants may have difficulty getting away from known reality

• if not facilitated well, criticism and evaluation of ideas may occur

• should be limited to 5-10 minutes

Case Studies

• are short descriptions of events or circumstances in the lives of hypothetical people

- can be spontaneously created from actual experiences

- provide a context for real-life situations in which individuals and families may find themselves

- allow students to discuss difficult situations which they, or others they know personally, encounter without facing the risk of disclosure

- provide a means of presenting positions and values and is a means of hearing and listening to the positions and values of others

- are a means of presenting alternatives, making decisions and evaluating choices

Cooperative Small Group Learning

- an approach to organizing classroom activity so that students can work with each other and build on one another's strengths and ideas

- group members share clearly defined roles and are interdependent in achieving the main goal

- students learn the importance of respecting individual views and maintaining group harmony

- students must be working towards a common goal

- success at achieving the goal depends on the individual learning of all group members

- the teacher's role is primarily that of facilitator in guiding students as social groups and learning teams as they engage in activities such as identifying problems, generating solutions and practising skills

- successful use of this method is assisted with professional development and practise

Interviews and Surveys

- involve individuals, pairs or small groups in collecting information from peers, younger students, older students and adults

- involve focused thought and active thinking to develop questions and explore ideas

- require interpersonal and listening skills as the student must listen respectfully, react to and interpret the views and experiences of others

- use language to articulate and clarify one's thoughts, feelings and ideas

- allow exchanges of ideas, increased understanding and new awareness of previous knowledge

- promote the development of organizational skills related to the collection and representation of data

- involve follow-up such as reporting and interpretation of data

Projects

- include assigned tasks that provide an opportunity for learners to consolidate/synthesize learning from a number of disciplines or experiences

- usually involve learners, alone or in small groups, working on a task for an extended time period (the actual time frame may depend to some degree on the ages of the learners involved), usually to produce a tangible product such as a model, a demonstration, a report or a presentation

- may be used to relate knowledge to their own experiences and/or to the broader community

- may involve research

- usually involve extending/enriching/reinforcing learning

- should be focused (e.g., subject matter concept, interdisciplinary theme, action projects)

- should include clearly defined task descriptions such as interview, compare opinions, make a model, find contrasting views on, create a dramatic presentation

- should include criteria for planning and evaluation

- students should clearly understand the requirements of the project

- should include clear time lines and ongoing progress reports

Problem Solving

- application of knowledge, skills, ideas, resources and processes to generate one or many solutions to a problem

- may follow the scientific method

- can be a practical skill

- may include strategies such as "trial and error", brainstorming, "what if/ I suppose", attribute listing, forced relationships, idea check list and imaging

Inquiry

- elements of inquiry include thinking, reflecting, developing relevant questions and planning appropriate strategies for generating answers and explanations

- allows students to experience and acquire processes through which they can gather information about the world in a variety of ways from a variety of sources

- allows for a high level of interaction among the learner, teacher, the area of study, available resources and the learning environment

- allows students to act upon their curiosity and interests

- encourages students to formulate questions and analyze situations/ problems/information

- calls upon prior learning

- encourages hypothesis development and testing (new questions and hypotheses often emerge as the inquiry continues)

- allows students to make inferences and propose solutions

- leads students to realize that there is often more than one answer to a question and more than one approach to a challenge

Learning Centres

- allow students to work independently as individuals or in small groups

- encourage independent as well as collaborative work

- allow for effective use of single or limited copies of resources

- require detailed planning with clear directions

- can accommodate a variety of learning styles

- can be used where students are required to master material as background information or skills

(See Appendix A for "Guidelines for Designing and Managing Learning Centres".)

Thought Webs

- demonstrate multiple connections of topics and issues to one another

- provide opportunities for students to think about health and make connections

- are a means of categorizing and grouping concepts and ideas

Class Discussion

- allows for full and open sharing of ideas and opinions

- has the potential to engage all learners at the same time

- encourages critical thinking

- provides an opportunity to practise listening skills and oral communication

Personal or Self-reflection/Journaling

- allows individuals to think about their level of knowledge, their beliefs and values

- facilitates personal goal setting and planning

- supports privacy

- respects the personal quality and uniqueness of the individual

- allows students to reflect on what they have learned or are about to learn

- allows students to pose questions and react to learning experiences

Question Box Guidelines

- Clear guidelines about the purpose of the question box should be outlined early in the course.

- Teacher must be aware of the potentially sensitive nature of questions. Students should be deterred from using the question box to ask questions for shock value.

- Teacher provides one slip of paper per student at the beginning of the class and everyone places it in the box at end of class.

- All students must write a question, comment or statement. This allows for anonymity for those who do have a legitimate question.

- Students can use this forum to ask questions they feel uncomfortable asking publicly.

- Teachers may permit students to use slang/street language if they do not know correct/proper terminology. The teacher can use this as an opportunity to provide correct terminology.

- Teacher will research, if necessary, and obtain "correct and current" information for the next scheduled class.

- Allow time for meaningful discussion of questions. This may elicit follow-up questions from students.

There are many factors that need to be considered regarding the planning and delivery of a course at the school and classroom level. The

Implementation

following are suggestions for the implementation of *Grade 9 Health. The recommended time allotment for Health at the Intermediate level is 5%. This translates into an average of fifteen minutes per day. On a 5 day cycle there would be approximately 75 minutes per week, on a seven day cycle there would be approximately 85 minutes per cycle and on a fourteen day cycle there would be 210 minutes per cycle.* The course is designed to be offered in 45 instructional hours.

Time Allocations

The percentage and hourly breakdown is:

Unit 1: Climate Building and Communication, 22%, 10 hours

Unit 2: Self-Concept, 22%, 10 hours

Unit 3: Human Sexuality, 33%, 15 hours,

Unit 4: Interpersonal relationships, , 22%, 10 hours

The division of time allotments for each component is to be used as a guideline for planning and should be adjusted based on factors such as learner needs and abilities, interests of students, availability of resources, and school and community context and culture. Primary attention should be given to the achievement and demonstration of attitudes, skills and abilities as stated in the outcomes for the course.

Getting Started

Grade 9 Health
One of the priorities in teaching this curriulum is establishing a classroom environment that is conducive to discussion. As the first unit, Climate Building and Communication, is directly related to this, it emphasizes the skills needed to be effective communicators in a variety of situations and the role it plays in healthy relationships. It focuses on communicating our thoughts and decisions to others without comprimising values.
Once the climate has been established, self-concept issues can be dealt with more openly in Unit 2. Students will be encouraged to examine their own concept of self and the factors that contribute to it. The relationship between self-concept and the decisions we make should be identified in this unit.
Human Sexuality, Unit 3, examines sexual health issues from a physical and mental health perspective. It draws upon the work from the previous units by overlaying personal values, skills used in decision making and communication, to matters of sexuality. The final unit, Interpersonal Relationships, looks at the broader spectrum of how we relate to people around us in a variety of social situations.

When introducing the course, students could be asked to generate a list of their expectations: what they expect to learn and do. This will help establish participatory, interactive student involvement and the incorporation of everyone's ideas.

When choosing activities and strategies to further student learning, it is important to recognize diversity in student learning styles and abilities; cultural, religious and family background and economic status; belief system and values and to consider sensitivities related to these.

Ground Rules

Setting and maintaining ground rules will allow sharing, exploring and learning in an accepting, safe environment. It is important that class members consider and establish ground rules before any discussion of sensitive issues or participation in activities. These ground rules need to be reinforced consistently throughout the course and assimilated into all learning activities. With ground rules, students will know what to expect of the teacher, of themselves and of each other. Ground rules usually include

- no put-downs

- no personal questions

- no question is stupid or silly

- the right to pass

- listening to and hearing others' comments and opinions

- confidentiality

- a safe environment

- speaking for yourself and others speaking for themselves

The teacher and students should be involved in reinforcing ground rules and in reviewing and revising them as needed.

Handling Sensitive Issues

This course requires a supportive, non-judgmental classroom climate because of issues of a personal nature that may arise. In establishing such a climate, the element of trust is critical. One of the ways to build trust is to maintain confidentiality. The teacher should discuss the issue of privacy and confidentiality with the class early in the year. Such a climate will help prevent some students from withdrawing into passivity or from expressing defensiveness in inappropriate ways. The confidentiality of students must be protected and no student or teacher should be placed in a position of feeling pressured to give an opinion or express a viewpoint.

Students should be aware that if they divulge information related to physical and/or sexual abuse, the teacher has a legal responsibility to report it in accordance with the Act Respecting Child, Youth and Family Services. (Child, Youth and Family Services Act, chapter C-12.1, Duty to report)

Teachers should talk to the class about the kinds of behaviour that is expected in class as well as how to respond to emotions and feelings that some discussions might invoke. Teachers could

1. Remind the class that non-violent behaviour is the expected practice and that an effort will be made to practise non-violence. The class should talk about not agreeing and how to do this. Discuss the practice of 'making fun', verbally or otherwise, and why this is not acceptable in class or out of class.

2. Acknowledge that there will be things talked about in class that might make some students uncomfortable. If a discussion is painful, it is OK to "shut down", to not participate, to take care of oneself in this manner.

3. Discuss the fact that some people handle uncomfortable situations by making jokes or by laughing. Therefore, it would be a good idea to set some ground rules. For example, students could be invited to take a few minutes to talk about how *they* feel about others' remarks or reactions. Encourage students to say "I feel" or "I felt..." not "you made me feel" or "you degrade me". Students should be encouraged to speak from an "I" perspective, not a "you" perspective. Ask students if it is OK to accept laughter and what other rules they would like to make.

4. Talk to students about the difference between safety and comfort. It is OK to be uncomfortable knowing there is support of the group. It is important to set personal boundaries. Ask students to articulate these boundaries. Remind them that pushing beyond the comfort level allows for personal growth. It is necessary to take risks and that people will generally take risks to learn and develop if they feel it is safe to do so. Following this discussion of setting boundaries, check with students to see if there is anything they would like to add.

5. Set up a safe place or make arrangements with a person for students to go to when the need arises.

Assessment and Evaluation

In the context of this curriculum guide, assessment is defined as the act of determining progress and measuring achievement while evaluation refers to making interpretations and judgements about student progress and achievement.

Assessment and evaluation are intended to determine performance in relation to the stated outcomes for the course. The stated outcomes provide the framework for teacher and student planning with respect

to learning and are the basis for judging student progress and achievement. The stated outcomes for *Grade 9 Health* are the basis, the starting point, for creating assessments strategies. Outcomes should be clearly communicated to students. Student self-evaluation and peer evaluation can be better accomplished when intended outcomes, the GCOs, are known and understood.

Assessment and evaluation processes and techniques should:

• be designed to determine whether the outcomes have been achieved.

• reflect the stated outcomes for the course.

• be an integral part of the teaching and learning process and of each component of the course.

• give all students the opportunity to demonstrate the achievement of outcomes.

• provide positive, instructive and supportive feedback to students.

• invite and encourage student self-assessment and active participation.

• allow for a range of options to accommodate students' abilities to demonstrate the achievement of outcomes.

In the *Components* section of this curriculum guide there are specific suggestions for teaching and learning as well as suggestions for assessment. Many of these suggestions can be interchanged and used either as learning activities or assessment activities or both.

Identifying the Activity

To check for full acquisition, opportunities for students to practise and illustrate skills through such activities as role plays, individual or small group work, demonstrations and case studies.

In planning for assessment the key question is "What is the student expected to accomplish?" The answer to this question enables the teacher to choose or design appropriate means that allow the student to demonstrate this. The student will be expected to demonstrate knowledge, skills and abilities. The means can be multiple and varied: presentations; producing videos; writing essays or plays; charting or graphing information; locating and displaying information; demonstrating a skill; designing a product or a plan; drawing or graphing a concept, a process or an idea. The choice of means will depend on available resources including time and the type of learners and their strengths.

Setting the Criteria

At the outset, students need to know what is expected, what they must do and to what degree they must do it, what they must produce in order to demonstrate that knowledge has been gained and skills learned. The criteria must be specific and clear. Providing an example of the caliber of work assists students in preparing for assessment.

Appendix: Unit 1
Climate Building and Communications

Myth, Fact or Untruth?

Myth: a long standing belief held to be true by many people but in actual fact it is not

Fact: something known to have occurred or to be true

Untruth: a false statement

	Myth	Fact	Untruth
1. Withdrawing is an effective method of birth control.			
2. Heterosexuality is not inherited.			
3. You can't get pregnant before you have your period.			
4. If the hymen is not intact, then the female must have had sexual intercourse.			
5. Having a homosexual experience does not mean that you are homosexual/lesbian.			
6. If you use two condoms, you double your protection from pregnancy.			
7. If a couple begins foreplay, they must finish by having sexual intercourse.			
8. Masturbation can cause blindness, acne and hairy palms.			
9. It is harmful to become sexually aroused and not have sexual intercourse.			
10. Thinking about something sexual does not necessarily mean that you want to have sex.			
11. It is not possible for a female to become pregnant if she has vaginal intercourse during her period.			

12. Air must be squeezed out of the tip of the condom before putting it on.

Classroom Code of Conduct

As individual members of society, we have rights and corresponding responsibilities. These rights and responsibilities can be transferred to the classroom environment. List your rights, as students, below and give a corresponding responsibility to which you will commit, doing your part to make the class a success.

Rights of the Student	Corresponding Responsibility
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Student Signature: _____   Date: _____

Analyzing Values: In-Class Activity

Team members: Recorder: _____
                   Reporter: _____
                   Chairperson: _____
                   Observer: _____

Team Tasks:

Recorder: Completes the work sheet that compiles the teams decisions as to who will stay in the shelter and who will leave.

Reporter: Review for the class the choices made by the team and the reasons the choices were made.

Chairperson: Responsible for keeping order and directing discussion so that everyone's viewpoint is heard.

Observer: Comment on how well the team functioned during the discussion. (Examples: communication, stayed on topic in a respectful manner)

Remember

- Every team member's opinion must be heard
- Team members must remain respectful to each other
- The team must common to a common conclusion and work together towards that end

Scenario

The year is 2040 and a group of friends have gathered at a friend's house for an evening of food and fun. In the middle of the evening the Civil Defense sirens begin to sound. Reports indicate that the nuclear power plant in the city has exploded. There is a well-equipped nuclear fall-out shelter below the ground of the host's home. All guests head to the shelter where radio broadcasts announce that the disaster is devastating and because of radiation poisoning no one can go above ground for one month.

There are 13 people in the shelter (including the owner) which has enough food, water and oxygen to last 13 people two weeks or to last 7 people for a month. When this information is shared with the group, they decide together that for anyone to survive, six people must be sacrificed for the seven to survive. Six people must be voted out of the shelter. As it is the owner's shelter, it is agreed that that person stays. Now the task begins to choose the other six who will stay in the shelter.

MALES

Terry Jane's husband, a doctor, has developed a new and successful AIDS protocol. He remembered to bring his hospital bag because of his wife's pregnancy. He has an excellent attitude but refuses to stay unless his wife stays also.

Stephen A mechanic who had made friends with everyone. He is a good organizer, planner and has a great personality. Even though he never finished high school he has training in air-filtration systems and oxygen supply. He is an expert welder but has no self control and eats way too much but he agrees to compromise.

Darren He is a minister who is soft spoken and easy-going. Before becoming a minister he was a communications expert with the military. He is calm, optimistic and of a very strong faith. He is reassuring and helps keep the group together but is diabetic.

Todd A professional athlete and a really nice guy. He is physically strong and the only one able to lift the heavy metal door plate by himself. He also broke up a fight between Stephen and Darren.

Jim A building contractor who is very quiet. After assessing the shelter he has figured out how to make it more comfortable. He loves to cook but has already conflicted with everyone on how the food should be cooked and rationed. He is used to giving orders to work crews.

Chris A true romantic who can play music, tell stories and has a great sense of humor and fun. He has kept everyone in a good mood and gets along well with others but has offended some of the women with his flirting and putting the moves on.

FEMALES

Patti   A psychologist who is older than the rest of the group. She is respected and shows a clear understanding of the situation even though she can be cold and impersonal. She has made no real friend but has helped to keep people's nervousness down and to settle several arguments.

Krista   A very attractive woman who is studying nutrition. She has assessed the food supply and has figured out how to cook and ration it for the most nutrition and conservation. She is efficient to the point of being bossy and domineering.

Janet   A scientist who specializes in radiation poisoning. She is a team player with a strong faith but is used to being spoiled and pampered; she is very upset that she will have to wear the same clothes for a month. She complains about not washing her hair and sleeping in the same room as everyone else.

Joanne   The most beautiful of all the girls; smart and funny. She is loved by everyone and is a famous writer with lots of money. She keeps the group entertained and laughing by acting scenes from books and movies.

Jill   The most organized female and a nurse in trauma treatment. She is an excellent problem solver and very patient but is very stubborn especially when she feels she is right.

Jane   Married to Terry and seven months pregnant. She has a great personality, cooperative, and helpful but is very nervous and upset about the situation. She is scared and extremely moody.

Choices for Survival

Person/Job Description	Reason
1.　　　Owner of fall-out shelter	
2.	
3.	
4.	
5.	
6.	
7.	

People not entering fall-out shelter:

Person/Job Description	Reason

1.　　　Do you think the owner of the shelter should have gotten in automatic position to go into the shelter? Why or why not?

2.　　　If the owner had not been given a spot, would your list have changed? Why or why not?

Canadian Charter of Rights and Freedoms

Fundamental Freedoms (Section 2)
Everyone has the following fundamental freedoms:
a) freedom of conscience and religion;
b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
c) freedom of peaceful assembly; and
d) freedom of association.

Equality Rights (Section 15)
Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Legal Rights (Sections 7 and 12)
Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.

Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.

Selected sections extracted from The Canadian Charter of Rights and Freedoms, 1982.

http://laws.justice.gc.ca/en/charter/

Appendix: Unit Two
Self-Concept

Grade 9 Health   Name:_____
All About Me Collage

Make a collage on a large piece of bristle board. The bristle board may be personalized by cutting it into shapes or decorating it. Your name should be at the centre of the collage with the remaining space divided into the following four sections:

Who am I ?   _____
                   _____
                   _____
                   _____

What I Like   _____
                   _____
                   _____
                   _____

What I dislike _____
                   _____
                   _____
                   _____

Attributes   _____
                   _____
                   _____
                   _____

The following may be used to create the collage:
-       words and pictures from magazines,
-       pictures of you, your friends, family
-       drawings

The collages will be posted in our classroom and presented to the class.

All about me Collage   Name: _____
Rubric

Poster contained all 4 categories:

      Who am I?   1 point
      What I like   1 point
      What I dislike   1 point
      Attributes   1 point

Poster contained at least 3 pictures in each category:

      Who am I?   3 points
      What I like   3 points
      What I dislike   3 points
      Attributes   3 points

Poster was neat and tidy   1 point

Name was in the centre of the collage   1 point

Poster was creative
      (well designed, decorative, colourful, etc)   1 point

Oral presentation   6 points

Total number of points   _____/25

                                           _____%

_____ Top Ten Values

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.
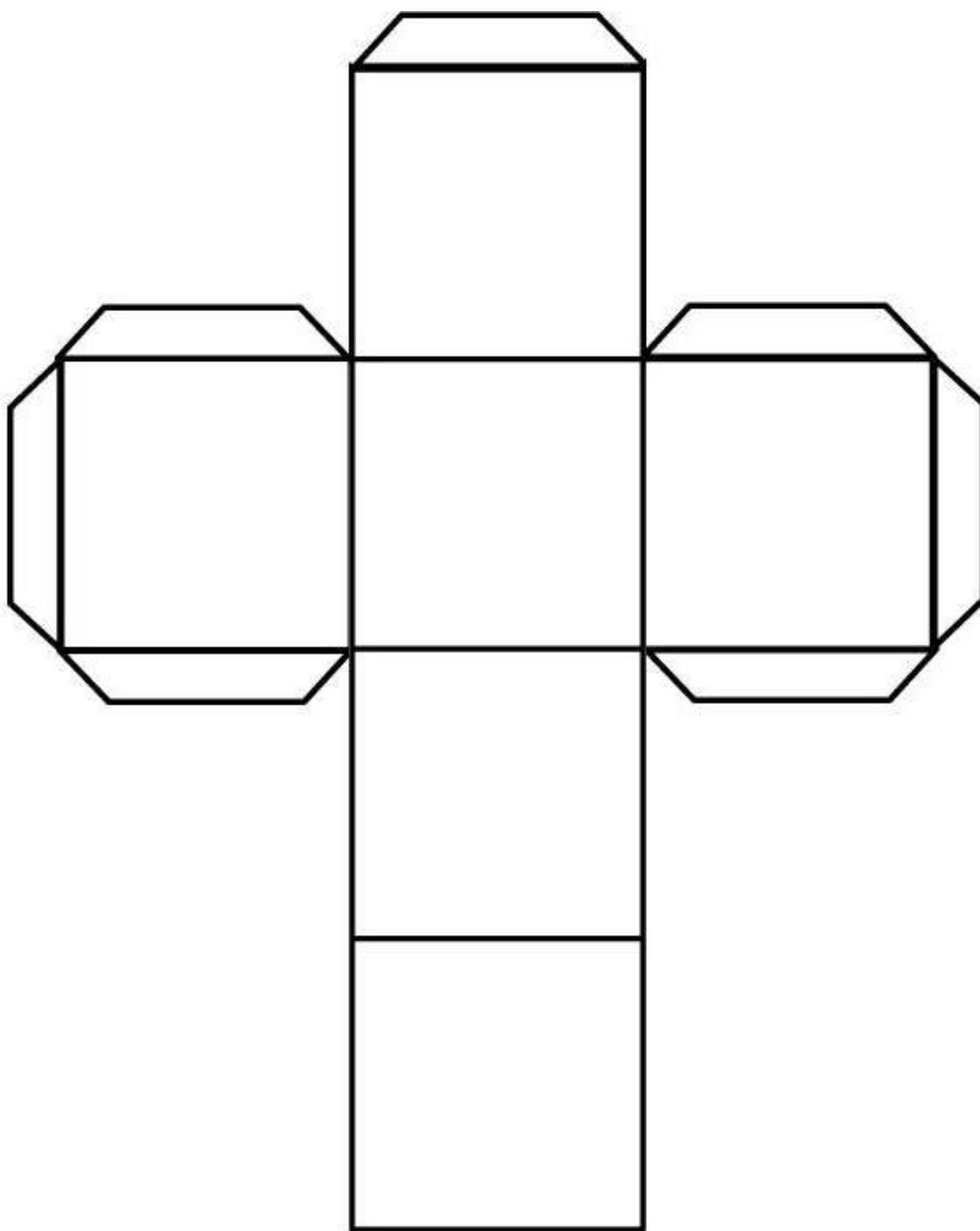
Box Template

Appendix: Unit Three
Human Sexuality

STI Information Sheet

Name of STI: Name: _____

1.   What are the symptoms of this STI?

2.   How is this STI transmitted from person to person?

3.   What are some of the effects of this STI?

4.   How can this STI be treated?

5.   How can this STI be prevented?

Appendix: Unit Four
Interpersonal Relationships

Song Analysis Worksheet   Name:_____

Select a song about a relationship.

Song title: _____ Artist: _____

1.   What is this song about?
_____
_____
_____

2.   Describe the nature of communication. Is there respect and an atmosphere of give and take or is the
       communication one sided?
_____
_____
_____

3.   Does this song describe a healthy or unhealthy relationship? What word or words suggest that this
       relationship is healthy or unhealthy?
_____
_____
_____

4.   Does the song suggest violence? If so, what are the implications of the violence within the relation-
       ship?
_____
_____
_____

5.   If this song suggests an unhealthy relationship, how would you make it healthier or if it is portraying a
       healthy relationship what makes it healthy?
_____
_____
_____

Summary of Resources

<u>Human Sexuality</u>, First Canadian Edition, Canada: McGrawHill-Ryerson, 2007

<u>Human Sexuality Teacher Resour</u>ce, First Canadian Edition, Canada: McGrawHill-Ryerson, 2008

Bibliography

Health Literacy in Canada: Initial results from the International Adult Literacy and Skills Survey 2007 (Ottawa: 2007).

Health Literacy in Canada: A Healthy Understanding 2008 (Ottawa: 2008).

Web sites

At the time of publication the identified internet sites were recommended.

<u>www.sexualityandu.ca</u>

<u>www. http://www.cfsh.ca/files/Publications/</u> <u>BeyondtheBasics_2nd_edition.English_FINAL.pdf</u> to view <u>Back to Basics: A Sourcebook on Sexual and </u> <u>Reproductive Health Education, Second Edition. </u> Canadian Federation for Sexual Health, 2005

Unit 1
Climate Building and Communication
Specific Curriculum Outcomes
10 Hours

Specific Curriculum Outcomes

Knowledge and Understanding

Students will be able to:

1.   identify the types of communication (passive, aggressive, assertive, verbal, nonverbal and refusal skills).

2.   identify the steps in the decision-making process.

3.   recognize the role of factual information in the decision making process.

Skills and Abilities

Students will be able to:

1.   demonstrate positive communication strategies in a variety of social situations.

2.   develop an awareness of sensitive issues associated with relationships

3.   demonstrate an understanding of rights and responsibilities in group discussions.

4.   apply the decision making process to common scenarios.

Attitudes and Behaviours

Students will be able to:

1.   assess personal communication skills and their impact on relationships with others.

2.   identify ones own values and their influence on decision making.

3.   assess the role that respect for sensitive issues plays in relationships.

GCO 1: Knowledge and Understanding

Outcomes

Students will be expected to:

1.1 identify the types of communication (passive, aggressive, assertive, verbal, nonverbal and refusal skills).

Suggested Strategies for Learning and Teaching

Read aloud the scenario outlined in the "Quickwrite" activity on p. 27 of the student text. Ask students to discuss how they would react to this situation. As a class, try to categorize the reactions. Follow up by reading "Types of Communication" on p. 27.

Role play one of the following:
Provide common scenarios to the class. Have students work in groups to role play one of the scenarios without setting any parameters. Once the students have performed their scenario, discuss the different communication types used within each roleplay.

Or

Provide common scenarios to the class. Have students work in groups to role play one of the scenarios with each character using an assigned communication type. Discuss each character's experience having used the assigned communication type.

Complete the "Hands on Health" activity on p. 67. This activity may be discussed using typical examples of communication and behavior within families. The focus should be on the role each student can play to further improve relations among family members.

GCO 1: Knowledge and Understanding

Suggestions for Assessment	Resources/Notes
Journal Entry Have students reflect on the discussion about the reactions to the borrowed and returned damaged item. Do personal reactions to situations help or hinder a resolution to a conflict?	Human Sexuality student text "Quickwrite" activity p. 27 Human Sexuality student text pp. 27-31, 35 (refusal skills)
Ask students to identify the types of communication, the characteristics of each and the effect each one has on interpersonal relations.	Human Sexuality student text pp. 27-28 Cross curricular with Drama/ Theatre Arts Possible scenarios: negotiating curfew, choice of friends, failed test, skipping school, allowance, etc. or use scenarios from the Human Sexuality Teacher Resource Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education pp. 248-253, 244. Human Sexuality student text p. 67

GCO 1: Knowledge and Understanding

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
1.2 Identify the steps in the decision-making process.	Complete the "Health Skills" activity on p. 14 of the student text. Allow students to state what they would do prior to discussing the steps of the decision making process. Explore the decisions made and the thought process that went into making them.
	Examine a variety of examples where decisions have to be made. Use the worksheets included in the activity "Making Decisions" <u>Beyond the Basics: A Sourcebook on Sexual and Reproductive .</u> <u>Health Education</u> pp. 241 - 245. How easy/difficult were the decisions to make?
	Examine the dating situation in the "Health Skills" activity on p. 105 What will influence the basis of Carrie's decision?
1.3 recognize the role of factual information in the decision making process.	Ask students the question, "Where do you go or who do you go to for information when you need it?" Brainstorm and generate a list of sources of information. As a group, decide which ones are credible sources of factual information.
	Case Study Evaluate a case study where a decision has been made based on myths, and untruths. Ask students to evaluate the sources of information on which the decision was based and its effect on the decision and the consequences.
	Fold a piece of paper into thirds to make three vertical columns. Across the top write myths, untruths and facts. Under each heading, define each term and give two examples for each. Discuss student's definitions.
	Provide students with a list of statements and ask them categorize the statements as myth, untruth or fact. Identify the fallacy in the myths and untruths and make them true.

GCO 1: Knowledge and Understanding

Suggestions for Assessment	Resources/Notes
Critically analyze the effect of ignoring one or more steps in the decision making process.	Refer to Human Sexuality student text pp. 12 - 14 for the steps in the decision making process. Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education pp. 241 - 245.
Complete the "What would you do?" on p. 105 and present it to the class for discussion.	Human Sexuality student text, p. 105
Journal entry Reflect on a personal decision made based on a myth or untruth. Identify the myths and/or untruths and their role in the outcome of the decision made. What are the lessons learned for future decisions?	Refer to Human Sexuality Teacher Resource for case studies See appendix 1 for worksheet "Myth, Untruth or Fact?"

GCO 2: Skills and Abilities

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to: 2.1 demonstrate positive communication strategies in a variety of social situations.	Given a situation, ask students to explain how the situation may have developed and how it could be resolved using positive communication strategies. Sample situations could include ending a relationship; disagreement with a parent over priorities, grades, money; dispute with a teacher over a mark; disagreement with a boyfriend/girlfriend, etc. Complete "Applying Health Skills" Chapter 2, Lesson 2 Review. Freeze Frame activity. Have students role play a situation that uses poor communication strategies. When students in the audience observe a poor communication strategy, they call out "Freeze Frame" and suggest a more positive communication strategy. The improv team rewinds the scenario and inserts the suggested strategy. The number of examples of poor communication to be included is left to the teacher's discretion.
2.2 develop an awareness of sensitive issues associated with relationships.	Class discussion Through class discussion, determine a teens perspective of a sensitive issue and what makes it sensitive for some individuals. From a list of topics for discussion, have students identify their comfort level in discussing these topics. Determine what makes topics comfortable/uncomfortable to discuss in a classroom setting. A possible list of sensitive and neutral topics may include: Tattooing, abortion, adoption, sex for the first time, homosexuality, homophobia, mental disorder, substance abuse in the family, date rape, breaking curfew, saying "no".

GCO 2: Skills and Abilities

Suggestions for Assessment	Resources/Notes
Keep a record of your interactions with others for a period of time. Observe how communication strategies are different from person to person by noting how we greet or are greeted by others, if we make and/or maintain eye contact, show interest, listen well, etc. Present your findings to the class and give some suggestions for strategies to improve communication styles.	Positive Communication strategies include the use of "I" messages, refusal skills, eye contact, body language, tone of voice,. etc. Refer to Human Sexuality, student text, pp. 15, 28, 34 -35, 114. Human Sexuality student text p. 31

Explain the term "Freeze Frame". When this term is heard the role play stops and the student who shouts "Freeze Frame" identifies the poor communication strategy and offers a more effective one to be used in its place. The role play then resumes.

The Drama club/ Theatre arts class may be invited to do the role play.

Example of sensitive issues may include:

Date rape, socioeconomic status, drugs and alcohol, HIV/ AIDS, STI's, birth control, sexuality, dating, religious beliefs, power and control in relationships, abortion, The Guidance counsellor or Safe and caring schools committees may be invited to speak to the class.

GCO 2: Skills and Abilities

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
2.3 demonstrate an understanding of rights and responsibilities in group discussions.	Through class discussion and consensus seeking, develop a code of conduct that reflects the rights and responsibilities of each person in the class. Each person should receive a copy. Cooperation, sharing and consensus seeking should form the basis of the development of the classroom code of conduct. To help in starting this activity refer to <u>Human Sexuality</u> student text p. 12 "Did you know?"
	Divide the class into four groups and using the Canadian Charter of Rights and Freedoms, assign one freedom to each group of students. Have each group work with the assigned freedom to develop corresponding responsibilities.
2.4 Apply the decision making process to common scenarios.	Complete the "Health Skills Activity: Practicing Responsibility: Considering Consequences" on p. 55 of the student text.
	Have students formulate a list of high risk behaviours. From the list have them choose a behaviour and apply the decision making process in deciding whether or not to engage in the activity. They should base their decision on current reliable research. Keep in mind the influence that myths, facts, untruths, values and stereotypes have on decision making.

GCO 2: Skills and Abilities

Suggestions for Assessment	Resources/Notes
Research the Charter of Rights and Freedoms and explain how it relates to the rights and responsibilities of individuals in the classroom. Students may use an essay, journal entry or class presentation to demonstrate the relationship.	See Appendix 1 for an exerpt from the Canadian Charter of Rights and Freedoms. It can be found at www. laws.justice.gc.ca/en/ charter/ (Federal Department of Justice Website). See Appendix 1 for a template for a classroom code of conduct.
Create a thought web to demonstrate the responsibilities associated with the assigned freedom from the Canadian Charter of Rights and Freedoms.	Resources: Canadian Charter of Rights and Freedoms. See Appendix 1 for freedoms as listed in the charter.
"What would you do?" p. 55 Human Sexuality, student text.	Human Sexuality student text, p. 55. Potentially high risk behaviours may include tattooing and body piercing, drug and alcohol use, gambling, sexual activity, etc. Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education pp. 409-413. Newfoundland and Labrador Student Drug Use Survey 2007

GCO 3: Attitudes and Behaviours

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
3.1 assess personal communication skills and their impact on relationships with others.	Develop a personal strategy to improve communication skills at home and in school.
	Identify a common communication problem between generations. Suggest a personal strategy to improve communication between generations.
	Find or create a song, poem or journal article that reflects your personal communication skills.
3.2 identify ones own values and their influence on decision making.	Complete the "Analyzing Values" Activity to allow students to opportunity to exercise their values in decision making.
3.3 assess the role that respect for sensitive issues plays in relationships.	Journal Entry Reflect on an incident whereby you observed another person being shown a lack of sensitivity. Explain how you felt and how you think the other person may have felt experiencing it.

GCO 3: Attitudes and Behaviours

Suggestions for Assessment	Resources/Notes
	An example of a communication problem is the use and understanding of slang.
Present the song, poem or journal article to the class explaining the communication patterns that reflect your personal style.	Beyond the Basics: A Source Book on Sexual and Reproductive Health Education, p. 258
	See Appendix 1 for the 'Analyzing Values Activity"instructions and worksheets.

Unit 2
Self-concept
Specific Curriculum Outcomes
10 Hours

Specific Curriculum Outcomes

Knowledge and Understanding

Students will be able to:

1. define the term self concept.

2. identify the factors that build positive self concept and be aware of the effect of positive and negative feedback.

3. identify healthy ways of coping with stress.

Skills and Abilities

Students will be able to:

1. develop an increased awareness of self by engaging in a variety of situations.

2. critically analyze the effect of media on self concept.

3. analyze the potential stress created by the inter-relatedness of self concept, values and the decision-making process.

Attitudes and Behaviours

Students will be able to:

1. assess ones own values.

2. analyze the extent to which ones personal values affect choices/ decisions made in a variety of relationships.

3. assess the role of family and friends in the development of self concept.

GCO 1: Knowledge and Understanding

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to: 1.1 define the term self concept.	**Collage** From a variety of print sources, have students clip pictures, text, etc. to design a "Who I am" collage that represents aspects of their person. Students may choose things that visually represent their likes/dislikes, hobbies, interests, special talents, values, etc. Allow a short period of time for the selection of material from the print resources . Students will justify their selections in their oral presentation to the class. **Poster or Powerpoint Presentation** Design a poster or powerpoint presentation using the title "All About Me". Students may use photos, drawings, etc. to depict aspects of themselves. **Self concept box** Design the outer and inner surfaces of a box using the template provided in Appendix 2. The outside of the box should represent the outer self (things that you commonly share with everyone, personality traits, habits and mannerisms), the inside represents the inner self (things that you think and feel, values and standards). **Inside-Outside Boxes Activity** Students will identify unique and special aspects of themselves by decorating a box as outlined in the activity on p. 148 of **Beyond the Basics: A Source Book on Sexual and Reproductive Health Education.**

GCO 1: Knowledge and Understanding

Suggestions for Assessment	Resources/Notes
Present your "Who I am" collage to the class. Students will give their rationale for the items included in their collage.	Magazines, catalogues, newspapers, scissors, collage paper See Appendix Two for "All About Me" collage and rubric. Magazines, catalogues, internet, personal art work, pictures from home, etc.
	Magazines, catalogues, internet, personal art work, pictures from home, etc.
	See Appendix 2 for box template.
Present the completed box to the class. Students should differentiate between the outer self and the inner self and what kinds of things are included in each.	
	Beyond the Basics: A Source Book on Sexual and Reproductive Health Education, p. 148.

GCO 1: Knowledge and Understanding

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
1.2 identify the factors that build positive self concept and be aware of the effect of positive and negative feedback.	Brainstorm Generate a list of factors that build positive self concept. "Positive self-talk" Worksheet This activity focuses on how to turn negative statements we may think about ourselves into positive ones. Read and Discuss "Positive and Negative Feedback" on p. 15 of Human Sexuality. Discuss how important it is to be mindful of how we speak to one another and the effect of our words on others. Use the information to write a positive response to question 13 on p. 19.
1.3 identify healthy ways of coping with stress.	Class discussion From a teen's perspective, discuss the potential sources of stress. As a class, identify healthy ways of dealing with these stressors. "Who can I talk to?" activity sheet. This activity focuses on the importance of having someone to go to for help when dealing with stressful situations. Promoting Mental Health Presentation. Invite a community resource person to speak on the effect of stress on mental health. Question Box Guidelines for the use of the question box are on p. 19 of this curriculum guide. Use the question box as a means of allowing students to ask questions anonymously to get correct information; dispelling myths and untruths.

GCO 1: Knowledge and Understanding

Suggestions for Assessment	Resources/Notes
	Possible factors affecting self-concept are: support from family and friends, teachers, achievements, coaches, teammates, classmates, etc. Refer to Beyond the Basics: A Source Book on Sexual and Reproductive Health Education, pp. 173 - 174, 178 for "Positive System" worksheets. Human Sexuality student text, p. 15. Picture caption and question. Human Sexuality student text, pp. 13 - 19.
Journal Entry Identify personal sources of stress and develop a personal support system to cope with stressors. Research an agency that offers help to people as they work through a potentially stressful situation in their lives. Outline the type of help the agency/group offers and how to access help from that agency/group.	Possible healthy ways are healthy eating, exercise, proper rest, establish a personal support system. Human Sexuality student text, pp. 4 - 6. Beyond the Basics: A Source Book on Sexual and Reproductive Health Education, pp. 171 - 172 Guidance counsellor. Community resources (mental health counsellors). Question Box Correct information may be gathered from the School nurse, guidance counsellor, RCMP, pharmacist, family doctor, etc.

GCO 2: Skills and Abilities

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
2.1 To develop an increased awareness of self by engaging in a variety of situations.	**Affirmation Hands Activity** Have students trace their hand on a sheet of paper and write their name on the palm. Pass the hands around the room and have each student write one positive remark about each classmate on the drawn hands. Once this is complete, students may select their favourite remark that was written about them and share it with the class. The hands can be cut out and displayed in the classroom. **"Your Identity – Many parts make you strong"** This activity focuses on the variety of things that make up ones identity. Complete the checklist on pp. 145 - 147 of <u>Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education.</u> **Try something different** Engage in a safe activity that you have not tried before (e.g. volunteer with the breakfast program, play a new sport, try an art or craft, play a musical instrument, etc.). As a class discuss how it felt to try a new activity and how will this affect your willingness to step outside your comfort zone in the future.
2.2 critically analyze the effect of media on self concept.	**"Real-life Application: The Influence of Media on Self-Concept"** Have students critically analyze the effect of media on self-concept by exploring the activity questions in this application. **Class discussion on Media and Body Image** Identify popular sitcoms, ads, sports, video games or music videos and discuss the popular body image types portrayed. What potential effect could this have on the viewers self concept? Have students identify children's programming/games and the messages presented therein that could influence a developing self concept (i.e. appropriate behaviour, body image, values, etc).

GCO 2: Skills and Abilities

Suggestions for Assessment	Resources/Notes

Presenting the hand.
Ask students to share the comments that affirmed what they thought about themselves and which comments surprised them the most.

Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education, pp. 144 - 147.

Journal Entry
Write a journal entry on your experience describing how it felt to step out of your comfort zone. Did you feel good about yourself for having tried something new? Did you learn anything about yourself as a result of this experience?

Write a one-page report as outlined in "Real-life Application" p. 9. Personal Reflection Journal Entry.

Refer to Human Sexuality, student text p. 9 for the "Real Life application".

Create a bulletin board display that showcases healthy body image, factors that contribute to it and the role each of us play in promoting a healthy body image.

Create a storybook for young children that promotes a positive self-concept.

GCO 2: Skills and Abilities

Outcomes

Students will be expected to:

2.3 analyze the potential stress created by the inter-relatedness of self concept, values and the decision-making process.

Suggested Strategies for Learning and Teaching

Discussion
Ask students how self concept, values and decision making are related. Have them give an example where there has been conflict and the process used to resolve it. Examples might include the peer pressure to smoke or use drugs, etc.

What would you do?
When we find ourselves in situations where we have to make a decision, we usually try to balance our values and our need to belong to a group. Re-visit the "Health Skills Activity" p. .14 and discuss the stress that might result from this situation. Consider the source of the stress, the possible consequences and the outcome with which you would be most comfortable.

GCO 2: Skills and Abilities

Suggestions for Assessment	Resources/Notes
Devise a list of common situations for youth that involve making a difficult decision. Use the decision making process to identify the possible outcomes for each and recommend the outcome that supports your values and concept of self.	<u>Human Sexuality,</u> student text, p. 14

GCO 3: Attitudes and Behaviours

Outcomes

Students will be expected to:

3.1　assess ones own values.

Suggested Strategies for Learning and Teaching

Have students identify, in reflective writing, their own values. Choose their top two values and explain why they are important. Discuss how difficult is it to make decisions that support your value system?

Complete the "Hands on Health" activity, p. 7.

"Analyzing Values: In-class activity
Recall this activity that was presented in unit 1. Ask students to reflect on the values they used in deciding who would go into the nuclear fallout shelter.

Create a "Top Ten List"
Allow time for students to generate their own list of values. If assistance is needed, the teacher may choose to read aloud a list of values and students may record those that are part of their value system. A list of possible values may include: friendship, honesty, family, equality, responsibility, education, self respect, courage, success, wealth, loyalty, creativity, doing what is right, spiritual growth, independence, self control, appearance, respect, etc.

Of the ones recorded, a Top 10 list can be created with one being the most valued.

GCO 3: Attitudes and Behaviours

Suggestions for Assessment	Resources/Notes
	Human Sexuality, student text. p. 7
As a group, either Present the values that were common to all and the rationale OR Choose one of the groups to present the process and rationale they used in determining who would go into the shelter.	See Appendix 1 for the "Analyzing Values" activity.
Journal Entry As you look forward, what kinds of situations may arise whereby one or more of these values are questioned/tested. What do you think you will do? Will you take action to uphold your value(s)?	See Appendix 2 for the template for the "Top Ten List"

GCO 3: Attitudes and Behaviours

Outcomes

Students will be expected to:

3.2 analyze the extent to which ones personal values affect choices/decisions made in a variety of relationships.

3.3 assess the role of family and friends in the development of self concept.

Suggested Strategies for Learning and Teaching

Choose one of the following scenarios for class discussion and personal reflection journal entry:

Family scenario:
Tommy's family has a tradition of family Sunday dinners. His girlfriend wants to go skiing, it is a day long activity and they won't be back for dinner. How will his values affect his decision?

Peer scenario:
Susie is a straight "A" student who is not very popular in school. A popular, less academic, student befriends her and eventually asks her to write an English paper in exchange for inclusion in the popular group. How will her values affect her decision?

Party scenario:
Two friends are at a party. Kerri is easily led and is willing to follow the crowd; Joanne is more reserved and less likely to be a follower. Drugs surface at the party and Kerri applies pressure to Joanne to try drugs. How will Joanne's values affect her decision and her relationship with Kerri?

Journal entry:
Write a list of your family's values and those of your friends. Compare the lists and see how they reflect your own values. What influence did your family and friend's values have on the development of your self concept?

Complete "Writing Critically", Question # 9, Chapter 2 Review.

GCO 3: Attitudes and Behaviours

Suggestions for Assessment	Resources/Notes

Using one of the scenarios, describe the effect your personal value system would have on the decision you would make in the scenario.

Personal Reflection

Have you ever been in a situation where your values have been in conflict with those of your parent(s)/guardian(s)?

What did you do?

Could you appreciate where they were coming from?

Did you argue?

How did you resolve the conflict?

Human Sexuality, student text, pp. 65 - 66 "Parental responsibilities".

Human Sexuality, student text, p. 37.

Unit 3
Human Sexuality
Specific Curriculum Outcomes
15 Hours

Specific Curriculum Outcomes

Knowledge and Understanding

Students will be able to:

1. identify the major changes of puberty.

2. differentiate between the male and female reproductive anatomy and physiology.

3. identify what constitutes physical reproductive health for males and females.

4. describe common medical and non medical procedures used in monitoring reproductive health and analyze their contribution to health.

5. define sexuality and be aware of different ways that individuals express their sexuality.

6. define sexual orientation and to be knowledgeable of the sexual orientation continuum.

7. be aware of the role of values and possible implications of the decision to abstain or to engage in sexual activity.

8. identify the methods of preventing pregnancy and identify potential reasons why some people do not use birth control.

9. identify the mental, physical and emotional effects of teen pregnancy on both males and females.

10. be aware of options regarding pregnancy.

11. be aware of the responsibilities of parenthood.

12. be knowledgable about Sexually Transmitted Infections (STI's).

13. identify and describe the mental, physical and emotional effect of contracting STI's.

14. identify and describe the psychosocial impact of living with HIV/AIDS.

Skills and Abilities

Students will be able to:

1. assess strategies that could be employed to prevent the contraction and spread of STI's.

2. be aware of the implications of contracting an STI on the reproductive and sexual health of self and others.

Attitudes and Behaviours

Students will be able to:

1. reflect on self concept and personal values when making decisions related to sexuality.

2. be aware of reliable and accessible community resources when seeking sexual health information.

GCO 1: Knowledge and Understanding

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
1.1 identify the major changes of puberty.	**Reflection** Your body has been experiencing puberty since about the age of nine. By looking at a series of pictures of yourself during this time period what changes do you notice about yourself during this time? What about your friends? Did the changes occur at the same time for them? Now that you are in grade nine is your body finished with changing? **Write or Discuss** If you were to share with a younger person what happens to you during puberty what do you think it would be important to know? Consider this as you complete the "Quickwrite" on p. 16 in <u>Human Sexuality</u> student text.
1.2 differentiate between the male and female reproductive anatomy and physiology.	**Learning Centres** Test the knowledge of your students prior to teaching this section by completing the "Quickwrite" on p. 39 in <u>Human Sexuality </u>student text. Even though this activity focuses on the male reproductive organs, a similar activity on female anatomy can also be used. Read the sections "Internal Male Reproductive Organs" p. 41, "External Female Reproductive Organs" p. 45 and "Internal Female Reproductive Organs" p. 46.

GCO 1: Knowledge and Understanding

Suggestions for Assessment	Resources/Notes
Use a puberty related issue such as body odour as an example of a friend's problem in completing "Applying Health Skills" Question # 15 on p. 19 in <u>Human Sexuality</u> student text.	<u>Human Sexuality</u> student text, Quickwrite, p. 16. <u>Human Sexuality</u> student text, Lesson 3, pp. 16 - 19. <u>Human Sexuality</u> student text p. 19.
Completed worksheets/journal entries from learning centres.	
	<u>Human Sexuality</u> student text, Chapter 3: Lesson 1 and 2.
Using a template of both male and female reproductive body parts, label diagrams using a provided list of terms.	<u>Human Sexuality</u> Teacher Resource Blackline Master.

GCO 1: Knowledge and Understanding

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
1.3 identify what constitutes physical reproductive health for males and females.	Discussion What does it mean to be in good health? What does it mean to have good reproductive health? Discuss the reading material outlining male and female reproductive health on pp. 42-44, 49-53 in <u>Human Sexuality</u> student text. Guest speaker. As is suggested in <u>Human Sexuality</u> student text "Parent Involvement" on p. 57, plan an event or incorporate as part of an existing one a session for parents on reproductive health.
1.4 describe common medical and non medical procedures used in monitoring reproductive health and analyze their contribution to health.	Brainstorm How can you look after your own reproductive health and under what circumstances would you need to seek medical attention?
1.5 define sexuality and be aware of different ways that individuals express their sexuality.	Pose the questions "What is Sex?" and "What is sexuality?" to the class. Ask students to write their answers on a piece of paper and submit them. Share the answers with the class and provide feedback on each question and identify commonalities. <u>Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education</u> for the following worksheets on sexuality: Sexuality Through the Lifespan, pp. 199 - 202 Sexual Behavior in Our Culture, pp. 188 - 190 Sexuality and the Mass Media, pp. 203 - 205

GCO 1: Knowledge and Understanding

Suggestions for Assessment	Resources/Notes
Human Sexuality student text "Chapter Review" Question # 9, p. 57	Human Sexuality student text pp. 42 - 44, 49 - 53.
	Human Sexuality student text p. 57.
Human Sexuality student text: "Reviewing Facts and Vocabulary" p. 44 Questions 3 and 4. Reword to include male and female anatomy. "Applying Health Skills" p. 53 "Applying Health Skills" p. 57, #13 Question 13 Can be rewritten to reference a male health problem.	Current terms are: pap test not smear, testicular self exam, breast health awareness. Human Sexuality student text pp. 42 - 44, 49 - 53.
Journal Entry What is the difference between sex and sexuality?	Human Sexuality student text p. 4 Discussions on the topic of sexuality may divert from the general nature of the topic on p . 4.
Complete the corresponding worksheets for: Sexuality Through the Lifespan, pp. 199 - 202 Sexual Behavior in Our Culture, pp. 188 - 190 Sexuality and the Mass Media, p. 203 - 205 Human Sexuality student text "Applying Health Skills" p. 9	Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education , "How Television and Movies Portray Sexuality: Background Information for Educators" pp. 208 - 209.

GCO 1: Knowledge and Understanding

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
1.6 define sexual orientation and to be knowledgeable of the sexual orientation continuum.	Discuss definitions of sexual orientation, the continuum and stereotyping as it relates to sexual orientation. "Gender Stereotypes". Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education pp. 185 - 192. "Toward Understanding That Some of Us are Gay or Lesbian" Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education pp. 214 - 217
1.7 be aware of the role of values and possible implications of the decision to abstain or to engage in sexual activity.	Discussion Starter: Use "Health Skills Activity" p. 35 in Human Sexuality student text to start a class discussion on how some situations challenge your values. Have students suggest what Marla and Dwayne might do on a date but still remain abstinent. Read Chapter 2, Lesson 3 for background information on decisions to be made in relationships.

GCO 1: Knowledge and Understanding

Suggestions for Assessment	Resources/Notes
Human Sexuality student text "Applying Health Skills", p 9.	Human Sexuality student text pp. 7 - 8.

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

Possible implications of abstaining or engaging in sexual activity: dealing with peer pressure, questioning/reaffirming your own values/self concept, utilizing effective communication skills. Human Sexuality student text p. 35. |
| Human Sexuality student text:
"Reviewing Facts and Vocabulary" p. 36 Question 3,
"Thinking Critically" p. 36 Question 4.
Chapter 2 Review p. 37 Questions 11, 13 and 16. | Human Sexuality student text pp. 36 - 37. |

GCO 1: Knowledge and Understanding

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
1.8 identify the methods of preventing pregnancy and identify potential reasons why some people do not use birth control.	Invite a public health nurse or other available resource person to do a presentation on methods of preventing pregnancy. Using the flipcharts on contraceptives from sexualityandu.ca, have students complete "Applying Health Skills" activity p. 101 in student text. Write the name of the various methods of birth control on cards and distribute the cards to students in the class. On the board, draw a horizontal line with 0% on the left and 100% on the right. Ask students to place their card on the continuum according to their perception of its reliability as a method of contraception. Once all the cards have been placed, compare to the actual effectiveness. of the method. Discuss the "Q&A" section on p. 97 in the student text. Have students suggest additional possible reasons why birth control may not used.
1.9 identify the mental, physical and emotional effects of teen pregnancy on both males and females.	Have students divide a page into two columns. The first column will list daily/weekly activities they engage in, the second column will list potential changes to the activities as a result of a teen pregnancy. Discuss the effect of pregnancy on these routines. Discuss the "Health Minute" on p. 69 of <u>Human Sexuality</u> student text.

GCO 1: Knowledge and Understanding

Suggestions for Assessment	Resources/Notes
	Public health nurse, guidance counsellor, etc.
	<u>Human Sexuality</u> student text p. 101.
	Effectiveness of contraceptive methods can be obtained from www.sexualityandu.ca "Choosing a Contraceptive that's right for you" chart.
	<u>Human Sexuality</u> student text p. 97.
<u>Human Sexuality</u> student text "Applying Health Skills" p. 70 Describe an activity you like to do in your free time. If you were to be responsible for a child and still wanted to do this activity, list and describe the supports you would need in order to continue participating in this leisure activity.	<u>Human Sexuality</u> student text pp. 68 - 69. Consider the impact of teen pregnancy on the affected individuals, families, finances, education, etc. <u>Human Sexuality </u>student text pp. 68 - 69.

GCO 1: Knowledge and Understanding

Outcomes	**Suggested Strategies for Learning and Teaching**
Students will be expected to:	
1.10 be aware of options regarding pregnancy.	Class discussion Once a pregnancy has been confirmed, what are the possible courses of action that could be taken regarding the pregnancy? What are the implications of each option on the mother? the father? The extended family? Future plans? Advice column Have students write their own scenarios where a decision regarding a teen pregnancy must be made. Have students exchange scenarios and respond with advice. Students can read the scenario and their response to generate class discussion. Complete the "Real-Life Application" in <u>Human Sexuality</u> student text p. 89.
1.11 be aware of the responsibilities of parenthood.	Interview one of the following people: - a student who has taken Human Dynamics 2201 and has completed the parenting simulation, - a teen mother or father, - a young couple with a new baby. As a class, compose a list questions to determine the responsibilities of parenthood. Test your Knowledge <u>Human Sexuality</u> student text "Quickwrite" p. 65

GCO 1: Knowledge and Understanding

Suggestions for Assessment	Resources/Notes
	Possible courses of action: - continuing the pregnancy to full term and keeping the child - continuing the pregnancy to full term but putting the child up for adoption - terminating the pregnancy Human Sexuality student text pp. 69 - 70.
	Human Sexuality student text p. 89 Consult your regional Health and Community Services Office or Guidance counsellor.
Journal entry: Reflect on what it would mean to you to become a parent as a teen. Describe what aspects of your life would be affected, the financial implications and the effect on your educational goals.	
	Human Sexuality student text Lesson 2: "Becoming a Parent" p. 65

GCO 1: Knowledge and Understanding

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
1.12 be knowledgeable about Sexually Transmitted Infections (STI's).	Handshake Activity Prior to discussing sexually transmitted infections with the class complete the handshake activity from <u>Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education</u>, pp. 351 - 352. Learning Centres Using the STI flipcharts from www.sexualityandu.ca or a teacher-guided website, have students choose an STI and complete the Learning Centre worksheet found in Appendix 3.
1.13 identify and describe the mental, physical and emotional effects of contracting STI's.	<u>Human Sexuality</u> student text "Health Skills Activity" p. 114. "Writing Critically" p. 119, Question 14. "Beyond the Classroom: School and Community Activity", p. 119 .
1.14 identify and describe the psychosocial impact of living with HIV/AIDS.	Class discussion. Use the "Quickwrite Activity" p. 126. in <u>Human Sexuality</u> student text as an introduction to this topic. Invite a guest speaker to do a presentation on the impact of contracting HIV/AIDS and living with it. <u>Human Sexuality </u>student text "Thinking Critically" p. 125 Questions 5 and 6. "Beyond the Classroom: Parent Involvement" p. 131.

GCO 1: Knowledge and Understanding

Suggestions for Assessment	Resources/Notes
	Knowledge of STI's should include how it is contracted, symptoms, testing and treatment.
	Human Sexuality student text pp. 109 - 118.
Submit the completed learning centre worksheet.	Appendix 3: STI worksheet, Library, Internet, Guidance Counsellor, Health and Community Services: Health Promotion Division.
Research the current status of sexually transmitted infections in Newfoundland and Labrador. Include in your report the name(s) of the most common STI's, the number of current cases, the age group where incidence is highest. Recommend strategies to reduce the incidence of infection in the affected age groups.	
	www.sexualityandu.ca Human Sexuality student text pp. 114, 119.
	Human Sexuality student text p. 126
Journal Have students complete a reflective journal entry on the presentation. The entry should discuss what was learned, what surprised them the most, an insight into how a persons life can be affected when living with HIV AIDS.	AIDS Committee Newfoundland and Labrador Guidance counsellor Health and Community Services
	Human Sexuality student text p. 125, p. 131 Parent interviews. Teacher directed websites.

GCO 2: Skills and Abilities

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
2.1 assess strategies that could be employed to prevent the contraction and spread of STI's.	Review strategies that promote prevention and/or reduced risk of contraction and spread of STI's (e.g. abstinence, postponing sexually activity, using protection, reducing high risk behaviours…). Have students categorize which strategies prevent contraction and spread of STI's, and which ones reduce the risk of contraction and spread of STI's.
	"Applying Health Skills" p. 125. Human Sexuality student text Prior to starting this activity, a discussion about high risk activity and what makes them high risk would be beneficial. A connection should be made between using alcohol and/or drugs and its ability to lower inhibitions and how this may contribute to engaging in sexual activity. As engagement in sexual activity is a high risk behaviour for contraction of an STI, adding alcohol and /or drugs further increases the risk behavior. This activity is specific to HIV/AIDS however can be adjusted to include all STI's.
2.2 be aware of the implications of contracting an STI on the reproductive and sexual health of self and others.	Human Sexuality student text "Did You Know" p. 112 "Writing Critically" p. 119 Questions 12 - 15
	Discuss the implications of contracting STI's as it relates to legal reporting requirements.

GCO 2: Skills and Abilities

Suggestions for Assessment	Resources/Notes
Create a poster outlining strategies that could be used to prevent the contraction and spread of STI's. **Assess poster/presentation for the** students ability to differentiate which strategies prevent contraction versus reduce the risk of contraction of an STI.	Teacher guided websites Community resource people.
	Human Sexuality student text p. 125.
	Human Sexuality student text pp. 111 - 119.
	Contact Public Health for current reporting guidelines.

GCO 3: Attitudes and Behaviours

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
3.1 To reflect on self concept and personal values when making decisions related to sexuality.	Discussion <u>Human Sexuality</u> student text "Quickwrite" p. 3. Have students use significant decisions for this reflection. Group activity <u>Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education</u> "Values Voting Interactive Activity" pp. 44 - 45.
3.2 To be aware of reliable and accessible community resources when seeking sexual health information.	Survey To ascertain the student awareness of available community resources for sexual health information, survey the student body (grades 7 - 12) by asking the question "Where would you go in your community/region to get reliable sexual health information?" Use the information from the survey to develop a list of reliable community/regional resources. Have students research each resource and design a poster/bulletin board profiling the community resources. Journal Entry Have students compare the reliability of sources of sexual health information used in previous experiences compared to where they would now go having completed this unit of study.

GCO 3: Attitudes and Behaviours

Suggestions for Assessment	Resources/Notes
Personal Reflection	Human Sexuality student text p. 3
Was it difficult to make this decision? Why or why not?	
How did you feel once you made your decision?	
Was it in support of your personal values?	
Was it a decision that promoted sexual health?	
	Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education pp. 44 - 45.
	Bulletin board space to display the sexual health information found in the community/region.

Unit 4
Interpersonal Relationships
Specific Curriculum Outcomes
10 Hours

Specific Curriculum Outcomes

Knowledge and Understanding

Students will be able to:

1. identify the characteristics of healthy interpersonal relationships.

2. have an awareness of the diversity in current dating practices.

3. develop an awareness of attitudes, expectations and roles as they relate to dating.

Skills and Abilities

Students will be able to:

1. practice methods of initiating, maintaining, and terminating relationships.

2. distinguish between appropriate behaviors for relationships with peers and those of adults.

3. analyze influences on dating behaviors.

4. develop effective communication skills to assist in maintaining personal values and coping with other issues that may arise in dating relationships.

5. assess the effect of high risk dating practices on overall wellness.

6. analyze media portrayals of relationships and sexuality.

Attitudes and Behaviors

Students will be able to:

1. analyse the personal decision making processes used in dealing with an issue in a interpersonal relationship.

2. reflect upon their decisions, choices, actions, and words and the effect these may have on themselves and others.

GCO 1: Knowledge and Understanding

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to: 1.1 identify the characteristics of healthy interpersonal relationships.	Provide the following scenario to the class: If you could have an ideal relationship, how would you describe it? Include information about the person and how you interact with each other. Discuss the healthy aspects of the described relationships from the students discussion. Human Sexuality student text "Quickwrite" p. 21 Group Activity "Healthy Relationships Comparison" Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education pp. 254-255. On the board write two headings: Healthy Relationships and Unhealthy Relationships. Have students generate a list of words associated with each term. Students are then asked to find a song that reflects a healthy relationship and one that reflects an unhealthy relationship. Students should analyze the songs using the worksheet provided in Appendix Four. Present the song and the analysis to the class. Teacher approval should be given for song selections played for the class.

GCO 1: Knowledge and Understanding

Suggestions for Assessment	Resources/Notes
From the class discussion, have each student record the characteristics of a healthy relationship. For each characteristic, explain how it contributes to a healthy relationship.	Relationships should not be limited to those with a partner and should include family, friends, significant others, coaches, teachers, etc. If students are willing to share their responses in activity one, the teacher may categorize common characteristics. If not, the teacher may provide possible characteristics of a healthy relationship. Human Sexuality student text p. 21 Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education pp. 254 - 255.
Play the song for the class and provide the lyrics. Explain the healthy/unhealthy aspects of the relationship described therein.	Materials needed: cd player, cd's, copies of the lyrics

GCO 1: Knowledge and Understanding

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
1.2 have an awareness of the diversity in current dating practices.	Investigate how dating practices have stayed the same or have changed over time by completing the "Real-Life Application" on p. 25 in <u>Human Sexuality</u>, student text. "What's going on?" Activity: For a first date or an ongoing dating relationship, what activities constitute a date? This can be done with each student recording their information on a cue card and the teacher reading out individual responses. Or, the teacher may divide the class into small groups to discuss amongst themselves. Share the group findings with the class.
1.3 develop an awareness of attitudes, expectations and roles as they relate to dating.	<u>Human Sexuality</u> student text "Lesson 1 Review" p. 26 Question 4. "Chapter 2 Review" p. 37 Question 7. Skit: <u>Human Sexuality</u> student text "Chapter 2 Review" p. 37 Question 14. You have been asked out on a date. Both parties have expectations of how they will be treated. How could you ensure that expectations are not conflicting? What would you do if your date's expectations were different from yours?

GCO 1: Knowledge and Understanding

Suggestions for Assessment	Resources/Notes
	Human Sexuality student text p. 25
	Diversity may refer to dating practices within your own culture or across cultures.
	Human Sexuality student text, Chapter 2
	This activity can be done as a journal entry, small group or class discussion.

GCO 2: Skills and Abilities

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
2.1 practice methods of initiating, maintaining, and terminating relationships.	Ice breaker activity Use an ice breaker activity as a means of demonstrating how to meet new people. Debrief by discussing the aspects of these activities and how they relate to initiating new relationships. Based on their own experience, have students suggest, successful and unsuccessful methods of initiating, maintaining and terminating relationships. Discuss with the class constructive methods of initiating, maintaining and terminating relationships. Students can read <u>Human Sexuality</u> student text p. 22 - 23 for further information.
2.2 distinguish between appropriate behaviours for relationships with peers and those of adults.	Initiate a class discussion regarding appropriate ways to speak/behave towards peers and adults in various settings. Have a guest speaker present on legal implications of peer to peer behaviour (e.g. privacy laws re. internet postings, bullying, uttering threats, assault, etc). Research the legal responsibilities of adults towards children (could include definition of child, age of consent, definition of statutory rape, privacy laws).
2.3 analyze influences on dating behaviours.	Real Life Case Study: Have students examine what they say and how they treat each other while on a date. Examine what/who may have influenced them to speak or behave in this way.

GCO 2: Skills and Abilities

Suggestions for Assessment	Resources/Notes
	Human Sexuality student text pp. 22 - 23.
Investigate gender differences in terms of strategies used to initiate, maintain and terminate relationships. Present your findings to the class and discuss possible reasons for the differences, if any. Support your findings with a research article from a reliable source.	
Write an article for a school newsletter explaining the benefits of good peer to peer and peer to adult relations. Examine how this is related to building self-concept.	Discussion may include showing respect for adults and peers, use of manners, language
	Community resource people including RCMP, social workers, public health nurses, etc.
	Teacher guided websites. Community resource people including RCMP, social workers, public health nurses, etc.
	Influences may be music videos, television sitcoms, advertisements, role models, etc.

GCO 2: Skills and Abilities

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
2.4 develop effective communication skills to assist in maintaining personal values and coping with other issues that may arise in dating relationships.	You are faced with a challenge on a date causing you to use the six step decision making process. Explain how you would communicate your decision. Students should identify the challenge, the decision made and the technique used to communicate the decision.

Write a dialogue demonstrating effective communication skills/refusal skills used in a dating situation. Sample situation: You have a date with a person you really like but the plans change and your date wants you to go to an after hours party. You feel pressured to go but you know how uncomfortable you will feel in this situation and the reaction you will get from your parent(s)/guardian(s). How will you communicate effectively to your date your decision to not attend? |
| 2.5 assess the effect of high risk dating practices on overall wellness. | Have students define what they consider to be high-risk dating practices. Generate a list of these practices or behaviours and explain how these could affect their overall wellness.

Case Study
Choose a case study from Human Sexuality Teacher Resource and analyze it for the high risk behaviour(s) and the implications for overall wellness. |
| 2.6 analyze media portrayals of relationships and sexuality. | Complete the "Real-Life Application: Media Portrayal of Marriage and Commitment" on p. 64 of Human Sexuality, student text.

Analyze a favourite television sitcom or drama and how it portrays relationships and sexuality. Use the following question to guide:
Do the characters exhibit stereotypical roles with reference to dress, behaviours, jobs, interpersonal relationships, etc? Give examples. |

GCO 2: Skills and Abilities

Suggestions for Assessment	Resources/Notes
	Brainstorm possible challenges, Assertive communication, refusal skills, Human Sexuality, student text, pp. 28 - 31.
Have students present one of their examples to the class and explain the effect of it on overall wellness. Identify the effect as either short term or long term and the implications on future goals.	High risk dating practices could include physical abuse, verbal abuse, power/control, use of alcohol and/or drugs, sexual activity, etc.

Human Sexuality Teacher Resource

Human Sexuality student text pp. 63 - 64. |

GCO 3: Attitudes and Behaviours

Outcomes	Suggested Strategies for Learning and Teaching
Students will be expected to:	
3.1 analyze the personal decision making processes used in dealing with an issue in an interpersonal relationship.	Reflect upon a decision you have recently made in an interpersonal relationship. Were you satisfied with the outcome? Why or why not? What specific parts of the decision making process can you attribute to your satisfaction/dissatisfaction with the outcome?

Journal entry:
Reflect upon the value of using the decision making process in its entirety. How has it contributed to upholding personal values and promoting self concept, especially when dealing with issues in interpersonal relationships? |
| 3.2 reflect upon the effect decisions, choices, actions, and words may have on themselves and others. | Reflect on an argument or disagreement you may have had with a parent or friend. How did you handle the situation? Based upon what you said or how you acted, how did your words or actions affect yourself and the other person? Explain. Upon reflection, what would you have done differently? |

GCO 3: Attitudes and Behaviours

Suggestions for Assessment

Resources/Notes

Human Sexuality student text pp. 12 - 13.

Interpersonal relationship: any relationship with another person.