

Your Choices Matter:

How Your Health Today Impacts Your Health Tomorrow

Lesson Plans



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The following lesson plans are support documents for the “Your Choices Matter: How Your Health Today Impacts Your Health Tomorrow Facilitator’s Guide”, Resource 2-120. For more information on infant mortality in Saskatchewan, please visit www.skprevention.ca.

LESSON ONE: Healthy Sexual Decision Making, Adolescent Pregnancy, and Sexually Transmitted Infections (STIs)



Rationale

Over half of all pregnancies in North America are unplanned. Saskatchewan has one of the highest rates of adolescent pregnancy in the country and some of the highest rates of STIs, including HIV.

During adolescence, youth become more aware of their bodies, sexual feelings, and desire to be involved in romantic relationships. However, youth need adequate information or support to make informed decisions. Even with this information, youth may not be able to make healthy decisions at all times; therefore, continued support is needed.



Outcomes

USC8.2 Investigate and analyze the impact of in/formal supports and services (including testing and diagnostic services) available to individuals, families, and communities infected with/affected by non-curable infection/diseases (including HIV and Hepatitis C).

USC8.7 Assess the social, cultural, and environmental influences on and support for sexual health knowledge, attitudes, behaviours, and decisions.

USC9.4 Analyze the norms and cultural expectations (e.g., community and cultural) associated with romantic relationships as a means to effectively plan for related health promotion.

USC9.9 Develop and demonstrate personal insight, motivation, and skills necessary to enhance and promote sexual health and avoid compromising sexual attitudes and behaviours.

DM8.8 Appraise the role of support in making healthy decisions related to family roles and responsibility, non-curable infections/diseases, violence/abuse, body image, sustainability, and sexual health.

CC8.6 Use English language to interact purposefully, confidently, and respectfully in a variety of situations, including one-to-one, small groups, and big group discussions (expressing feelings and viewpoints and contributing to group harmony).

CC9.6 Use oral language to interact purposefully, confidently, and appropriately in a variety of situations, including participating in one-to-one, small group, and large group discussions (e.g., prompting and supporting others, solving problems, resolving conflicts, building consensus, articulation and explaining personal viewpoints, discussing preferences, speaking to extend current knowledge, and celebrating special events and accomplishments).

RE9.4 Analyze the process of human reproduction, including the influence of reproductive and contraceptive technologies.

Level 10: Psychology - To understand how the thoughts, feelings, and behaviours of people are influenced by the actual, imagined, or implied presence of others.

Level 20: Communication Studies - Recognize the importance of effective communication in a variety of situations. Recognize that communication involves problem solving and decision making.



Key Understandings

- Students are able to discuss different options that they have in a variety of sexual situations.
- Students are aware of the risks of unprotected sexual contact, including STIs and unplanned pregnancy.
- Students understand different forms of birth control, including how and where to access them.



Essential Questions

- Why is it important to understand the risks of unprotected sexual activity?
- What are STIs and how can they impact your life now and in the future?
- How would your life change if you or your partner became pregnant?
- Where can you go to access testing for STIs and pregnancy?
- Where do you go to access birth control?

Healthy Sexual Decision Making, Adolescent Pregnancy, and STIs

During adolescence, ages 12 to 20 years, many physical and emotional changes take place. This period is often a time of behavioural experimentation and risk-taking, which may involve high risk sexual behaviour (e.g., inconsistent contraception use) potentially resulting in pregnancy. Adolescent pregnancy (defined as a girl becoming pregnant in the period between the onset of puberty and age 20) occurs as a result of consensual or non-consensual unprotected sexual activity.

Although most adolescent pregnancies are unplanned, significant numbers are planned. Many adolescents are ambivalent about pregnancy, meaning that they realize the potential consequences of sexual activity and know how to prevent pregnancy, yet frequently choose not to use contraception. Adolescent pregnancy tends to be associated with disadvantaged backgrounds and limited expectations for the future. Such circumstances may lead to young women being less motivated to avoid early pregnancy or to actually see pregnancy as a path to a better life. For others, early childbearing may be a cultural norm that is seen as positive by those around her. For more information on adolescent pregnancy, please see http://www.skprevention.ca/wp-content/uploads/woocommerce_uploads/2014/02/Adolescent-Pregnancy-Report-January-2014.pdf.



Saskatchewan has high rates of both STIs and HIV when compared to the rest of the country. HIV rates, in particular, are high and rising among women of childbearing years (14-35). Youth are at high risk for STIs because they often think they are invincible, act on impulse, and participate in risky behaviour, (e.g., having sex without a condom and drinking alcohol).

Sexually transmitted infections are infections that can be caused by bacterium, viruses (germs), or parasites (bugs). They are usually spread through sexual contact. Anyone can get an STI. STIs affect men and women of every age, race, religion, income bracket, and education level. While most STIs can be treated and cured, some stay in the body forever, although there are medicines to manage symptoms.

Several factors put people at risk of contracting a sexually transmitted infection. These include:

- Having unprotected sex (without a condom)
- Believing that using birth control methods (other than a condom) will protect them
- Believing incorrect information about how STIs are spread
- Using alcohol and/or drugs, which affect judgement and decision making and may lead to risky situations
- Having multiple partners
- Feeling unsure about having sex and not feeling comfortable talking about it
- Feeling pressured to have sex
- Experiencing sexual assault or violence
- Not knowing how to use condoms properly
- Not knowing how to use and/or consider the use of female condoms and dental dams

Human Immunodeficiency Virus (HIV) is an STI. HIV damages a person's immune system. The virus only affects people so the name includes the word human. Immunodeficiency means that the immune system is weak or deficient and unable to fight off infections. A virus is a small germ that reproduces itself in the body and can be passed between people in certain situations. There is no cure for this infection. People can live a healthy long life being HIV positive if proper treatment and care are taken. HIV is spread through pre-cum, semen, vaginal fluids, blood, and breast milk.

AIDS is the last stage of HIV. It occurs when the immune system is so weak that it is unable to fight off any infections. The term acquired means that something is received from somewhere or someone else. In the case of AIDS, the HIV virus is received from the blood of an infected person. Immunodeficiency means that the immune system is weak or deficient and unable to fight off infections. A syndrome is a collection of infections or symptoms that consistently occur at the same time, not just one. The immune system is unable to fight these infections and this can eventually lead to death. It usually takes a long time before HIV will develop into AIDS.



LESSON ONE ACTIVITIES

LESSON ONE: ACTIVITY 1

Keep It Safe Saskatchewan (KIS-SK)

(USC8.2, USC9.9, DM8.8, RE9.4)



Time: 15 minutes



Format: Whole class



Materials: Cell phone, projector, access to KIS-SK App: <http://www.skprevention.ca/keep-it-safe-saskatchewan/>, access to classroom with computers (downloading the app to these computers may be required)

Activity: Demonstrate the KIS-SK app to students. KIS-SK is a smart phone app available for Android and iPhones. The app helps individuals to make healthy choices and informed decisions regarding their personal reproductive health. The app allows users to:

- find free contraceptives and STI testing sites in Saskatchewan
- set reminders for taking contraceptives or booking health appointments
- learn about contraceptives and contraceptive myths



Discussion/Quiz:

A class discussion can be based on the following questions or the teacher may choose to use a short quiz format using a knowledge base evaluation. The quiz can then be moved from one student to another for peer evaluation.

- Where is the nearest location where you can get tested for STIs?
- When might it be important to get tested for STIs? (Before engaging in a new sexual relationship, if you or your partner have/had multiple sexual partners, if you become pregnant, if you have any concerns about your health)
- How can you use this app to enhance your health?
- How can you promote this app among your peers?

LESSON ONE: ACTIVITY 2

STI Adventures

(USC8.7, USC9.9, RE9.4, Level 10: Psychology)



Time: 45-60 minutes depending on teacher's choice



Format: Individual or small group work



Materials: Access to a computer and Internet,
<http://www.skprevention.ca/sexually-transmitted-infections-stis/#The%20STI%20Adventures>

Activity: The STI Adventures has been created by the Saskatchewan Prevention Institute to provide an interactive opportunity to learn about sexually transmitted infections and their effect on fertility, pregnancy, and newborn babies. This is an interactive e-learning project that can be completed during class time or as homework.



Discussion or Journal Exercise:

- What is something new that you learned from the program?
- How will learning this new information influence your decisions and sexual health behaviours?
- How does peer pressure play a role in healthy sexual decision making?
- How can your decisions today impact your health later? The health of future children you may have?

LESSON ONE: ACTIVITY 3

Protection Palace

(USC8.7, USC9.9, RE9.4, Level 10: Psychology)



Time: 45-60 minutes depending on teacher's choice



Format: Individual or small group work



Materials: Access to a computer and Internet, **(link will be inserted when site made live in November)**

Activity: Protection Palace was created by the Saskatchewan Prevention Institute to provide an interactive opportunity to reduce the incidence of adolescent pregnancy by increasing the level of understanding about birth control among youth. Protection Palace allows students to explore a variety of scenarios and apply their understanding of birth control methods to make healthy sexual decisions.



Discussion or Journal Exercise:

- What is something new that you learned from the program?
- How will learning this new information influence your decisions and sexual health behaviours?
- In what situations might you be at risk of making unsafe decisions?
- How will you cope with pressure if your partner does not want to use protection and you do?
- Where would you access birth control if you needed it?
- What is the only form of birth control that is effective for preventing both the transmission of HIV and pregnancy?

LESSON ONE: ACTIVITY 4

STIs and HIV

(USC8.2, DM8.8, RE9.4, Level 10: Psychology)



Time: Homework or in-class assignment (using computer room)



Format: Individual



Materials: Assignment, paper, pen/pencil, computer

Activity: Using the Saskatchewan Prevention Institute's website (<http://www.skprevention.ca/sexually-transmitted-infections-stis/>), answer the homework questions listed.



Homework Questions:

- Define sexually transmitted infection (STI)?
- Pick one type of infection and describe how it spreads and its symptoms.
- What is HIV/AIDS?
- Is HIV/AIDS an STI?
- How is HIV/AIDS spread?
- How do you know if you have HIV/AIDS?
- How and where can you get tested for STIs, including HIV?
- How can you prevent getting a sexually transmitted infection?
- Where can you get support if you have tested positive for an STI, including HIV?
- What kind of support would be offered?
- Who would help you make healthy decisions?



Lesson One – Activity 4 Marking Rubric

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|--|--|---|---|------------|
| Content | Questions answered in detail. | Questions answered. | Most questions answered. | Questions not completed fully. | /4 |
| Inquiry Skills | Evidence that the student has understood the information and can extrapolate from it to answer further questions. Student sought additional sources to answer questions. | Evidence that the student has understood most of the information and is able to answer some further questions. | Evidence that some information has been understood, but unable to take information learned to answer related questions. | Little evidence that the content has been understood and synthesized. | /4 |
| Relation to Self | Able to clearly articulate how the information learned impacts own life and decisions. | Is able to articulate how some information learned impacts own life and decisions. | Some difficulty relating the information learned to own life and decisions. | Unable to relate the information learned to own life and decisions. | /4 |
| Total Score | | | | | /12 |

LESSON ONE: ACTIVITY 5

Communicating about Sexual Health Choices

(USC8.7, USC9.4, USC9.9, CC8.6, CC9.6, Level 10:
Psychology, Level 20: Communication Studies)



Time: 45-60 minutes



Format: Small groups of 4 to 6



Materials: List of questions for each small group to discuss, paper, pen/pencil

Activity: Groups are each given the list of questions to discuss in their group. When splitting into groups, people who are dating should not be placed in the same group. Please read the questions carefully to decide if this exercise is appropriate for your classroom. Some students may be unable to participate due to past experiences, religious, or cultural norms.



Discussion:

Each group should organize themselves so that one member leads the discussion, ensuring that the questions are asked and answered; another member will record the group member's comments; and one or two people will share the group's findings with the class.

- Would you be comfortable asking a partner about past sexual relationships?
- How would you start a conversation about using a condom?
- Who do you think should start this conversation in a relationship?
- Would you be more likely to start a conversation about pregnancy or STI transmission? Why?
- If you thought your sexual relationship was moving too fast, how would you tell your partner?



Lesson One – Activity 5 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|--|--|---|---|------------|
| Inquiry Skills | Evidence that the student is carefully thinking about the questions and content. | Evidence that the student has put some thought into the questions and content. | Some evidence that the student is thinking about the questions and content, but having difficulty understanding. | Little evidence that the content has been understood and synthesized. | /4 |
| Relation to Self | Able to clearly articulate how the information being discussed impacts own life and decisions. | Is able to articulate how some information being discussed impacts own life and decisions. | Some difficulty relating the information being discussed to own life and decisions. | Unable to relate the information being discussed to own life and decisions. | /4 |
| Group Presentation | Provided comments for all of the questions in the activity. Group dynamics were well developed and successful. | Provided comments for most of the questions in the activity. Group dynamics were fairly well developed and successful. | Provided comments for some of the questions in the activity. Group dynamics were satisfactorily developed and successful. | Provided comments for a few of the questions in the activity. Group dynamics were developed, but their organization was not successful. | /4 |
| Total Score | | | | | /12 |

Further Resources

Advocates for Youth

http://www.advocatesforyouth.org/index.php?option=com_content&task=view&id=469

Best Start

http://www.beststart.org/resources/rep_health/pdf/teen_pregnancy.pdf

Healthy Canadians: Sexual Health

<http://www.healthycanadians.gc.ca/health-sante/sexual-sexuelle/index-eng.php>

Public Health Agency of Canada: STIs

http://www.phac-aspc.gc.ca/publiat/std-mts/pdf/sti_pamph_e.pdf

Saskatchewan Prevention Institute: Grade 9 Sexual Health Unit

<http://www.skprevention.ca/shop/a-grade-nine-sexual-health-unit-manual/>

Saskatchewan Prevention Institute: HIV

<http://www.skprevention.ca/hiv-aids/>

Saskatchewan Prevention Institute: KIS-SK App

http://www.skprevention.ca/shop/sti_poster-download-or-order/

Saskatchewan Prevention Institute: Protection Palace

Link to be provided in November when site becomes live

Saskatchewan Prevention Institute: STIs

<http://www.skprevention.ca/sexually-transmitted-infections-stis/>

Saskatchewan Prevention Institute: STI Adventures

<http://www.skprevention.ca/sexually-transmitted-infections-stis/#The%20STI%20Adventures>

LESSON TWO: Alcohol, Drugs, and Tobacco



Rationale

During adolescence, youth often experiment with alcohol, drugs, and tobacco. Even though there are large public campaigns about the dangers of tobacco and drugs, alcohol is used widely in our society. It is important to have conversations about the impact that alcohol, drugs, and tobacco have on our communities, our families, and ourselves. Substance use is closely connected with impulsive behaviours, unprotected sexual activity, unplanned pregnancies, and sexual assault.



Outcomes

USC8.7 Assess the social, cultural, and environmental influences on and support for sexual health knowledge, attitudes, behaviours, and decisions.

DM8.8 Appraise the role of support in making healthy decisions related to family roles and responsibility, non-curable infections/diseases, violence/abuse, body image, sustainability, and sexual health.

CC8.6 Use English language to interact purposefully, confidently, and respectfully in a variety of situations, including one-to-one, small groups, and big group discussions (expressing feelings and viewpoints and contributing to group harmony).

USC9.6 Analyze the health, economic, and social supports and challenges of addictions (e.g., tobacco, shopping, alcohol, gambling, Internet, drugs) on self, family, community, and the environment.

CC9.6 Use oral language to interact purposefully, confidently, and appropriately in a variety of situations, including participating in one-to-one, small group, and large group discussions (e.g., prompting and supporting others, solving problems, resolving conflicts, building consensus, articulation and explaining personal viewpoints, discussing preferences, speaking to extend current knowledge, and celebrating special events and accomplishments).

W8 Assess how relationships with others (e.g., self, peers, family, teachers, opponents, coaches, and employers) influence all dimensions of wellness.

CCB10.2B Create and present a visual or multimedia presentation supporting a prepared talk on a research issue, using either digital or other presentation tools.

Level 10: Psychology - Understand how the thoughts, feelings, and behaviours of people are influenced by the actual, imagined, or implied presence of others.

Level 20: Communication Studies - Recognize the importance of effective communication in a variety of situations. Recognize that communication involves problem solving and decision making.

Level 20: Media Studies - Recognize the way in which various mass media shape their messages, and construct a sense of what the world is and how it works.

ES20-A31 Assess the impact of air quality on human and environmental health and the need for regulations and mitigating technology.



Key Understandings

- Students are able to discuss the impact of substance use in their communities.
- Students are aware of the risks of substance use and its connections with sexual behaviour.



Essential Questions

- Why is it important to understand the risks of substance use?
- How is substance use connected with risky sexual behaviour?
- How has substance use impacted you, your family, and your communities?
- How can you make healthier choices about substance use?

Alcohol, Drugs, and Tobacco

Adolescence is a critical period for brain development. The greatest changes happening during this time period occur in the frontal lobe. This area of the brain is responsible for self-control, judgement, planning, emotions, and organization. The fact that the frontal lobe is not fully developed by adolescence plays a large role in the risk-taking behaviours of youth.

Risk factors for youth substance use are multiple. Individual factors, such as impulsivity, can be confounded by interpersonal factors, such as family and peer interactions, peer substance use, and school-related factors. Societal and cultural factors, such as the wide spread use of alcohol in social settings and messages portrayed by the media play a large role as well.

At present, the number of Canadian youth who use alcohol is quite high. Binge drinking is a common trend among Canadian youth. Specifically, when youth rates of drinking are compared to those of adults', young people not only consumed twice the amount of alcohol, but also show a higher incidence of alcohol-related harms. For references and further information regarding youth alcohol use, please see Learning about Fetal Alcohol Spectrum Disorder. Module Four: Youth and Alcohol Use found at <http://www.skprevention.ca/wp-content/uploads/2013/07/3-146-Module-Four.pdf>.

Canadian youth also have high rates of tobacco use. Some adolescents start smoking or chewing as early as 10 to 12 years of age. For more information, please go to: http://www.lung.ca/protect-protegez/tobacco-tabagisme/facts-faits/teens-ados_e.php. The long-term health effects of tobacco use are well known and can be devastating. Yet, despite efforts to educate youth about these risks, there are still high rates of initiation.





LESSON TWO ACTIVITIES

LESSON TWO: ACTIVITY 1

Youth Action for Prevention (YAP) “Hammered” Photovoice Project

(USC8.7, DM8.8, CC8.6, USC9.6, CC9.6, W8, Level 10:
Psychology)



Time: 90 minutes



Format: Class and group discussions



Materials: For access to the YAP Photovoice displays and print copies of supplementary materials, please contact 306-651-4300.

For access to these materials online, please connect to www.skprevention.ca/youth/.

Please preview the video before showing it to youth as some of the images may be disturbing for young people.

Activity: The following activity is outlined for those who wish to facilitate discussion on their own as opposed to bringing in a facilitator from the Saskatchewan Prevention Institute.

The YAP Photovoice Project was developed as a collaborative provincial project for Youth Action for Prevention participants. The overall aim of the project was for a group of Saskatchewan young people to use photos and words to communicate the impact alcohol has in their lives. The final display represents voices of youth from across the province. **Youth should be warned that this may bring forward powerful emotions or memories and told where they can go for support if they need it.** After playing the video, a large class discussion or small group discussions can focus on the suggested questions below.



Discussion:

- Which photo had the most impact for you?
- In our community, what do people do for fun? How often does it involve alcohol or drugs?
- What messages do youth get from our communities or families about alcohol?
- If you were doing a Photovoice, what would your photos look like?
- What messages do you get from media about alcohol? Drugs? Tobacco?
- Have you ever been worried about your own drinking? If yes, what worried you?
- Have you ever been worried about a friend's drinking? If yes, what worried you? How would you help your friend?
- In your experience, do boys and girls drink differently? If yes, in what way?
- Do you know someone who has used alcohol to cope with a difficult situation? What might have been a healthier choice to cope?
- What impact did alcohol have on your parents' and grandparents' generations?
- What role do your friends play in supporting you not to drink? Supporting you to drink or not to drink?



Lesson Two – Activity 1 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|--|--|--|---|------------|
| Content | Questions answered in detail. | Questions answered. | Most questions answered. | Questions not completed fully. | /4 |
| Inquiry Skills | Evidence that the student is carefully thinking about the questions and content. | Evidence that the student has put some thought into the questions and content. | Some evidence that the student is thinking about the questions and content, but having difficulty understanding. | Little evidence that the content has been understood and synthesized. | /4 |
| Relation to Self | Able to clearly articulate how the information learned impacts own life and decisions. | Is able to articulate how some information learned impacts own life and decisions. | Some difficulty relating the information learned to own life and decisions. | Unable to relate the information learned to own life and decisions. | /4 |
| Total Score | | | | | /12 |

LESSON TWO: ACTIVITY 2

Tobacco Use

(USC9.6, CC9.6, CCB10. 2B, Level 20: Media Studies)



Time: 45 minutes



Format: Small groups



Materials: Projector, access to a computer and Internet for each small group, and access to Smokestream website at <http://health.gov.sk.ca/smokestream>

Activity: Smokestream is an innovative youth anti-tobacco campaign, targeted at youth across Saskatchewan between the ages of 11 and 14. This age group is particularly vulnerable to experimenting with tobacco and the campaign encourages them to remain tobacco-free or quit using tobacco. View the Smokestream video as a class. Break into small groups and have students create their own Smokestream Wordle (www.wordle.net). In this Wordle, students will present both positive and negative words that they associate with smoking. Words that have higher importance should be repeated multiple times to increase the size of those words in the Wordle. These can then be presented to the class. An example can be seen below.





Lesson Two – Activity 2 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|---|--|--|--|------------|
| Content | Questions answered in detail. | Questions answered. | Most questions answered. | Questions not completed fully. | /4 |
| Inquiry Skills | Student carefully analyzed the topic. Student sought additional sources to complete the assignment. | Some evidence that student thought about the topic. | Evidence that student thought about the topic but did not fully understand. | Little evidence that the topic was understood and synthesized. | /4 |
| Group Work | Able to express thoughts and feelings articulately in the group. Respectful of other group members' thoughts and feelings. | Expresses thoughts and feelings in group. Respectful of other members. | Difficulty articulating thoughts and feelings to the group. For the most part respectful of other group members. | Does not contribute to group. Disregards other members. | /4 |
| Technology | Independently used program effectively. Helped other group members understand program. Used some of the special editing features, beyond what was explained, to enhance final product. Was able to use technology to present the final product to the class. | Independently used program effectively. Helped other group members navigate the program. Was able to use technology to present to the class. | Was able to use the program with the assistance of teacher and/or other group members. With help used technology to present to the class. | Did not engage in the creation of the product or use technology. | /4 |
| Total Score | | | | | /16 |

LESSON TWO: ACTIVITY 3

FASD Jeopardy Game

(USC8.7, USC9.6, ES20.A31, Level 20: Communication Studies)



Time: 30-45 minutes



Format: Large group



Materials: Jeopardy game board, game cards (can use recipe or cue cards), bristle board or cardboard to make game, felt marker, and pen or pencil

A Jeopardy game has been created online for your use. Please go to www.jeopardylabs/fasd-jeopardy-game to access it.

Activity: Drinking alcohol and unsafe sexual practices are linked. Given this and the fact that a young woman may not know that she is pregnant until later in the first trimester, FASD is of particular concern. This activity was designed to help youth understand the risks involved in drinking alcohol and participating in risky sexual practices. This game works the same way that Jeopardy works on TV. When a group or individual selects a value and topic, read the question to the student.

On the board write a select number of topics across the top (topic examples listed on next page with a sample of the Jeopardy board and game cards). Beneath each topic write categories starting at 200 and increasing by 200 to a maximum of 1,000. Write a game card for each corresponding topic and value (you can write the topic and value on the back, and the question and answer on the front).

In cases where there are multiple answers to questions, the student must be able to name one or more answer. The rest of the answers can be read out loud during the game. If students get an answer wrong, other students can “steal” the points by answering the question correctly. If no one is able to do this, the teacher can read the answer to the class.

| Topic | Topic | Topic | Topic | Topic |
|-------|-------|-------|-------|-------|
| 100 | 100 | 100 | 100 | 100 |
| 200 | 200 | 200 | 200 | 200 |
| 300 | 300 | 300 | 300 | 300 |
| 400 | 400 | 400 | 400 | 400 |
| 500 | 500 | 500 | 500 | 500 |

**FASD
200**

Question: When a pregnant woman consumes this substance, there is a chance her baby will be born with a lifelong disability called Fetal Alcohol Spectrum Disorder.

Answer: What is alcohol?



Topic Examples:

FASD

FASD - 100

Question: When a pregnant woman uses this substance, there is a chance her baby will be born with a lifelong disability called Fetal Alcohol Spectrum Disorder.

Answer: What is alcohol?

FASD - 200

Question: This organ allows an unborn baby to receive nutrients from his or her mother. Alcohol from the mother's blood will also travel through this organ to the baby.

Answer: What are the placenta and umbilical cord?

FASD - 300

Question: The actions that a pregnant woman's family, friends, and partner can take to help support her in having an alcohol-free pregnancy.

Answer: What are ... choosing not to drink as well; providing non-alcoholic beverages at parties and events; having alcohol-free parties and events; participating in activities that don't involve alcohol or drugs such as walks, movies, and exercise (with doctor's approval); and not pressuring a woman to drink?

FASD - 400

Question: The percentage of pregnancies in Canada that is unplanned.

Answer: What is 50%?

FASD - 500

Question: The reasons a woman may drink alcohol while she is pregnant.

Answer: What are ... she may have been drinking alcohol before she knew that she is pregnant; she may be dealing with addiction issues and may not ask for help because she is afraid she will lose her children; she may believe a small amount of alcohol or certain types of alcohol such as wine or coolers are safe and will not hurt her baby; or she may have friends, family, and a partner who continue to drink alcohol making it more difficult to stop?

Alcohol

Alcohol - 100

Question: The scientific name for alcohol such as wine, beer, coolers, vodka and rye.

Answer: What is ethyl alcohol, or ethanol?

Alcohol - 200

Question: The body part that alcohol affects, causing a change in behaviour, motor control, and more.

Answer: What is the brain?

Alcohol - 300

Question: Within 20 minutes of consuming a drink, this can rise significantly in an individual.

Answer: What is Blood Alcohol Concentration (BAC)?

Alcohol - 400

Question: The body parts or systems responsible for absorbing, transporting, and breaking down alcohol.

Answer: What are the stomach and liver for absorption; blood (bloodstream or circulatory system) for transporting; and liver for breaking down?

Alcohol - 500

Question: The type of alcohol that is found in hairspray, anti-freeze, and other similar products. This is poisonous.

Answer: What is ethanol?

True or False

True or False - 100

Question: FASD stands for Fetal Alcohol Syndrome Disease.

Answer: What is false? FASD stands for Fetal Alcohol Spectrum Disorder.

True or False - 200

Question: In Saskatchewan, young drivers in their first year of driving can have a blood alcohol concentration (BAC) less than 0.04 without any legal consequences.

Answer: What is false? There is a zero tolerance for any blood alcohol concentration (BAC) for young drivers in their first year of driving.

True or False - 300

Question: Binge drinking is defined as drinking more than 4 standard drinks on one occasion for males, and more than 3 standard drinks on one occasion for females.

Answer: What is true?

True or False - 400

Question: Alcohol affects women differently than men.

Answer: What is true? On average, women weigh less than men and (typically) smaller people will reach a higher blood alcohol concentration (BAC) than larger people for a given amount of alcohol; women have less water in their bodies than men do, so even if a woman and man weigh the same and drink an equal amount, the resulting BAC will be higher in a woman; women have less alcohol-metabolizing enzymes and digest alcohol differently than men, affecting the amount of alcohol a woman can consume before reaching a certain level of intoxication.

True or False - 500

Question: Saskatchewan has the second highest binge drinking rate in Canada.

Answer: What is true?

Youth and Alcohol

Youth and Alcohol - 100

Question: The human brain develops until this age.

Answer: What is 24 years of age?

Youth and Alcohol - 200

Question: The harms that young people experience because of alcohol are this many times higher than the harms experienced by people over 25 years of age.

Answer: What is 10 times higher?

Youth and Alcohol - 300

Question: The number of drinks that Canada's Low-Risk Drinking Guidelines recommend men and women never exceed, per day, until the age of 24.

Answer: What are 2 drinks per day for women and 3 drinks per day for men?

Youth and Alcohol - 400

Question: This province has the highest rate of pregnancy for 15 to 19 year olds in Canada.

Answer: What is Saskatchewan?

Youth and Alcohol – 500

Question: Young people should be provided with information so that they can make these.

Answer: What are informed decisions?

Alcohol-Related Harms

Alcohol-Related Harms - 100

Question: These are examples of harms associated with alcohol use.

Answer: What are poor grades; fighting; sexually transmitted infections; unplanned/unwanted/unprotected sexual activity; problems with the law; property damage; alcohol poisoning; motor vehicle crashes; suicide; violence; and death?

Alcohol-Related Harms - 200

Question: This type of drinking is associated with an increased risk of harm.

Answer: What is binge drinking or drinking to intoxication?

Alcohol-Related Harms - 300

Question: Alcohol and alcohol abuse are major risk factors for these leading causes of premature death in Canada.

Answer: What are suicide and traffic-related deaths?

Alcohol-Related Harms - 400

Question: The risk of alcohol-related harms can be reduced by doing these 5 things.

Answer: What are ... drinking alcohol with food; drinking no more than one standard drink per hour; alternating drinks with non-alcohol drinks; planning a safe ride home; and drinking no more than 2 drinks for women and 3 drinks for men?

Alcohol-Related Harms - 500

Question: These are health related harms caused by alcohol.

Answer: What are cancer; high blood pressure; heart disease; stroke; liver disease; digestive problems; and mental health problems such as depression and anxiety?

Further Resources

American Lung Association: Why Kids Start

www.lung.org

Canadian Lung Association

http://www.lung.ca/protect-protegez/tobacco-tabagisme/facts-faits/teens-ados_e.php

Canada's Low-Risk Drinking Guidelines

<http://www.ccsa.ca/Resource%20Library/2012-Canada-Low-Risk-Alcohol-Drinking-Guidelines-Brochure-en.pdf>

Drug Class

<http://drugclass.ca/>

Healthy Canadians: Tobacco and Smoking

<http://www.healthycanadians.gc.ca/health-sante/tobacco-tabac/index-eng.php>

Know Your Limits...Know Your Units

<http://www.knowyourlimits.info/know%E2%80%A6-your-units>

Saskatchewan Prevention Institute: FASD

<http://www.skprevention.ca/fetal-alcohol-spectrum-disorder/>

Saskatchewan Prevention Institute: Tobacco and Other Drugs

<http://www.skprevention.ca/tobacco-and-other-drugs/>

Saskatchewan Prevention Institute: Youth Action for Prevention

<http://www.skprevention.ca/youth-action-for-prevention/>

Scholastic: Drugs and Your Body

<http://www.scholastic.com/drugs-and-your-body/>

Scholastic: Web Hunt. Questions about Drugs, Answers from Science

<http://headsup.scholastic.com/articles/web-hunt-questions-about-drugs-answers-from-science/>

Smokestream

<http://health.gov.sk.ca/smokestream>

View and Vote

<http://www.health.gov.sk.ca/tobacco-free-schools>

LESSON THREE: Coping with Stress



Rationale

Stress refers to an individual's emotional and physical response to situations that are new, dangerous, or a threat to oneself. Stress is an everyday occurrence. Learning to cope with stress is important and ongoing. Experiencing stress activates the flight, fight, or freeze response. Coping with stress positively leads to better overall health.



Outcomes

USC8.1 Analyze and establish effective strategies of support for the purpose of helping others increase health enhancing behaviours.

DM8.8 Appraise the role of support in making healthy decisions related to family roles and responsibility, non-curable infections/diseases, violence/abuse, body image, sustainability, and sexual health.

AP8.10 Design, implement, and evaluate three seven-day action plans that establish supports for responsible health actions related to family roles and responsibilities, non-curable infections and diseases, violence/abuse, body image, sustainability, and sexual health.

CC9.5 Create and present a variety of visual and multimedia presentations to best represent a message for an intended audience and purpose.

W8 Assess how relationships with others (e.g., self, peers, family, teachers, opponents, coaches, and employers) influence all dimensions of wellness.

HS20-HB1 Analyze the anatomy and biology of human health.



Key Understandings

- Students are able to discuss stressful daily events.
- Students learn ways to cope with stress from one another.
- Students are aware of support services available to them to help them cope with stress.
- Students will begin to develop a support system.



Essential Questions

- How do individuals experience stress on a daily basis?
- Why is it important to learn how to cope with stress?
- What are some ways that people cope with stress?
- Why is it important to develop support systems?

Coping with Stress

Life is not stress free. It is guaranteed that each of us will experience stress, transitions, change, and problems throughout our lives. How youth deal with past pressures affect how they will deal with future stressful events.

Stress refers to our biological and emotional responses to situations that are new, dangerous, or a threat to our wellbeing. Stress can be separated into three categories: positive, tolerable, and toxic. Positive stress refers to everyday challenges that are managed appropriately and for which the individual has lots of support. Examples may include studying for a test or completing an assignment. Tolerable stress refers to more serious stress that is buffered by supports (e.g., a child having a supportive caregiver with them in the emergency room). Toxic stress is stress that is frequent, serious, or prolonged (e.g., ongoing sexual abuse). In cases of toxic stress, the individual has little to no support (e.g., as in the case of ongoing child abuse). Toxic stress is the most damaging.



As mentioned earlier, part of stress is a biological reaction. When an individual experiences stress, (e.g., anything that is new, threatening, uncontrollable, or unpredictable), the stress response system is activated. This is known as the fight, flight, or freeze response. Activation of this system is instinctive, and, therefore, not under a person's control. The purpose of the stress response system is to protect an individual from harm. Stress responses occur in response to both internal (e.g., fear of failing a test) and external stimuli (e.g., a car crash).

The stress response system starts in the most primitive area of the brain, the amygdala, but involves the whole body. As the amygdala prepares the body to face a stressful situation, a variety of chemicals are released into the body. These chemicals have many functions, such as increasing blood sugar levels, pain tolerance levels, and energy levels. These chemicals help the individual survive the stressful event. For example, the individual will have higher levels of energy, less need to eat or use the bathroom, and increased pain tolerance.

The chemicals associated with the stress response system, mainly adrenaline, cortisol, and norepinephrine, do not leave the body by themselves. Individuals have to actively release them. Normally after a stressful event, individuals are able to release these chemicals from their body. Most people will not even be aware that this is what they are doing. The chemicals are released through physical activities, such as jogging or working out; emotional releases, such as laughing or crying; or physiological responses, such as shaking.

Unfortunately, if stress is continuous, a buildup of these chemicals can occur within the body. This can result in a weakened immune system, chronic disease, decreased ability to heal wounds, stunted growth, increased visceral fat, impacted hormone levels, hyper-vigilance, Post-Traumatic Stress Disorder, Anxiety Disorder, and Depression.

There are several factors that can help to protect individuals from the impact of stress. These include having healthy relationships at home, having a support system within the community, feeling important and a sense of belonging, and being able to use skills that have been learned in past situations.



LESSON THREE ACTIVITIES

LESSON THREE: ACTIVITY 1

Stress and Coping

(USC8.1, DM8.8, AP8.10, W8)



Time: 25-40 minutes



Format: Whole class or individual brainstorming then a whole class discussion



Materials: White board and computer, or chalk board

Activity: Lead a brainstorming session about stress and coping. The purpose behind this exercise is to normalize stress, understand that everyone feels stress at different times throughout the day, and for students to learn from each other new ways to cope with stress. Before going through the discussion questions, introduce the concept of **NUTS**. People feel stress when they experience something **New**, **Unexpected**, a **Threat** to themselves, or a threat to their sense of **Self**.



Discussion:

- What causes stress for you on a daily basis? (e.g., being late for school, test, homework, being tired)
- How does stress feel in your body? (e.g., clenched stomach, sweating)
- How do you deal with this stress? (e.g., sports, music, talking to friends)
- How do your relationships with other people in your life help you cope with stress?
- Who in your life acts as a role model for coping with stress?

LESSON THREE: ACTIVITY 2

Community Supports

(USC8.1, CC9.5)



Time: 30 minutes



Format: Class assignment and homework; pairs



Materials: Access to the Internet

Activity: Students will be asked to identify a source of each: 1) emotional support organizations (e.g., Kids Help Phone) and; 2) practical support (e.g., food banks). Students will be asked to gather information about the organizations they have identified. Students will be asked to develop a pamphlet or flyer “selling” their chosen supports to others in the class. Creativity will be part of the marking scheme. Use of colour, pictures, and graphics are encouraged.



Lesson Three – Activity 2 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|--|---|---|--|------------|
| Content | Questions answered in detail. Emotional and practical support covered in full detail. | Questions answered with some detail. | Questions answered in some detail. Only one type of support is covered. | Questions not completed fully. Organizations chosen did not provide emotional and practical support. | /4 |
| Teamwork | Consistently demonstrated leadership. Consistently remained on-task. Played a critical role in completing the assignment. | Frequently demonstrated leadership. Frequently remained on-task. Played a role in completing the assignment. | Contributed to group effort. Tried to remain on-task. Contributed to assignment. | Did not contribute to group work. Left burden of work to partner. | /4 |
| Presentation | Presentation of the material was clear, organized, and articulate. Was creative in design of the product. | Presentation of the material was clear, organized, and articulate. Participated fully in the development of materials. | Presentation of material was unclear and disorganized. Participated in development when brought back to task by partner. | Did not participate in presentation or questions. | /4 |
| Inquiry Skills | Put thought into which organizations to contact and present. Was able to share information that was personally applicable to classmates. | Understands how the organizations chosen are applicable to emotional and practical support. Understood how the organizations chosen could be applicable to fellow students. | Has difficulty understanding how the organizations' services may be applicable to emotional and practical support. Has difficulty understanding how the organizations' services may be applicable to fellow students. | Did not indicate how the organizations offered emotional and practical support. | /4 |
| Total Score | | | | | /16 |

LESSON THREE: ACTIVITY 3

Developing a Support Net

(DM8.8, AP8.10)



Time: 30-60 minutes



Format: Individual



Materials: Support map handout found on the next page, pen or pencil

Activity: Each student will be asked to fill out the support map. Support does not have to be from individuals (e.g., for a child who relieves stress by exercising, the existence of a basketball court may be seen as a support in her community).

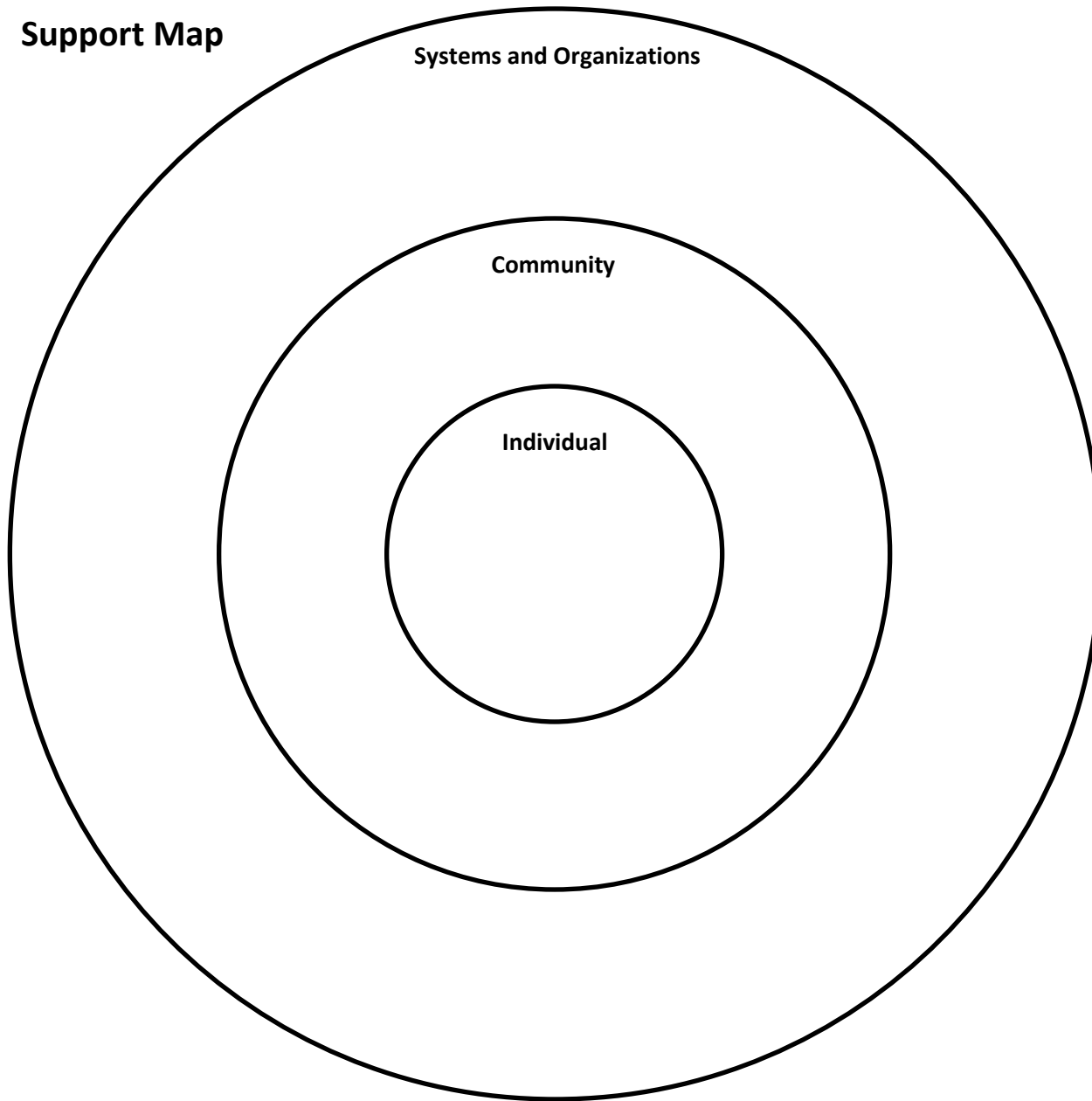
After students fill out their individual support map, the teacher will open the discussion for the whole class using the questions below. Students will develop a Class Support Net.



Discussion:

- Which areas were easier to fill out? (e.g., individual, community, society)
- Is there an area that is lacking?
- If so, where can you seek support in this area?
- What can you do to increase your support system over the next month?

Support Map



Systems or Organizations:

These are resources available beyond your immediate community (*e.g., sexual assault center, food bank, drop in center, or a help line*).

Community:

These are people, places, or groups in your community that help you feel supported or where you can go in order to release stress (*e.g., gym or park*).

Individual:

These are the people who are closest to you and are supportive of you. For some, this may be their parents or siblings; others may list friends or a partner. This can also include individual practices that you engage in that help you cope (*e.g., yoga or religious practices*).

LESSON THREE: ACTIVITY 4

The Biology of Stress

(HS20-HB1)



Time: 45 minutes, out of class assignment



Format: Individual



Materials: Homework questions, Internet access, and library access

Activity: Each student will be asked to research information about the biology of stress.



Homework Questions and Answer Key:

What is stress?

Stress refers to an individual's emotional and physical response to situations that are new, dangerous, a threat to oneself or a loved one, or a threat to one's self concept.

What is the stress response system? What activates it?

The stress response system activates when an individual experiences a stressful situation. The stress response system's purpose is to protect the individual during the stressful situation. This has often been called the fight, flight, or freeze response.

What parts of the brain are used when the stress response system is activated?

1. Amygdala: Modulates the stress response system.
2. Hippocampus: Cognitive part of the stress response. Memories of facing a similar situation can mitigate the stress response.
3. Prefrontal Cortex: Turned off during the stress response.
4. Spinal Cord: Transfers signals from the brain to the rest of the body.
5. Pituitary Glands: Releases adrenocorticotrophic hormone into the body during stress response affecting the body's equilibrium or balance.
6. Adrenal Gland: Releases stress hormones into the blood stream (e.g., cortisol).

What chemicals are released into the body during the stress response?

1. Corticotrophin-releasing hormones
2. Cortisol
3. Adrenocorticotrophic hormone
4. Norepinephrine
5. Serotonin

Why are these released?

1. Cause blood to flow to major organs
2. Increase energy
3. Increase blood sugar levels
4. Turn off (or slow down) urinary and reproductive systems
5. Decrease anxiety and fear (emotional numbness)
6. Suppress immune system

What are some of the effects of chronic stress?

1. Weakened immune system
2. Chronic disease
3. Impacts ability to heal wounds
4. Stunts growth
5. Increases visceral fat
6. Impacts hormones
7. Hyper-vigilance
8. Post-Traumatic Stress Disorder
9. Anxiety Disorder
10. Depression

The Biology of Stress Question Sheet

1. What is stress? (1)
2. What is the stress response system? What activates it? (2)
3. State how the: amygdala, hippocampus, prefrontal cortex, pituitary glands, and adrenal gland are used when the stress response system is activated. (6)
4. What five chemicals are released into the body during the stress response? (5)
5. State six reasons for the chemicals to be released. (6)
6. State ten effects of chronic stress. (10)

/30


Lesson Three – Activity 4 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|--|--|---|---|-----------|
| Content | Questions answered in detail. All pertinent details were included. Went beyond the assignment requirements. | Questions answered. All pertinent details were included. | Most questions answered. Topics covered superficially. | Questions not completed fully. | /4 |
| Inquiry Skills | Evidence that the student has understood the information and can extrapolate from it to answer further questions. Student sought additional sources to answer questions. | Evidence that the student has understood most of the information and is able to answer some further questions. | Evidence that some information has been understood, but unable to take information learned to answer related questions. | Little evidence that the content has been understood and synthesized. | /4 |
| Total Score | | | | | /8 |

Further Resources

Centre for Studies on Human Stress

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

Centre for Studies on Human Stress: Coping Strategies

<http://www.humanstress.ca/stress/trick-your-stress/steps-to-instant-stress-management.html>

Kellogg's: Stress Response Introduction Work Sheets

<http://academic.kellogg.edu/vrugginkf/biol202/bio202obj/Stress%20Response.pdf>

LESSON FOUR: Nutrition and Exercise



Rationale

In today's world, the emphasis on nutrition and exercise focuses on Body Mass Index (BMI) and obesity. While BMI and obesity are important health measures, they can cause an obsession with body size, impact self-image, and decrease motivation to be healthier. Increasing youths' awareness of the purpose and value of nutrients is important. It is equally important to challenge misconceptions regarding exercise so that students who are not involved in sports can understand that there are a variety of healthy exercise options available to them.



Outcomes

DM8.8 Appraise the role of support in making healthy decisions related to family roles and responsibility, non-curable infections/diseases, violence/abuse, body image, sustainability, and sexual health.

AP8.10 Design, implement, and evaluate three seven-day action plans that establish supports for responsible health actions related to family roles and responsibilities, non-curable infections and diseases, violence/abuse, body image, sustainability, and sexual health.

CR9.7 Read independently and demonstrate comprehension of a variety of information texts, including expository essays, historical accounts, news articles, and scientific writing.

CC9.5 Create and present a variety of visual and multimedia presentations to best represent a message for an intended audience and purpose.

W7 Promote sustainable well-being by planning for and engaging in movement activities, alone or with others, that enhance the health-related (i.e., cardiovascular endurance, muscular strength, and body composition) and skill-related (i.e., power, agility, speed, reaction, time, balance, and co-ordination) components of fitness.

W11 Make informed decisions regarding personal healthy eating practices based in connections to wellness.

HS20-NU2 Analyze dietary choices based on personal and cultural beliefs and a scientific understanding of nutrition.



Key Understandings

- Students will understand the concept of energy in – energy out.
- Students will explore the role of micronutrients to health.
- Students will expand their understanding of exercise.



Essential Questions

- Why is it important to balance the energy that you are taking in from food with the energy you are using daily for different activities?
- What are some ways, through diet, to increase micronutrients to meet daily recommended levels?
- What are some of the ways to increase exercise levels through daily activities?

Nutrition and Exercise

A healthy diet plus a healthy lifestyle equals wellness. A poor diet plus a negative lifestyle equals disease and death. The costs of poor nutrition and unhealthy lifestyles are high, including an increased risk of chronic diseases, decreased quality of life, and significant financial impacts to society and the individual. Proper nutrition and healthy lifestyles, on the other hand, lead to growth, development, cognitive function, physical capacity, and mental and social wellbeing.

Proper nutrition relies on the intake of an adequate amount of both macronutrients and micronutrients. Macronutrients are those that provide us with energy. This is measured in calories. Macronutrients include proteins, carbohydrates, and fats.

Micronutrients, on the other hand, do not provide energy. The human body requires these but in very small amounts. Micronutrients refer to vitamins and minerals needed for growth, development, and health. These include zinc, fluoride, copper, sodium, iodine, selenium, manganese, iron, calcium, magnesium, chloride, potassium, beta carotene, and Vitamins C, A, D, E, K, and B complex. Micronutrient deficiencies can cause a variety of disorders (e.g., iodine deficiency can result in brain damage, and Vitamin A deficiency can cause blindness in children).

Canada's Food Guide provides a general guideline for ensuring that individuals consume food from a variety of categories in order to meet these nutritional needs. The Food Guide has been printed in multiple languages and there is also a First Nations version which places traditional foods into the standard Food Guide. While Canada's Food Guide provides a good starting point to healthy nutrition, learning about micro and macronutrients can help individuals understand the importance of them and how they can achieve healthy levels through diet. See the Health Canada website for PowerPoint presentations and printable Food Charts.

Proper nutrition and a healthy lifestyle go hand in hand. The Canadian Physical Activity and Sedentary Behaviours Guidelines

(<http://www.csep.ca/english/view.asp?x=804>) recommend that youth aged 12 to

17 get 60 minutes of moderate to vigorous physical activity every day. Moderate physical activity is that which increases heart and breathing rates, but during which an individual can still carry on a conversation. During vigorous activity, heart and breathing rates increase, causes sweating, and an individual has difficulty talking. It is suggested that youth participate in vigorous exercise at least three times a week.

It is also recommended that adolescents engage in endurance, strength, and flexibility activities. Strength activities involve weight bearing equipment or activities. Examples of endurance activities include cycling and running. Flexibility activities can include yoga, stretching, and Pilates.





LESSON FOUR ACTIVITIES

LESSON FOUR: ACTIVITY 1

It's a Matter of Balance

(DM8.8, AP8.10, W11, HS20.NU2)



Time: 45 minutes in class, homework for 1 week, cumulating assignment



Format: Lesson and assignment



Materials: Access to Internet, each student signs up for an account with Dietitians of Canada, <http://www.eatracker.ca/>, questions for assignment

Activity: Explain and demonstrate the Eat Tracker program from Dietitians of Canada. Talk about the importance of balancing the calories an individual takes in through food and drink with the calories expended through exercise and daily living. Students will be asked to use the eat tracker app to track all food and drinks they ingest as well as the exercise they partake in, including daily living activities such as walking to school. Students will be asked not to change anything in their lifestyle as they complete this assignment (i.e., to eat what they normally eat and do as much exercise as they normally do).



Assignment Questions:

- What, if anything, surprised you when you were using this program?
- What were the healthy limits for macronutrients, (i.e., fat, protein, and carbohydrates)? How did your level compare?
- How did your food intake compare to the recommended food group intake each day? Please explain.
- Looking at the graph that analyzes your micronutrient levels (minerals and vitamins) are you above, below, or within the suggested levels? Please explain.
- Develop a personal plan for two weeks that addresses the following:
 - ◆ What do you need to change to ensure that you are meeting the recommended levels of macro and micronutrients? How can you do this through food instead of supplements?
 - ◆ What do you need to do to balance the calories in and calories out?
 - ◆ Who can support you to carry out this plan?
 - ◆ How can you motivate yourself to complete this two-week challenge?



Lesson Four – Activity 1 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|--|--|---|---|------------|
| Content | All questions answered in detail. | All questions answered. | Most questions answered. | Questions not completed fully. | /4 |
| Inquiry Skills | Evidence that the student has understood the information and can extrapolate from it to answer further questions. Student sought additional sources to answer questions. | Evidence that the student has understood most of the information and is able to answer some further questions. | Evidence that some information has been understood, but unable to take information learned to answer related questions. | Little evidence that the content has been understood and synthesized. | /4 |
| Relation to Self | Able to clearly articulate how the information learned impacts own life and decisions. | Is able to articulate how some information learned impacts own life and decisions. | Some difficulty relating the information learned to own life and decisions. | Unable to relate the information learned to own life and decisions. | /4 |
| Technology | Independently used program effectively. Helped other classmates understand the program. Went beyond basic program. | Independently used program effectively. Helped other group members navigate the program. | Was able to use the program with the assistance of teacher and/or other group members. With help used technology to present to the class. | Did not engage in the creation of the product or use technology. | /4 |
| Total Score | | | | | /16 |

LESSON FOUR: ACTIVITY 2

Micronutrients: What are they and why are they important?

(CR9.7, CR9.6, W11, HS20.NU2)



Time: 45-50 minute homework or class assignment followed by ten minutes of class time for presentations by students



Format: Students are divided into pairs; each pair gives a ten-minute presentation to the class



Materials: Access to library and Internet, ability to develop and deliver presentations

Activity: Students will work together in pairs to develop presentations that outline:

1. The importance of specific micronutrients
2. How much of the chosen micronutrient youth should consume.
3. Whether this differs from males to females.
4. How these micronutrients can be taken in by diet.

Students will have the choice of the following micronutrients: zinc, fluoride, copper, sodium, iodine, selenium, Vitamin B1 (Thiamin), Vitamin B2 (Riboflavin), Vitamin B3 (Niacin), Vitamin B5 (Panthothenic Acid), Vitamin B6, Vitamin B8 (Ergadenylic Acid), B9 (Folic Acid), B12 (Cyanocobalamin), Vitamin C, Vitamin A, Vitamin D, Vitamin E, Vitamin K, Vitamin B-complex, manganese, iron, calcium, magnesium, chloride, potassium, choline, and Beta Carotene.



Lesson Four – Activity 2 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|---|--|--|--|------------|
| Teamwork | Consistently demonstrated leadership. Played a critical role in completing the assignment. Met all due dates. | Frequently demonstrated leadership. Played a role in completing the assignment. Met due dates. | Contributed to group effort. Contributed to assignment. Met most due dates. | Did not contribute to group work. Left burden of work to other team members. Did not meet due dates. | /4 |
| Content | Questions answered in detail. All pertinent details were included. Went beyond the assignment requirements. Used multiple sources to find information. | Questions answered. All pertinent details were included. Used more than one source to find information. | Most questions answered. Topics covered superficially. | Questions not completed fully. | /4 |
| Technology | Independently used program effectively. Helped other group members understand program. <i>Was able to use technology to present the final product to the class.</i> | Independently used program effectively. Helped other group members navigate the program. Was able to use technology to present to the class. | Was able to use the program with the assistance of teacher and/or other group members. With help used technology to present to the class. | Did not engage in the creation of the product or use technology. | /4 |
| Presentation | Presentation of the material was clear, organized, and articulate. Took a lead role in the presentation. | Presentation of the material was clear, organized, and articulate. Participated fully in the presentation. | Presentation of material was unclear and disorganized. | Did not participate in presentation or questions. | /4 |
| Total Score | | | | | /16 |

LESSON FOUR: ACTIVITY 3

Physical Activity Plan

(DM8.8, AP8.10, W7)



Time: Assignment



Format: Class support and time in the beginning; students are divided into pairs



Materials: Access to gymnasium, community programs, and equipment

Activity: With a partner, students will develop and follow through a physical activity plan for two months that includes endurance, strength, and flexibility activities. Strength activities should only be included every other day. Students will follow through with this plan for a month and track progress. Students should aim for 60-90 minutes of moderate to vigorous exercise per day.

Students will measure their hip to waist ratio, their 12 minute run scores, and measurements of specific muscle groups as a “before” measure. These would be taken at the end of the assignment as well as after measurements.

The following information from the Government of Alberta may help students develop their plan:

http://healthyalberta.com/HEAL_Brochure_13to18.pdf.



Assignment Questions:

- How successful was your physical activity plan?
- What were some of the barriers to following through? (e.g., illness, didn't feel like it)
- How did working in pairs help to motivate you?
- What other supports did you receive to follow through with your plan?
- What community resources did you use when following your plan? (e.g., school gym, local gym, swimming pool)
- How can you continue to keep physical fitness part of your daily life?



Lesson Four – Activity 3 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|---|--|---|---|-----------|
| Teamwork | Consistently demonstrated leadership. Consistently remained on-task. Played a critical role in completing the assignment. Met all due dates. | Frequently demonstrated leadership. Frequently remained on-task. Played a role in completing the assignment. Met due dates. | Contributed to group effort. Tried to remain on-task. Contributed to assignment. Met most due dates. | Did not contribute to group work. Left burden of work to partner. Did not meet due dates. | /4 |
| Content | Questions answered in detail. All pertinent details were included. Went beyond the assignment requirements. | Questions answered. All pertinent details were included. | Most questions answered. Topics covered superficially. | Questions not completed fully. | /4 |
| Total Score | | | | | /8 |

Further Resources

Centers for Disease Control and Prevention: Healthy Youth

<http://www.cdc.gov/healthyyouth/nutrition/facts.htm>

Canadian Physical Activity Guidelines and Canadian Sedentary Behaviours Guidelines

www.csep.ca/guidelines

Dietitians of Canada

<http://www.dietitians.ca/Your-Health.aspx>

Dietitians of Canada: Eat Tracker

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

Government of Alberta: Healthy U Food Checker

<http://www.healthyalberta.com/HealthyEating/foodchecker.htm>

Government of Alberta: Healthy Eating and Active Living

http://healthyalberta.com/HEAL_Brochure_13to18.pdf

Healthy Canadians: My Food Guide

<http://www.healthycanadians.gc.ca/eating-nutrition/food-guide-aliment/my-guide-mon-guide/index-eng.php>

Healthy Canadians: My Food Guide Serving Tracker

<http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/track-suivi/index-eng.php>

Healthy Canadians: Reading Food Labels

<http://www.healthycanadians.gc.ca/eating-nutrition/label-etiquetage/index-eng.php#a2>

ParticipAction

<http://www.participaction.com/>

US National Library of Medicine. National Institute of Health: Micronutrients and Disease

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2585731/>

LESSON FIVE: Adequate Health Care



Rationale

The reality is that many young people in Saskatchewan do not have a family doctor, and even if they do, they do not see the doctor regularly. In some communities, doctors are not available at all. Regular, yearly physicals are important not only to ensure physical health, but also to give students an opportunity to meet with their health care professional. This allows students to form a relationship in which they feel comfortable asking any questions that they may have. It also gives an opportunity to ensure that vaccinations are up-to-date and for follow-up with students who may have chronic illnesses.



Outcomes

CR9.7 Read independently and demonstrate comprehension of a variety of information texts, including expository essays, historical accounts, news articles, and scientific writing.

CC9.5 Create and present a variety of visual and multimedia presentations to best represent a message for an intended audience and purpose.

CC9.6 Use oral language to interact purposefully, confidently, and appropriately in a variety of situations, including participating in one-to-one, small group, and large group discussions (e.g., prompting and supporting others, solving problems, resolving conflicts, building consensus, articulation and explaining personal viewpoints, discussing preferences, speaking to extend current knowledge, and celebrating special events and accomplishments).

W8 Assess how relationships with others (e.g., self, peers, family, teachers, opponents, coaches, and employers) influence all dimensions of wellness.

CCB10.2B Create and present a visual or multimedia presentation supporting a prepared talk on a research issue, using either digital or other presentation tools.

Level 10: Psychology - To understand how the thoughts, feelings, and behaviours of people are influenced by the actual, imagined, or implied presence of others.

HS20-HC2 Examine how physical and societal beliefs impact ethical decisions regarding health care.

HS20-HB1 Analyze the anatomy and biology of human health.



Key Understandings

- To understand the importance of and the role of vaccinations in population health.
- To explore the role that regular health care can play in personal health plans.
- To develop an understanding of the importance of monitoring and controlling chronic diseases, and supporting peers who may be experiencing these diseases.



Essential Questions

- Why do they call vaccination “herd protection”? Why is there a debate about whether it is good?
- How does health care today impact not just immediate personal health but also personal health in the future?
- What are the challenges of living with a chronic illness and maintaining health?

Adequate Health Care

Regular medical care is preventative medical care. Regular medical care allows adolescents to develop relationships with health care professionals that can open the door to later discussions. Health care providers can act as safe, neutral parties to provide information about a variety of areas (e.g., alcohol use and sexually transmitted infections). In addition, ongoing contact with medical staff allows for the management of chronic diseases and updating vaccinations.

Although immunizations are known to provide effective life-saving benefits for both individuals and communities, they are sometimes blamed for diseases that have unknown causes (e.g., autism spectrum disorder, multiple sclerosis, and sudden infant death syndrome [SIDS]). Research does not support the link between immunization and these health problems.

Despite efforts to educate the public about the risks and the benefits of vaccine-preventable diseases, myths surrounding the risk of immunizations have some people to have doubts about the safety of immunizations. Easy access to information that is not evidence-based contributes to some parents' hesitation to immunize their child, delaying vaccinations, or refusing some or all of the recommended vaccines.

In addition to protecting the child, immunizing individual children will protect the health of our community, especially those people who cannot be immunized for medical reasons. When most children in a community are immune, even if one child gets sick, there will be less of a chance that the disease will spread. As a result, the disease will "die out". This is called herd immunity. The greater the number of children who are immunized, the higher the "herd immunity". When fewer children in a community are immune, it is easier for a disease to spread from person to person and cause an outbreak.





LESSON FIVE ACTIVITIES

LESSON FIVE: ACTIVITY 1

Vaccination Debate

(CR9.7, CC9.5, CC9.6, W8, CB10.2B, Level 10: Psychology, HS20-HC2, HS20-HB1)



Time: 90 minutes



Format: Class divided into two groups for debate



Materials: Access to library and Internet, ability to make visual presentation, and chosen group leader

Activity: The class will split into two groups for a debate. The class will have a few weeks of preparation time before the debate occurs. One half will argue about the importance of vaccination. The other half of the class will argue against vaccinations.



Discussion:

- Where did you get your information? How can you tell what sources are reliable?
- What is sound research? How do you know if the research you are accessing is reliable and accurate?
- How do various sources of information convince people that their personal view is right? (e.g., giving personal examples)
- How do you make a personal health decision when there is such debate about an issue?



Lesson Five – Activity 1 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|--|---|---|--|------------|
| Teamwork | <p>Consistently demonstrated leadership.</p> <p>Consistently remained on-task.</p> <p>Played a critical role in completing the assignment.</p> <p>Met all due dates.</p> <p>Was respectful of both “sides” of the debate before, during, and after the debate.</p> | <p>Frequently demonstrated leadership.</p> <p>Frequently remained on-task.</p> <p>Played a role in completing the assignment.</p> <p>Met due dates.</p> <p>Was respectful of both “sides” of the debate before, during, and after the debate.</p> | <p>Contributed to group effort.</p> <p>Tried to remain on-task.</p> <p>Contributed to assignment.</p> <p>Met most due dates.</p> <p>Let the debate become personal and affect relationships between students.</p> | <p>Did not contribute to group work.</p> <p>Left burden of work to other team members.</p> <p>Did not meet due dates.</p> <p>Let the debate become personal and affect relationships between students.</p> | /4 |
| Content | <p>Questions answered in detail.</p> <p>All pertinent details were included.</p> <p>Went beyond the assignment requirements.</p> <p>Used multiple sources to find information.</p> | <p>Questions answered.</p> <p>All pertinent details were included.</p> <p>Used more than one source to find information.</p> | <p>Most questions answered.</p> <p>Topics covered superficially.</p> | <p>Questions not completed fully.</p> | /4 |
| Presentation | <p>Presentation of the material was clear, organized, and articulate.</p> <p>Took a lead role in the presentation of the arguments.</p> | <p>Presentation of the material was clear, organized, and articulate.</p> <p>Participated fully in the presentation of arguments.</p> | <p>Presentation of material was unclear and disorganized.</p> | <p>Did not participate in presentation or questions.</p> | /4 |
| Group Score | | | | | /12 |

LESSON FIVE: ACTIVITY 2

My Family Health History

(HS20-HB1)



Time: 30 minutes to set up assignment; homework assignment



Format: Individual homework



Materials: Access to Internet

Activity: Educators should be aware of their students' personal living situations before beginning this activity. For students who may not be able to gather their biological family's history, this may not be an appropriate activity.

Using the My Family Health Portrait Website (<https://familyhistory.hhs.gov/fhh-web/familyHistory/start.action>) students will be asked to fill in the information needed to create a personal family health history chart. This chart will be handed in with the answers to the questions below.



Discussion:

- Why is it important to know your family health history?
- How can your family health history impact your health today? Tomorrow?
- With whom should you communicate your family health history?
- How would knowing this information help you communicate with your physician?



Lesson Five – Activity 2 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|--|--|---|---|-----------|
| Inquiry Skills | Student carefully analyzed the topic. Student sought additional sources to answer questions. | Some evidence that student thought about the topic. | Evidence that student thought about the topic but did not fully understand. | Little evidence that the topic was understood and synthesized. | /4 |
| Relation to Self | Able to clearly articulate how the information learned impacts own life and decisions. | Is able to articulate how some information learned impacts own life and decisions. | Some difficulty relating the information learned to own life and decisions. | Unable to relate the information learned to own life and decisions. | /4 |
| Total Score | | | | | /8 |

Further Resources

Immunize Canada

<http://www.immunize.ca/en/default.aspx>

Kids Health

http://kidshealth.org/parent/system/ill/teen_health_care.html

My Family Health Portrait

<https://familyhistory.hhs.gov/fhh-web/familyHistory/start.action>

PHAC Immunization and Vaccines

<http://www.phac-aspc.gc.ca/im/index-eng.php>

Web MD: Teen Health Centre

<http://teens.webmd.com/>

LESSON SIX: Oral Health



Rationale

Despite the fact that oral health education receives very little attention, it can positively or negatively impact an individual's overall health. Oral health is one of the most common preventable and transmittable chronic health concerns for young people. For the most part, both dental caries (tooth decay) and periodontal disease (gum disease) are preventable.



Outcomes

DM9.11 Analyze the health opportunities and challenges and establish personal health promotion goal statements related to comprehensive approaches to safety, non-curable infections/diseases, romantic relationships, addictions, tragic death and suicide, chronic illness, and sexual health.

W11 Make informed decisions regarding personal healthy eating practices based in connections to wellness.



Key Understandings

- Students will develop an understanding of the cause of both dental caries and periodontal disease.
- Students will become aware of the risks of transmitting dental caries.
- Students will explore the impact of nutrition on oral health.
- Students will discuss the link between oral health care and chronic diseases.



Essential Questions

- Why is oral health care important?
- What are dental caries and how can they be spread?
- How does nutrition impact oral health?

Oral Health

Oral health is linked to overall health. Poor oral health can lead to pain, problems with speech, loss of teeth, problems with the structure of the face, and increased risk for chronic diseases. Oral health is one of the most common preventable and transmittable diseases among children and youth. Not much attention is given to education about oral health and the cost of dental care often makes it inaccessible for some families.

Dental caries (commonly known as cavities) are damaged areas of the enamel of the teeth. The enamel is the hard, shell-like exterior of the tooth. Untreated dental caries get larger and go deeper into the tooth over time. The inner portion of the tooth, or the pulp, is where nerves can be found. A person will not feel the pain associated with a cavity until this area is exposed. However, the damage starts much earlier.

Periodontal disease (gum disease) refers to damage of the gums and the bones supporting the teeth. Periodontal disease causes swollen, red, and tender gums. It can also cause bad breath and a bad taste in the mouth. More severe cases lead to loose teeth, differences in bite, and new spaces between the teeth.

Dental caries and periodontal disease are both caused by certain strains of bacteria. As such, the bacteria can be passed from one person to another. Protein, found in saliva, mixes with the bacteria and forms bacterial plaque on the surface of the teeth. Plaque can be removed through regular brushing, flossing, and rinsing with mouthwash. However, plaque that is left on the teeth for more than two to three days hardens and cannot be removed without dental equipment.

Saliva also has different mineral salts in it, such as calcium. These mineral salts are extremely important as they impact the structure and strength of the enamel. Acids impact the level of mineral salts that are present in the saliva. Some of the acid present in the mouth is a product of the foods that we eat.

One example of how the foods we eat add to the acid level in our mouth can be seen in the consumption of sugar. Sugar is used as a form of energy. Sugar increases the size and reproduction rates of bacterial plaque. It can also make the plaque thicker and harder to remove. The byproduct of the bacteria's use of sugar is acid. This acid forms between the layer of plaque and the enamel and erodes the structure of the enamel, creating small holes or cavities.

Periodontal disease is caused when the bacterial plaque forms underneath the gum line. This becomes extremely difficult to remove without professional care. Over time, through much the same process as described earlier, acid erodes the bones supporting the teeth. Also, the presence of bacteria can cause infection under the gums. Periodontal disease has been linked to leading to heart disease, stroke, low birth weight deliveries, and diabetes.





LESSON SIX ACTIVITIES

LESSON SIX: ACTIVITY 1

Eggsperiment

(W11)



Time: Over 5-6 day period

(Set up takes approximately 15 minutes, discussion at end is approximately 25 minutes.)



Format: Class divided into groups of four or five



Materials: Egg, glass, vinegar, fluoride toothpaste, teaspoon, plastic wrap, measuring glass, and a marker

Activity: Eggshells and teeth have something in common; both can be weakened by acid. When you put an egg in vinegar (a weak acid similar to what causes cavities), it attacks the shell, making it soft and weak. Similarly, when teeth are exposed to acids in your mouth, your teeth become vulnerable to cavities.

Each group will need all of the materials listed above.

This experiment shows students how you can help lock calcium in eggshells - and your teeth - by protecting them with a fluoride toothpaste.

Preparation:

1. Let egg warm to room temperature (three hours).
2. Empty entire tube of toothpaste into measuring cup.
3. Pat down toothpaste with teaspoon to make level and remove any air bubbles.
4. Wash your hands.
5. Wash the egg with warm tap water and dry it with the paper towel.
6. With a marker or pen, mark one side of the egg with a small "X" to show the side that will not be covered (protected) by the toothpaste. Cover the mark with clear nail polish to protect it from the vinegar.

7. Place the egg horizontally into the measuring cup, marked side up, so the toothpaste covers half the egg. Make sure the egg doesn't touch the bottom of the cup.
8. Cover the cup tightly with plastic wrap and put it in a safe place. Leave it at room temperature for four full days.

Acid Attack:

1. After the four days, carefully remove the egg with a teaspoon and rinse off all the toothpaste with warm tap water.
2. Place the egg on a clean dry surface and let it dry overnight. Wash the measuring cup.
3. The next day, pour enough vinegar into the measuring cup to cover the egg.
4. Carefully place the egg in the vinegar with the teaspoon.
5. Rest the teaspoon on the egg so that the egg remains under the vinegar.
6. Gas bubbles will quickly begin to form around, and rise from, the unprotected side of the egg. The shell is being attacked by acid. (Eventually bubbles will appear on the whole egg.)
7. Leave the egg in vinegar until the unprotected side of shell softens (side with the "X"). This will take from seven to 13 hours. If in seven hours you won't be around to check, remove the egg from the vinegar before you leave, wash it with warm water, and leave it on counter overnight. Record how many hours the egg was in the vinegar. When you return, put the egg back in the vinegar.

Results:

1. After the egg has been in the vinegar for a total of seven hours, remove it and check if the unprotected side has softened by tapping very lightly with your finger. If the unprotected side is still hard, put it back in the vinegar.
2. Check every hour or two until the shell has softened. If it has softened, continue to the next step.
3. Remove the egg and gently wash it with warm tap water. (Be careful, it may be really soft.)
4. Holding the egg in one hand, tap the unprotected side (side with the "X") with your finger or a pen. The shell should be soft and weak. Tap the protected side. The shell should be hard and strong.

Experiment Conclusions:

The fluoride in the toothpaste helped to make the eggshell strong, protecting it from the acid in vinegar. Fluoride is a mineral found in nature. It makes the hard, outer layer of teeth (called enamel) stronger.

The unprotected side of the egg (marked with the "X") wasn't protected so the acid in the vinegar was able to eat away at the eggshell. Cavities form on our teeth in roughly the same way. That is why it is important to brush and floss teeth regularly to protect our teeth and gums from cavities.

A cavity is a very small hole that forms on the surface of a tooth. Cavities are caused when sugars in the food we eat and bacteria in our mouths mix together, producing a mild acid that eats away at the enamel on our teeth.

When the outer layer of our teeth is strong, we're less likely to get cavities.

Please see http://www.cda-adc.ca/en/oral_health/faqs_resources/teaching_resources/eggsperiment.asp for more details of the activity.

**Discussion:**

- What are the similarities between the egg and teeth? Are there similar minerals in enamel as in egg shell?
- How did the toothpaste help to protect the shell? Would this work for our teeth?
- What are some foods that we eat that are acidic and can break down enamel? (e.g., orange juice)
- How does sugar increase acidity in the mouth?

LESSON SIX: ACTIVITY 2

Bacteria: The Culprit

(DM9.11, W11)



Time: Homework assignment



Format: Homework sheet, students will need access to the library or Internet



Materials: Egg, glass, vinegar, and fluoride toothpaste

Activity: The homework questions are designed to help students explore the causes of dental caries and periodontal disease. They will be challenged to look at their own behaviours and make an action plan to increase their oral health.



Homework Questions:

- What are dental caries (cavities)? What are the symptoms?
- What causes dental caries?
- How does plaque cause dental caries?
- What is the role of sugar?
- What is periodontal disease? What are the symptoms?
- What causes periodontal disease?
- How can the bacteria that causes dental caries and periodontal disease pass from you to someone else?
- What are some of the long-term impacts of dental caries and periodontal disease?
- What are some things that you do that put you at risk for dental caries and periodontal disease?
- List five ways that you can improve your oral health.
- Develop an action plan for improving your oral health for a two-week period.


Lesson Six – Activity 2 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|--|---|---|---|------------|
| Content | Questions answered in detail. | Questions answered. | Most questions answered. | Questions not completed fully. | /4 |
| Inquiry Skills | Evidence that the student has understood the information and can extrapolate from it to answer further questions. Student sought additional sources to answer questions. | Evidence that the student has understood most of the information and is able to answer some further questions. | Evidence that some information has been understood, but unable to take information learned to answer related questions. | Little evidence that the content has been understood and synthesized. | /4 |
| Relation to Self | Able to clearly articulate how the knowledge learned impacts own life and decisions. | Is able to articulate how some knowledge learned impacts own life and decisions. | Some difficulty relating the knowledge learned to own life and decisions. | Unable to relate the knowledge learned to own life and decisions. | /4 |
| Presentation | Presentation of the material was clear, organized, and articulate. | Presentation of the material was clear, organized, and articulate. Participated fully in the presentation of arguments. | Presentation of material was unclear and disorganized. | Did not participate in presentation or questions. | /4 |
| Total Score | | | | | /16 |

LESSON SIX: ACTIVITY 3

Nutrition and Oral Health

(W11)



Time: 40 minutes (20 minutes in groups, followed by 20 minutes of discussion)



Format: Groups of four to six



Materials: Handout with case studies

Activity: Each group will be given the case studies below to determine who has good oral health habits in each scenario. They are also asked to state their reasons why these fall into the category they chose. Groups will then report back to the class for a general discussion.

Case Studies:

- **Case One**

Laura and Gab are eating lunch in the cafeteria. They both have the same food; a hotdog, fries with ketchup, a piece of cake, and an apple. Laura saves her piece of cake for last because she wants to savour it. Gab eats her apple last.

- **Case Two**

Joelle and Mike both have heard that calcium is good for their teeth so they drink milk daily. Joelle has hers with dinner and brushes her teeth before going to bed. Mike likes his warm with honey once he is already in bed and right before he falls asleep.

- **Case Three**

Doug and Ben like to snack. Doug likes to eat carrot and celery sticks or crackers for snack. Ben often has dried fruit and nut mixes.

- **Case Four**

Maureen likes to suck on candies that last forever. Bill prefers chewing gum.

- **Case Five**

Even though it takes longer, Ella flosses her teeth every time she brushes them. Carl flosses his once a day.

- **Case Six**

Julie uses toothpaste that has a whitening bleach in it so that her teeth can look great. Becca uses regular toothpaste.

**Discussion:****Case One**

Gab has better oral health habits. By eating a hard, crunchy apple at the end of her lunch, she is helping to clear her mouth and teeth of food particles. An even better oral health habit would be for Laura and Gab to brush their teeth after lunch.

Case Two

Joelle has better oral health habits. Milk is full of sugar. Drinking milk, especially with honey in it, right before bed and not brushing your teeth leaves a lot of sugars in your mouth. This in turn feeds the bacteria that cause caries and periodontal disease. A by-product of this process is acid. This acid wears away your enamel, the protective coating on your teeth, and causes tooth decay.

Case Three

Doug has better oral health habits. Eating crunchy snacks that are not sticky reduces the risk that food particles will remain in your mouth. Sticky food like dried fruits, which are also high in sugar, tend to stick to your teeth and existing plaque. Ideally, both would rinse their mouths after they finish their snack.

Case Four

Bill has better oral health habits. Chewing gum, especially dental gum, can help clear your mouth of food particles and remove some of the softer plaque. Sucking on hard candies increases the sugar in your mouth for a long period of time and, in turn, increases the acid.

Case Five

Ella has better oral health habits. When you brush your teeth, only 65% of your tooth is actually available to be cleaned. That means that 35% of the plaque build-up is remaining in the spaces between the teeth that are difficult to reach with a tooth brush. Flossing ensures that this has been removed.

Case Six

Both. Both girls are brushing their teeth regularly and that is a good oral health habit. There is absolutely no benefit to teeth whitening other than aesthetics. Bright white teeth are a current fad; not a health measure. Some people find that their teeth are more sensitive after using whitening toothpaste.



Lesson Six – Activity 3 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|---|--|--|---|------------|
| Content | Questions answered in detail. | Questions answered. | Most questions answered. | Questions not completed fully. | /4 |
| Inquiry Skills | Evidence that the student is carefully thinking about the questions and content. | Evidence that the student has put some thought into the questions and content. | Some evidence that the student is thinking about the questions and content, but having difficulty understanding. | Little evidence that the content has been understood and synthesized. | /4 |
| Relation to Self | Able to clearly articulate how the information learned impacts own life and decisions. | Is able to articulate how some information learned impacts own life and decisions. | Some difficulty relating the information learned to own life and decisions. | Unable to relate the information learned to own life and decisions. | /4 |
| Group Work | Able to express thoughts and feelings articulately in the group. Respectful of other group members' thoughts and feelings. Facilitates discussion in the group setting. | Expresses thoughts and feelings in group. Respectful of other members. | Difficulty articulating thoughts and feelings to the group. For the most part respectful of other group members. | Does not contribute to group. Disregards other members. | /4 |
| Total Score | | | | | /16 |

Further Resources

Canadian Dental Association: Teaching Resources

http://www.cda-adc.ca/en/oral_health/faqs_resources/teaching_resources/

Healthy Teeth

www.healthyteeth.org

Mayo Clinic: Cavities and Tooth Decay

<http://www.mayoclinic.org/diseases-conditions/cavities/basics/definition/con-20030076>

Mouth Healthy

www.mouthhealthykids.org

Drinks that Destroy Teeth: 30 minute PowerPoint

www.drinksthatdetroyteeth.org/?p=122

Oral Health Website to Enhance Health Classes

http://www.coophealth.com/docs/links/oral_health/Oralhealthwebsitess.pdf

LESSON SEVEN: Healthy Relationships



Rationale

In order for students to develop a support system and healthy romantic relationships, they first have to examine the characteristics of healthy and unhealthy relationships. For all ages, this can begin by looking at their relationships with friends and supportive adults. Students can also apply this to their romantic relationships.



Outcomes

USC8.4 Demonstrate an understanding of the impact of violence (including, but not limited to emotional abuse, physical abuse, sexual abuse, spiritual abuse, and neglect) on the well-being of, and support needs for self, family, and community.

DM8.8 Appraise the role of support in making healthy decisions related to family roles and responsibility, non-curable infections/diseases, violence/abuse, body image, sustainability, and sexual health.

USC9.4 Analyze the norms and cultural expectations (e.g., community and cultural) associated with romantic relationships as a means to effectively plan for related health promotion.

W8 Assess how relationships with others (e.g., self, peers, family, teachers, opponents, coaches, and employers) influence all dimensions of wellness.

Level 20 Media Studies - Recognize the way in which various mass media shape their messages, and construct a sense of what the world is or how it works.



Key Understandings

- Students can identify healthy and unhealthy relationship behaviours.
- Students have an understanding of the importance of a healthy support system.
- Students have an understanding of the importance of romantic relationships.
- Students can identify places in their community where they can get support regarding unhealthy relationships.
- Students understand the link between unhealthy relationships and sexual violence as well as the increased risk of violence during pregnancy.



Essential Questions

- Why is it important to understand the difference between healthy and unhealthy relationships?
- What are the signs of an unhealthy relationship, either with a friend or a romantic partner?
- How can being in an unhealthy relationship affect your health now and in the future?
- Where can you go for help if you are in an unhealthy relationship?

Healthy Relationships

Healthy relationships with friends and romantic partners are those that are based on respect, trust, honesty, and communication. Healthy relationships allow for independence and interdependence. In a healthy relationship, there is a balance of power and both individuals are important to the relationship.



Healthy relationships take two people. Both parties have to work towards maintaining a healthy relationship. Communication is a very important part of healthy relationships as is respect for one another.

Healthy relationships should support personal growth and development. Both individuals should be free to have friends and activities outside of the relationship.

Healthy relationships with romantic partners include a physical aspect that friends do not have. This adds a new dimension to the relationship. However, the important qualities listed above, respect, trust, honesty, and communication play an active role in establishing boundaries and respecting them.



Unhealthy Relationships

Unhealthy relationships do occur, in both friendships and romantic relationships. Unhealthy relationships take place when there is an imbalance of power in the relationship. Because of this, physical, emotional, sexual, or spiritual abuse can occur.

Unhealthy relationships can decrease a person's feelings of self-worth and self-esteem. Sometimes, people who are involved in unhealthy relationships begin to believe that love is conditional or that they deserve the treatment that they are receiving. This can lead the person to become involved in other relationships that are abusive.

It is important that youth understand how to recognize the signs of unhealthy relationships. This can, at times, be difficult to recognize. Sometimes, the warning signs are subtle or gradually occur. Sometimes, unhealthy relationships are rampant in a community, school, or group and this makes it difficult to discuss or recognize.



LESSON SEVEN ACTIVITIES

LESSON SEVEN: ACTIVITY 1

Friend Ad

(W8)



Time: 25-65 minutes



Format: Small groups of three to four



Materials: Flip chart paper and markers

Activity: Each small group creates a “wanted” ad for the ideal friend. Depending on the age of the group, you may wish to provide a list of sample words to help them begin the process (e.g., loyal, trustworthy, and understanding). Have each group present its ad and talk about why the group members chose the characteristics that they did.



Discussion:

- Think about the relationships you have now, either romantic or with friends. What characteristics are the same as those that you have placed in your ad? Which ones are different?
- How do these characteristics impact your health?
- What are some characteristics you would use to describe negative relationships?
- How can these impact our health?
- Many people have friends or romantic partnerships where both the positive and negative characteristics that we have been talking about are present. How can you tell when these relationships become unhealthy?



Lesson Seven – Activity 1 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|---|---|---|---|------------|
| Inquiry Skills | Student carefully analyzed the topic. Student sought additional sources to answer questions. | Some evidence that student thought about the topic. | Evidence that student thought about the topic but did not fully understand. | Little evidence that the topic was understood and synthesized. | /4 |
| Relation to Self | Able to clearly articulate how the information learned impacts own life and decisions. | Is able to articulate how some information learned impacts own life and decisions. | Some difficulty relating the information learned to own life and decisions. | Unable to relate the information learned to own life and decisions. | /4 |
| Group Work | Able to express thoughts and feelings articulately in the group. Respectful of other group members' thoughts and feelings. Facilitates discussion in the group setting. | Expresses thoughts and feelings in group. Respectful of other members. | Difficulty articulating thoughts and feelings to the group. For the most part respectful of other group members. | Does not contribute to group. Disregards other members. | /4 |
| Presentation | Presentation of the material was clear, organized, and articulate. Was able to share presentation with other group members. Was able to answer questions. | Presentation of the material was clear, organized, and articulate. Was able to answer questions. | Was unclear and disorganized in presentation. Was unable to clarify or answer questions from the audience. | Did not participate in presentation or questions. | /4 |
| Total Score | | | | | /16 |

LESSON SEVEN: ACTIVITY 2

Word Association

(USC9.4, W8, Level 20 Media Studies)



Time: 25-65 minutes



Format: Individual reflection



Materials: Each student will have a pen or pencil, paper, and list of words

Activity: Read each word from the list below slowly and ask students to write down the first word that comes to mind when they hear the word.

| | | |
|-------------------|----------------------|----------------------|
| Healthy | Equal | Open |
| Respect | Honesty | Trust |
| Boundaries | Loyal | Growth |
| Satisfying | Dependable | Companionship |
| Safe | Communication | Caring |
| Strong | Love | Humour |

Teacher will write each work on the board and ask students to volunteer the words they associated with the cueing word. Once all the cueing words have been completed, a teacher-led class discussion will occur, using the discussion questions below.



Discussion:

- Did you get stuck on any of the words? Which ones? (Define these words together as a class and brainstorm some associations to them.)
- How are the words, in this list, characteristics of a healthy relationship?
- In your peer group, would you say that these characteristics are seen as important parts of a relationship? Why or why not?
- How are these words portrayed in society? (e.g., family, community, media)
- Who has these characteristics in their relationships with friends and romantic partners?

LESSON SEVEN: ACTIVITY 3

Healthy or Unhealthy

(USC8.4, DM8.8, USC9.4)



Time: 20-65 minutes



Format: Large group activity



Materials: Situations laminated or printed on hard paper, black board or smart board, sticky tack

Activity: On blackboard or smart board, place the labels healthy and unhealthy. Make sure that there is enough room for students to place the situation cards under each category. Each student will receive a card with a situation. Give students 5 minutes to determine whether their situation is healthy or unhealthy and place their card under one of the categories.

| Healthy | Unhealthy |
|---|--|
| John and Annie discuss their boundaries around sexual activity. | Serena tells others the secrets that her friend, Alice, told her. |
| Dave respects his friend's decision not to drink at a party. | Arthur decides Lesley is an easy "lay" because she is drunk. |
| Andrew asks Anne what she would like to do on their date. | Anne tells William that if he really loves her he will have sex with her. |
| Jason is happy when Serena is enjoying time with her friends. | Every time Jason and Andrew hang out, Jason forgets his wallet and Andrew pays for everything. |
| Darrel's friends support his new hobby, photography. | Dwayne's friends call him a fag because he is not dating anyone. |
| Erin feels comfortable swimming with her friends. Everyone has different bodies and that is okay. | Joe doesn't tell his current partner about his past sexual relationships. |

| Healthy | Unhealthy |
|---|--|
| Joe helps his friend get home safely after a party. | Lilly is called fat and a slob by her friends. |
| Beth trusts that her boyfriend will be honest with her. | Twyla is “guilt tripped” into attending a party. |
| Mary is comfortable talking to her friend about her feelings. | Jackie is afraid to break up with Jed in case he gets mad at her. |
| Alice doesn’t want to date anyone until she gets older. Her friends are okay with this. | When Julie gets angry, she scratches Matthew and throws things at him. |
| Andrea doesn’t think her relationship with Dwayne is working out. She tells him this and has a discussion with him. | Luke is not allowed to hang out with his friends anymore or his girlfriend gets angry. |
| Ruthanne and her friends work around Sandra’s curfew so that she can be included in their night out. | Jake texted half nude pictures of his girlfriend to his friends. |
| Travis is OK waiting until Sarah is ready to have a sexual relationship. | Rachel is told she has to have sex with her boyfriend, because she has done it before. |
| Lucas does not want to go tagging with his friends. They are okay with this. | Zander is made fun of by his friends for practicing his religion. |
| Kali feels comfortable asking questions in her sex ed class. She knows that no one will make fun of her. | Maureen always gets presents for her boyfriend after he gets angry at her. |



Discussion:

- Does abuse in relationships just happen to women? Can men be victims, too? Can same sex relationships be unhealthy as well? Why or why not?
- Were there situations that were difficult to label as healthy or unhealthy?
- Does anyone disagree with the placement of any of the situations? Why?
- Were you surprised by any scenarios?
- Who has seen this or heard of this occurring?
- What stops witnesses or bystanders from getting involved when they see this happening?
- Why do you think it is harder to recognize when you are in an unhealthy relationship than when you are sorting through scenarios?

LESSON SEVEN: ACTIVITY 4

Case Examples

(USC8.4, DM8.8, USC9.4, W8)



Time: 40 minutes



Format: Groups of four to six



Materials: Each group will need paper, pens or pencils, copy of the case studies listed below

Activity: Split in groups of four to six. Each group receives one case study. Have groups read over the case studies and answer the questions listed in the discussion section. Come together after 20 to 25 minutes and share as a larger group.

Case Studies:

CASE STUDY 1

Cheryl and Andrew began dating when they were in grade ten. Cheryl's friends at school think that she is lucky to have someone like Andrew. They seem happy together and Andrew is always with her. Cheryl wishes that she could do things with her friends after school ... have some girl time together, but Andrew never lets her be alone with them. He insists on joining them whatever they do and, if he cannot come, she is not allowed to go. She knows that she loves Andrew, but she doesn't want to be so tied down to someone. She is scared to tell him that though because he has said he cannot live without her.

CASE STUDY 2

Annie and her friends love to party. It started out that they would just drink at each other's houses on the weekend. Now her friends are drinking during weekdays and ditching school the next day. Annie is uncomfortable with this. She wants to go to university next year and cannot afford to have her grades drop. Her friends mock her and have begun to snub her when she sees them. Even on weekends, she does not get invited to hang out as much.

CASE STUDY 3

Derek isn't interested in dating anyone. It is not that he isn't attracted to people, he would just rather spend time with friends or doing stuff he likes to do. People at school, including his friends, make fun of him and lately have been calling him a fag. Two weeks ago he got beat up and his locker has been tagged with anti-gay messages for weeks.

CASE STUDY 4

Dwayne never knows what to say or not say to his girlfriend. She freaks out at the littlest thing; calling him names, scratching him, throwing things around. Then the next minute she is saying she loves him, touching him, and cuddling. He has seen other girls do this in his friends' relationships too. He just feels confused most of the time.

CASE STUDY 5

Twyla has had sex with Jake once. She felt like she had to. He kept saying that he loved her and this is what you do when you love each other. She didn't really enjoy herself and felt really awkward. Now he keeps saying that she has to have sex with him again, that she led him on if she doesn't, and that once you have had sex, you cannot just refuse to have sex again.

**Teacher Lead Discussion (after group discussion):**

- What are the unhealthy aspects in this situation? Why?
- How would this situation impact both people in the case study?
- What could he or she do to change the situation?
- Where can he or she turn to for help?
- Why might he or she stay in the relationship/friendship even if there are unhealthy aspects?



Lesson Seven – Activity 4 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|---|--|---|---|------------|
| Content | Questions answered in detail. | Questions answered. | Most questions answered. | Questions not completed fully. | /4 |
| Inquiry Skills | Evidence that the student is carefully thinking about the questions and content. | Evidence that the student has put some thought into the questions and content. | Some evidence that the student is thinking about the questions and content, but having difficulty understanding. | Little evidence that the content has been understood and synthesized. | /4 |
| Relation to Self | Able to clearly articulate how the information learned impacts own life and decisions. | Is able to articulate how some information learned impacts own life and decisions. | Some difficulty relating the information learned to own life and decisions. | Unable to relate the information learned to own life and decisions. | /4 |
| Group Work | Able to express thoughts and feelings articulately in the group. Respectful of other group members' thoughts and feelings. Facilitates discussion in the group setting. | Expresses thoughts and feelings in group. Respectful of other members. | Difficulty articulating thoughts and feelings to the group. For the most part respectful of other group members. | Does not contribute to group. Disregards other members. | /4 |
| Total Score | | | | | /16 |

LESSON SEVEN: ACTIVITY 5

Getting Support

(DM8.8, W8)



Time: Homework or class assignment



Format: Individual



Materials: Access to the Internet and question sheets

Activity: Using the Internet, answer the questions on the homework sheet.



Homework Questions:

- Searching the Internet, where can you find information about healthy or unhealthy relationships? How can you tell if this information is reliable?
- What is a healthy relationship?
- What is an unhealthy relationship?
- What are some warning signs in unhealthy relationships?
- Searching the Internet, name three places that you could turn to for help if you needed it because you were in an unhealthy relationship? These can be either local or provincial organizations OR web based support. What services do they offer?
- Are there any services available for the perpetrator of the abuse (the abuser)?



Lesson Seven – Activity 5 Marking Rubric:

| Category | Exemplary (4) | Accomplished (3) | Developing (2) | Beginning (1) | Score |
|--------------------|--|---|--|---|------------|
| Relation to Self | Able to clearly articulate how the information learned impacts own life and decisions. | Is able to articulate how some information learned impacts own life and decisions. | Some difficulty relating the information learned to own life and decisions. | Unable to relate the information learned to own life and decisions. | /4 |
| Inquiry Skills | Put thought into which organizations to gather information about. Was able to share information that was personally applicable to classmates. Answered all questions. | Was comfortable contacting community organizations. Understood how the organizations chosen could be applicable to fellow students. | Contacted community organizations but was not comfortable in this role. Has difficulty understanding how the organizations' services may be applicable to fellow students. | Did not participate in contacting community organizations. | /4 |
| Content | Evidence that the student has understood the information and can extrapolate from it to answer further questions. Student sought additional sources to answer questions. | Evidence that the student has understood most of the information and is able to answer some further questions. | Evidence that some information has been understood, but unable to take information learned to answer related questions. | Little evidence that the content has been understood and synthesized. | /4 |
| Total Score | | | | | /12 |

Further Resources

Healthy Relationships Toolkit

<http://westernhealth.nl.ca/uploads/Addictions%20Prevention%20and%20Mental%20Health%20Promotion/Healthy%20Relationships%20Resource%20Kit%20-%20Western.pdf>

London Abused Women's Centre

<http://www.lawc.on.ca/>

Minnesota Program Development

<http://www.duluth-model.org>

PATHSSK: Provincial Association of Transition Houses and Services of Saskatchewan

<http://pathssk.org/>

Red Cross: Healthy Young Dating Relationships

<http://www.redcross.ca/what-we-do/violence-bullying-and-abuse-prevention/educators/healthy-youth-dating-relationships>

Responsible and Healthy Relationships

<https://www.peelregion.ca/health/talk-to-me/download/lesson-plans/lesson2-pdf/lesson2a.pdf>

SASS: Sexual Assault Services of Saskatchewan

www.sassk.ca

Saskatchewan Prevention Institute

<http://www.skprevention.ca>

Student Commission of Canada: Project NotSoMany's Healthy Relationships Workshop

http://www.tgmag.ca/aorg/pdf/OWDworkshop_eWEB.pdf