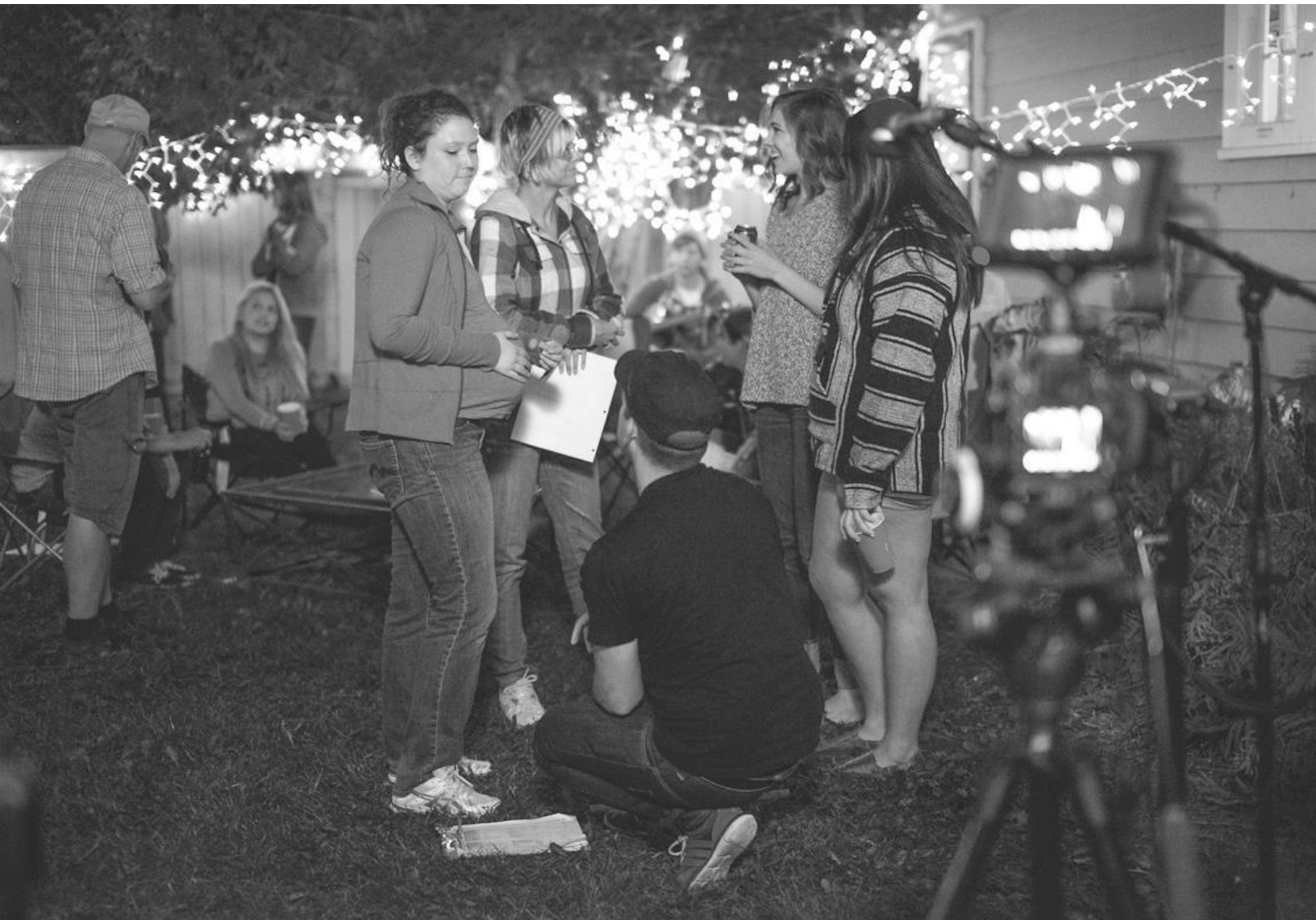


Your Choices Matter:

How Your Health Today Impacts Your Health Tomorrow

Lesson Plans



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preventioninstitute
our goal is healthy children

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/infants.

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LESSON ONE:

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



Rationale

Approximately half of all pregnancies in North America are unintended (unplanned). Saskatchewan has one of the highest rates of adolescent pregnancy in the country and some of the highest rates of STIs, including HIV, chlamydia, and gonorrhea. During adolescence, youth become more aware of their bodies, sexual feelings, and desire to be involved in romantic relationships. However, youth need adequate information and support to make informed decisions. Even with this information, youth may not be able to make healthy decisions at all times; therefore, repetition and continued support is needed.



Curricular Outcomes

USC8.3 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, 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 health-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 and abuse, body image, sustainability, and sexual health.

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

CC9.6a and CC9.6b 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 viewpoint, 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 20: Communication Studies - Recognize the importance of effective communication in a variety of situations. Recognize that communication involves problem solving and decision making.

Level 30: Psychology - Understand how the thoughts, feelings, and behaviours of people are influenced by the actual, imagined, or implied presence of others.



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.



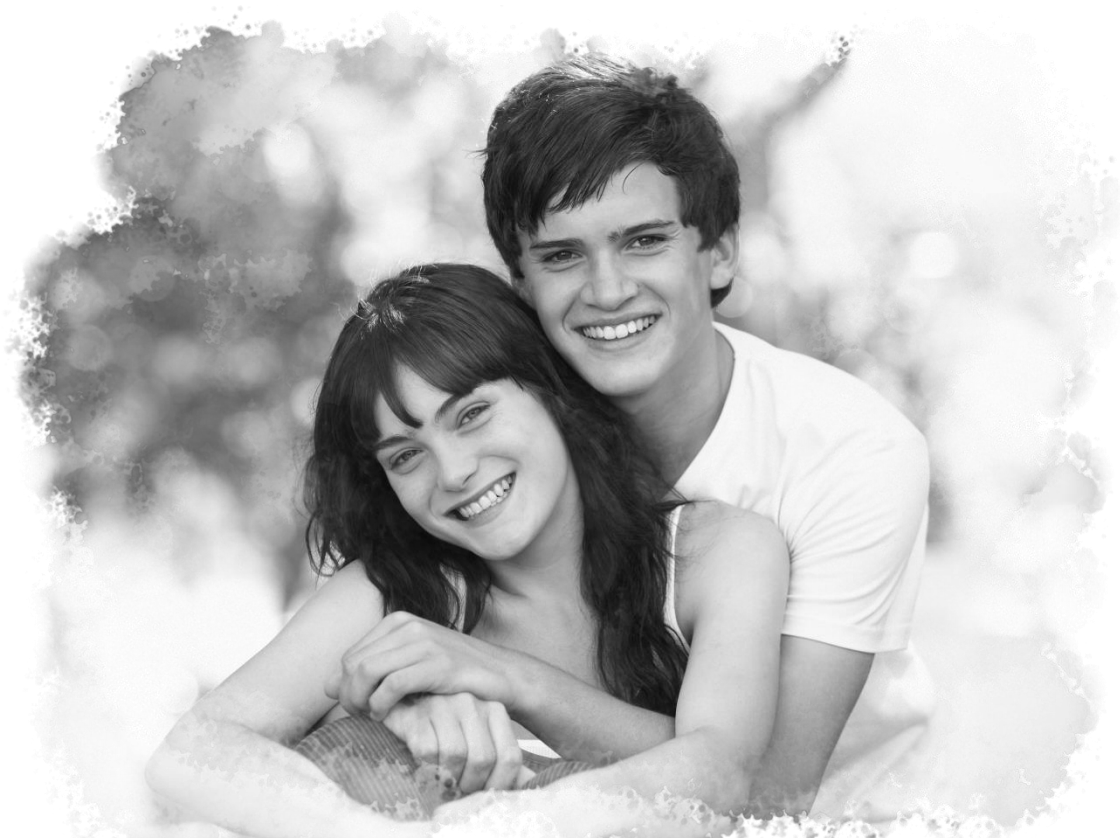
Essential Questions

- 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 can 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) can occur as a result of consensual or non-consensual unprotected sexual activity.

Although most adolescent pregnancies are unintended (unplanned), some pregnancies 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. Rates of adolescent pregnancy tend to be higher in girls 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 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 <https://skprevention.ca/pregnancy/adolescent-pregnancy>.



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

STIs are infections that can be caused by bacteria, viruses, or parasites. They are usually spread through sexual contact. Anyone can get an STI. STIs affect people of every age, gender, sexual orientation, race, religion, income bracket, and education level. While most STIs can be treated and cured, some stay in the body forever. For the infections that cannot be cured, there are medicines available to help manage symptoms.

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

- Having unprotected sex (without a condom)
- Believing that using birth control methods (other than a condom) will protect them from STIs
- 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 virus makes the immune system 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. HIV is spread through pre-cum, semen, vaginal fluid, anal fluid, blood, and breast milk. People can live a healthy long life being HIV positive if proper treatment and care are taken. Treatment can even reduce the amount of HIV virus in the body to an undetectable level, which means that the infection is very unlikely to pass onto others.

AIDS (acquired immunodeficiency syndrome) 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, semen, vaginal fluid, anal fluid, or breast milk 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 infection. 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.

Other common STIs in Saskatchewan include chlamydia, gonorrhea, and syphilis. While these STIs can be cured with antibiotics, the long-term impact of untreated infections can include infertility in women (chlamydia and gonorrhea) and damage to sight, the heart, or the brain (syphilis). These outcomes are not reversible, but regular testing, treatment when necessary, and practicing safer sex can reduce transmission and the risk of complications from curable STIs.

Youth who have a strong understanding of their risks related to sex, contraceptive options, healthy relationship skills, and community sexual health supports are more likely to make healthier sexual decisions, have a delayed sexual debut, demonstrate increased condom and contraception use, and have more positive attitudes about sexual health. Knowledge also helps reduce the impact of stigma (a negative opinion or attitude), which can influence sexual decision making (e.g., not wanting to get tested because they do not want to be diagnosed with a stigmatized STI). Sexual health impacts us all, and taking care of our sexual health should be normalized and encouraged.



LESSON ONE ACTIVITIES

LESSON ONE: ACTIVITY 1

Keep It Safe Saskatchewan (KIS-SK)

(USC8.3, USC9.9, DM8.8, RE9.4)



Time: 15 minutes



Format: Whole class



Materials: Cell phone, projector, access to KIS-SK App:
www.skprevention.ca/kis-sk, 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 STIs



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-based 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? (Examples include: before engaging in a new sexual relationship, if you or your partner have/had multiple sexual partners, if you become pregnant, or 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 30: Psychology)



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



Format: Individual or small group work



Materials: Access to a computer and Internet, bit.ly/STI_Adventures

Activity: The STI Adventures has been created by the Saskatchewan Prevention Institute to provide an interactive opportunity to learn about STIs 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

STIs and HIV

(USC8.3, DM8.8, RE9.4, Level 30: 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 (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? What is AIDS?
- Is HIV an STI?
- How is HIV spread?
- How do you know if you have HIV?
- How and where can you get tested for STIs, including HIV?
- How can you prevent getting an STI?
- 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 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 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.	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 4

Communicating Sexual Health Choices

(USC8.7, USC9.4, USC9.9, CC8.6, CC9.6a and CC9.6b, Level 20: Communication Studies, Level 30: Psychology)



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, religion, or cultural norms, but it is important to communicate the value of this information given that sexual health is an important part of overall health. Remind students that the classroom is a safe space, create guidelines that promote respect, and let students know that if they find discussions triggering they should feel free to step out of the class.



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 4 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.	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

Action Canada for Sexual Health & Rights

www.actioncanadashr.org

Advocates for Youth

www.advocatesforyouth.org

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>

Planned Parenthood

www.plannedparenthood.org

Planned Parenthood Regina

www.plannedparenthoodregina.com

Public Health Agency of Canada: STIs

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

Saskatchewan Prevention Institute: KIS-SK App

www.skprevention.ca/sexual-health/#kis-sk-app

Saskatchewan Prevention Institute: Sexually Transmitted Infections and Blood-borne Infections (STBBIs)

www.skprevention.ca/sexual-health/#stbbis

Saskatchewan Prevention Institute: STI Adventures

bit.ly/STI_Adventures

Saskatoon Sexual Health

www.saskatoonsexualhealth.ca

Scarleteen: Sex-Ed for the Real World

www.scarleteen.com

Sex Etc.

www.sexetc.org

The Society of Obstetricians and Gynaecologists

www.sexandu.ca

Teaching Sexual Health: Parents & Teachers: Be Proactive. Be Prepared

teachingsexualhealth.ca

LESSON TWO: Alcohol, Drugs, and Tobacco Use



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 relationships with friends and partners, our families, and ourselves. Substance use is closely connected with impulsive behaviours, unprotected sexual activity, unplanned pregnancies, and sexual assault.



Curricular Outcomes

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

USC9.1 Develop informed conclusions about the importance of leadership skills and health promotion in healthy decision making.

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.

CC9.6a and CC9.6b 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 viewpoint, discussing preferences, speaking to extend current knowledge, and celebrating special events and accomplishments).

W6 Model and promote a local culture/norm of safety and injury prevention (i.e., physical safety, social safety, psychological safety, spiritual safety, environmental safety) to optimize well-being of self, family, community, and the environment.

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 or how it works.

ES20-A31 Assess the impact of human activities on indoor and outdoor air quality and the need for regulations and mitigating technology to minimize risks to human health.



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 Use

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. These include individual factors (e.g., impulsivity) and interpersonal factors (e.g., family and peer interactions, peer substance use, and school-related factors). Societal and cultural factors, like 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 (consuming five drinks or more drinks on one occasion for men or four or more drinks on one occasion for women) 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. Additionally, the consumption of alcohol and drugs is connected to riskier sexual behaviour and decision making, putting youth at increased risk of unintended pregnancy and sexually transmitted infections (STIs). Because many women do not know they are pregnant in the early stages of pregnancy, there is also the risk that a growing fetus can be exposed to alcohol and may experience lifelong challenges as a result. The collection of challenges related to fetal alcohol exposure is called Fetal Alcohol Spectrum Disorder (FASD). 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 bit.ly/LearningABoutFASD_Modules.

Saskatchewan youth also have high rates of tobacco use. Among students in grades 6 to 12, 33% of youth have reported trying tobacco. The growing rate of youth using e-cigarette products is also concerning. The long-term health effects of tobacco use are well known and can be devastating, but the risks associated with e-cigarettes is not yet fully understood. Currently, e-cigarette use is associated with vaping-associated pulmonary illness, and the drug nicotine, present in both tobacco and e-cigarettes, is known to negatively impact decision making and impulse control, and can lead to addiction. Despite efforts to educate youth about health risks related to tobacco and e-cigarette use, there are still high rates of initiation.



Cannabis is the second most widely used drug after alcohol for Canadian youth, with many students reporting having tried the drug around the age of 14. Early and regular cannabis use can affect youth brain development. Regular or daily cannabis use in youth can change the way the brain develops and how it works, and may lead to decreases in understanding, processing speed, reasoning, and memory. For more information on the impacts of cannabis, visit: skprevention.ca/resource-catalogue/alcohol/cannabis/.



LESSON TWO ACTIVITIES

LESSON TWO: ACTIVITY 1

Affirming Personal Standards - Tobacco: Can I Be Healthier?*

(USC9.1, USC9.6, W6, 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 *Smoke-Free Movies* (bit.ly/Smoke_Free_Movies) and *While You Were Streaming* (bit.ly/While_You_Were_Streaming)

Activity:

Ask students to agree or disagree with the following statements and follow up each statement with discussion about why:

- Young people begin to use tobacco because their friends do.
- If someone you admire was to use tobacco, it would influence you to use tobacco.
- The tobacco companies' marketing strategies are effective at targeting young people.
- Smokeless tobacco and vaping are safe substitutes for cigarettes.
- Tobacco companies direct their advertising towards young people, women, and/or minorities.
- Using tobacco products decreases athletic performance.
- More people are tobacco-free in your peer group than those who are not.
- Flavoured additives in tobacco and e-cigarette products are used to lure new users.
- Smoking in movies is a marketing strategy to encourage young people to use tobacco products.
- It is ok to say "no" to friends who offer me cigarettes.
- It is against the law in Saskatchewan to sell tobacco to anyone under 18.
- It is against the law to smoke in vehicles with anyone under the age of 16 present.
- Using electronic cigarettes is safer than smoking cigarettes.

Share with Students:

Health promotion activities designed and implemented at the local, provincial, national, and international levels to counteract the beliefs and (mis)information that youth receive about tobacco.

Brainstorm with students, or students can search on the web to identify a variety of examples of local, provincial, and national health promotions and legislation that counteract tobacco advertising. In contrast, the tobacco industry uses many ways to target youth and/or counter health promotion strategies. This may include flavouring products to mask the taste of tobacco, use of trendy packaging, and placement of smoking in movies, though legislation is beginning to limit this type of influence.

**Discussion:**

- What strategies do industries use to target youth?
- How do you know?
- What strategies are most influential for youth?
- Which ones are most influential for you? Why?
- How are strategies used to target youth different than those used to target other populations?

Questions for Deeper Understanding:

- Why are tobacco marketing and health promotion activities targeted at youth?
- Who is responsible for safety?
- How are your personal standards, attitudes, and behaviours influenced by health promotions and advertising?
- Why are there hidden messages in advertising?
- How does your awareness of these hidden messages influence your decisions?

To guide the discussion, use *True Story*:

bit.ly/MediaSmarts_True_Story

View the following video links and discuss.

Smoke-Free Movies

bit.ly/Smoke_Free_Movies

While You Were Streaming

bit.ly/While_You_Were_Streaming



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	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
Total Score					/12

LESSON TWO: ACTIVITY 2

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 <https://jeopardylabs.com/play/fasd-jeopardy-game-4> to access it.

Activity: Drinking alcohol is linked with unsafe sexual practices. 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
200	200	200	200	200
400	400	400	400	400
600	600	600	600	600
800	800	800	800	800
1000	1000	1000	1000	1000

**FASD
200**

Clue: 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 - 200

Clue: 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 - 400

Clue: 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 - 600

Clue: 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 - 800

Clue: The percentage of pregnancies in Canada that are unplanned.

Answer: What is 50%?

FASD - 1000

Clue: 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 was 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 - 200

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

Answer: What is ethyl alcohol or ethanol?

Alcohol - 400

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

Answer: What is the brain?

Alcohol - 600

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

Answer: What is Blood Alcohol Concentration (BAC)?

Alcohol - 800

Clue: 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 - 1000

Clue: Alcohol slows down activity in the brain, which means it is this kind of drug.

Answer: What is a depressant?

True or False

True or False - 200

Clue: FASD stands for Fetal Alcohol Syndrome Disease.

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

True or False - 400

Clue: 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 - 600

Clue: Binge drinking is defined as drinking 5 or more standard drinks on one occasion for males, and 4 or more standard drinks on one occasion for females.

Answer: What is true?

True or False - 800

Clue: 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 - 1000

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

Answer: What is true?

Youth and Alcohol

Youth and Alcohol - 200

Clue: The human brain develops until this age.

Answer: What is 24 years of age?

Youth and Alcohol - 400

Clue: 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 - 600

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

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

Youth and Alcohol - 800

Clue: Teens who start drinking before the age of 15 are more likely to develop this later on in life.

Answer: What is alcohol dependence?

Youth and Alcohol - 1000

Clue: Young people who drink are more likely to have unprotected sex, putting them at risk of these.

Answer: What are sexually transmitted infections and unintended pregnancies?

Alcohol-Related Harms

Alcohol-Related Harms - 200

Clue: 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 - 400

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

Answer: What is binge drinking or drinking to intoxication?

Alcohol-Related Harms - 600

Clue: 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 - 800

Clue: 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 between alcohol and non-alcohol drinks; planning a safe ride home; and drinking no more than 2 drinks for women and 3 drinks for men per day?

Alcohol-Related Harms - 1000

Clue: 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/stop-smoking/smoking-facts/why-kids-start-smoking.html

Canada's Low-Risk Alcohol Drinking Guidelines

www.ccsa.ca/canadas-low-risk-alcohol-drinking-guidelines-brochure

Canadian Lung Association

www.lung.ca/lung-health/smoking-and-tobacco

Drug Class

drugclass.ca

Drug Free Kids Canada

www.drugfreekidscanada.org/

Government of Canada: Smoking, Vaping and Tobacco

www.canada.ca/en/health-canada/services/smoking-tobacco.html

Media Smarts

mediasmarts.ca/search/tobacco

Quit 4 Life

www.canada.ca/en/health-canada/services/health-concerns/tobacco/youth-zone/quit4life.html

Saskatchewan Prevention Institute: FASD

skprevention.ca/fetal-alcohol-spectrum-disorder/

Saskatchewan Prevention Institute: Smoking and Tobacco

skprevention.ca/smoking-and-tobacco/

Saskatchewan Prevention Institute: Youth Action for Prevention

skprevention.ca/youth-action-for-prevention/

Scholastic: Drugs and Your Body

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/>

Smoke Free Movies

smokefreemovies.ca

The Truth Initiative

truthinitiative.org

Youth Zone

www.canada.ca/en/health-canada/services/health-concerns/tobacco/youth-zone.html

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.



Curricular Outcomes

USC8.1 Analyze and establish effective strategies of support for the purposes 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 and abuse, body image, sustainability, and sexual health.

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

CC9.5a 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 (e.g., self, peers, family, teachers, teammates, 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. Some individuals are more likely than others to experience stress related to social inequalities like poor housing conditions, food insecurity, low social support, racism, etc. Often the cause of stress is beyond a person's control, but learning how to effectively cope with stress and access support can help youth navigate future stressful events and conditions.

Stress refers to our biological and emotional responses to situations that are new, dangerous, or a threat to our well-being. 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 him 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, a 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 followed by 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, CC9.5a)



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 materials.	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 outline 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).

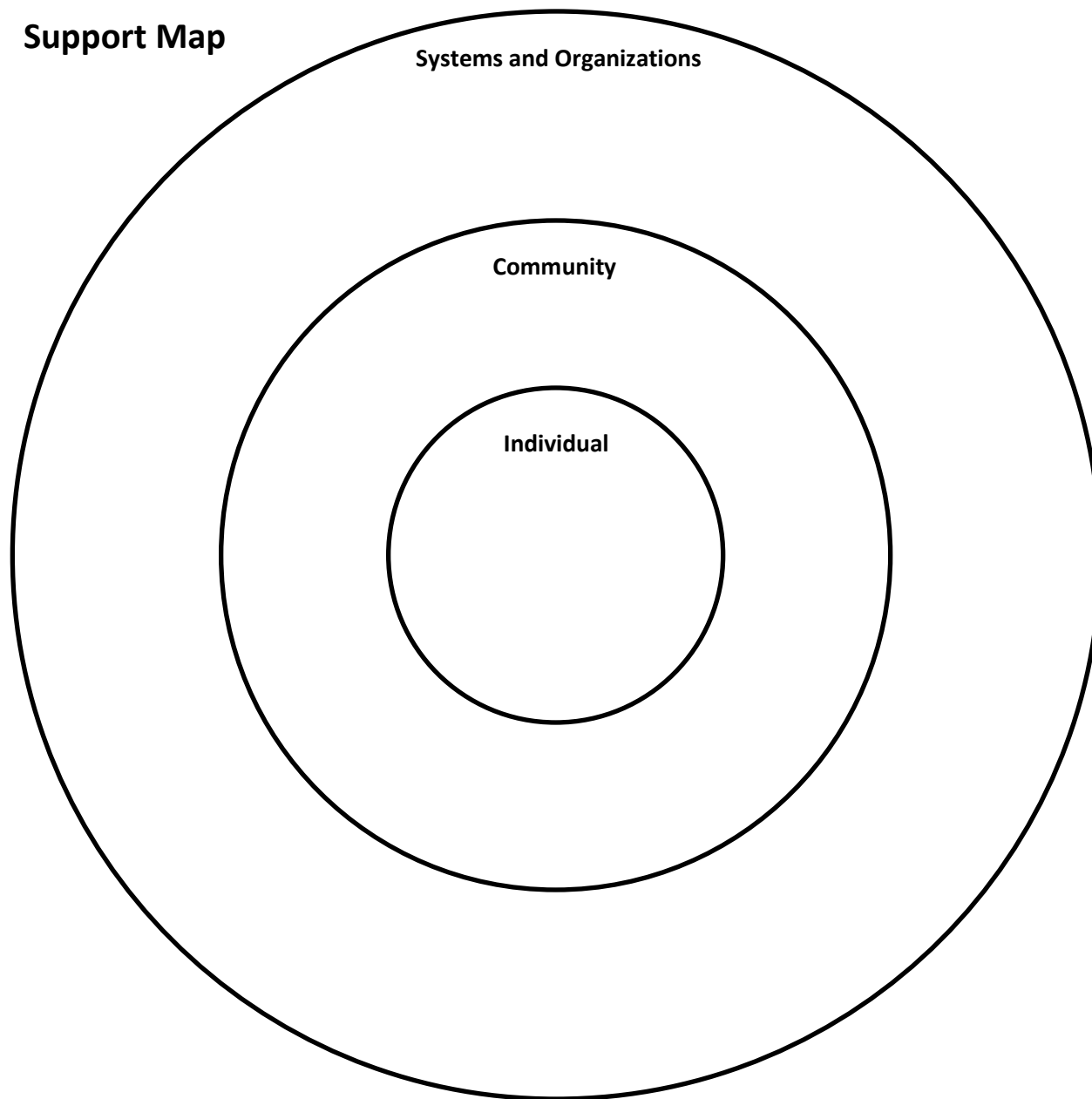
After students fill out their individual support map, the teacher will open the discussion for the whole class using the questions below. Students will develop a Class Support Net.



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 centre, food bank, drop-in centre, 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, 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 coping with 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 (fat around organs in the abdomen)
6. Impacts hormones
7. Hyper-vigilance
8. Post-traumatic stress disorder
9. Anxiety
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

www.humanstress.ca

Centre for Studies on Human Stress: Coping Strategies

humanstress.ca/stress/trick-your-stress/principles-of-stress-management/

First Nations and Inuit Hope for Wellness Helpline

hopeforwellness.ca

Government of Canada: Mental Health and Wellness

www.canada.ca/en/public-health/topics/mental-health-wellness.html

Kids Help Phone

kidshelpphone.ca

Mind Your Mind

mindyourmind.ca

Saskatchewan Prevention Institute: Mental Wellness Card

skprevention.ca/resource-catalogue/alcohol/mental-wellness-card/

Youth Space

youthspace.ca

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 create an obsession with body size that may impact self-image, lead to disordered eating and/or obsessive exercise, and decrease motivation to be healthier. Increasing youths' awareness of the purpose and value of nutrients is important, as is promoting an understanding that behaviours reflect health, and not necessarily weight alone. It is also 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.



Curricular Outcomes

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

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

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

CC9.5a 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 and with others, that enhance the health-related (i.e., cardiovascular endurance, flexibility, muscular 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 on connections to wellness.

HS20-NU2 Analyze dietary choices based on personal and cultural beliefs and 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 and a healthy lifestyle are important parts of wellness. The costs of poor nutrition and unhealthy lifestyles are high, including an increased risk of chronic diseases and decreased quality of life. However, healthy foods are not always accessible or affordable for many people, and the negative impact of poor nutrition on their health may be beyond their control. Proper nutrition and healthy lifestyles should be the goal whenever possible, as they lead to growth, development, cognitive function, physical capacity, and mental and social well-being.

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 for 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 (<https://csepguidelines.ca/>) 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, sweating occurs, 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, cumulating assignment



Format: Lesson and assignment



Materials: Access to Internet, questions for assignment

Activity: Explain the importance of balancing the calories an individual takes in through food and drink with the calories expended through exercise and daily living as part of managing a healthy weight, as well as the role macronutrients can play in overall nutrition and weight management. Discuss the Canadian Food Guide and activity recommendations. Students will be asked to keep a diary of the food and drinks they ingest in one week as well as the exercise they partake in, including daily living activities such as walking to school. Instruct students to use the Internet to look up average calorie and macronutrient information for the food they ingest and the calories burned for the physical activity they do. 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 researching the calorie content of certain foods and the calories burned through certain activities?
- How did your food intake compare to the recommended food group intake each day? Please explain.
- Looking at recommendations for macronutrients like carbohydrates, protein, and fat, does your diet appear to be above, below, or within suggested levels of intake for these macronutrients? Please explain.
- What are some factors that might limit someone's ability to meet recommended goals for nutrition and exercise? Please discuss.

- 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.	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 FOUR: ACTIVITY 2

Micronutrients: What are they and why are they important?

(CC9.5a, CC9.6a and CC9.6b, CR9.7a and CR9.7b, W11, HS20.NU2)



Time: 45-50 minute homework or class assignment followed by 10 minutes of class time for presentations by students



Format: Students are divided into pairs; each pair gives a 10-minute presentation to the class



Materials: Access to library and Internet, ability to develop and deliver presentations using a computer program

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 between males and 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 presentation program effectively. Was able to use technology to present the final product to the class.	Independently used presentation program effectively. Was able to use technology to present to the class.	Was able to use the presentation 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 Public Health Agency of Canada may help students develop their plan:

<https://www.physicalactivityplan.org/resources/CPAG.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

Alberta Health Services: Nutrition Activities in Any Classroom

<https://www.albertahealthservices.ca/assets/info/nutrition/if-nfs-nutrition-activities-classroom.pdf>

Canadian Physical Activity Guidelines and Canadian Sedentary Behaviours Guidelines

www.csep.ca/guidelines

Centers for Disease Control and Prevention: Healthy Youth

www.cdc.gov/healthyyouth/nutrition/facts.htm

Dietitians of Canada

<https://www.dietitians.ca/Advocacy/Toolkits-and-Resources?Page=1>

Dietitians of Canada

<https://www.unlockfood.ca/en/MenuPlanner.aspx>

Healthy Canadians: My Food Guide

food-guide.canada.ca

Healthy Canadians: Reading Food Labels

<https://www.canada.ca/en/services/health/food-labels.html#a2>

ParticipAction

www.participaction.com

LESSON FIVE: Health Care



Rationale

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 youth an opportunity to meet with their healthcare 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 youth who may have chronic illnesses.



Curricular Outcomes

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

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

CC9.6a and CC9.6b 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 viewpoint, discussing preferences, speaking to extend current knowledge, and celebrating special events and accomplishments).

W8 Assess how relationships (e.g., self, peers, family, teachers, teammates, 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 30: Psychology - Understand how the thoughts, feelings, and behaviours of people are influenced by the actual, imagined, or implied presence of others.

HS20-HC2 Examine how personal, cultural, 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 immunization “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?

Health Care

Regular medical care is preventative medical care. Regular medical care allows adolescents to develop relationships with healthcare professionals that can open the door to later discussions. Healthcare 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 cause 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 within a community. When fewer children in a community are immune, it is easier for a disease to spread from person to person and cause an outbreak. Herd immunity also protects people who are unable to be vaccinated for reasons beyond their control (e.g., auto-immune disorders, chronic illness, and age).





LESSON FIVE ACTIVITIES

LESSON FIVE: ACTIVITY 1

Vaccination Debate

(CR9.7a and CR9.7b, CC9.5a, CC9.6a and CC9.6b, W8, CCB10.2B, HS20-HC2, HS20-HB1, Level 30: Psychology)



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 whether vaccination should be mandatory for student registration in schools. The other half of the class will argue against mandatory vaccination for students.



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://phgkb.cdc.gov/FHH/html/index.html>), 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? In the future?
- 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

immunize.ca

Kids Health

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

My Family Health Portrait

<https://phgkb.cdc.gov/FHH/html/index.html>

PHAC Immunization and Vaccines

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

Web MD: Teen Health Centre

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.



Curricular 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 on 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. This 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 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 for each group

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.

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 (not 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 (enamel) stronger.

The unprotected side of the egg (marked with the "X") was not 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 are less likely to get cavities.

Please see:

http://cda-adc.ca/en/oral_health/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: Handout with questions

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.	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
Total Score					/12

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 Study 1**
Avery and Riley are eating lunch in the cafeteria. They both have the same food: a hotdog, fries with ketchup, a piece of cake, and an apple. Avery saves the piece of cake for last to savour it. Riley eats the apple last.
- **Case Study 2**
Sawyer and Peyton have both heard that calcium is good for their teeth so they drink milk daily. Sawyer has milk with dinner and brushes his teeth before going to bed. Peyton likes warm milk with honey when in bed and right before falling asleep.
- **Case Study 3**
Taylor and Morgan like to snack. Taylor likes to eat carrot and celery sticks or crackers for snack. Morgan often has dried fruit and nut mixes.
- **Case Study 4**
Alex likes to suck on candies that last forever. Quinn prefers chewing gum.
- **Case Study 5**
Parker flosses her teeth every time she brushes them. Carl flosses once a day.
- **Case Study 6**
Emery uses toothpaste that has a whitening bleach in it. Eden uses regular toothpaste.

**Discussion:****Case Study 1**

Riley has better oral health habits. Eating a hard, crunchy apple at the end of lunch helps to clear your mouth and teeth of food particles. An even better oral health habit is to brush your teeth after lunch.

Case Study 2

Sawyer 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 Study 3

Taylor has better oral health habits. Eating crunchy snacks that are not sticky reduces the risk that food particles will remain in your mouth. Sticky foods 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 Study 4

Quinn 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 Study 5

Parker 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 plaque has been removed.

Case Study 6

Both. Emery and Eden 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.	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://cda-adc.ca/en/oral_health/teaching_resources/

Drinks that Destroy Teeth: Teacher Resources

drinksdestroyteeth.org/for-teachers/

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

LESSON SEVEN: Healthy Relationships



Rationale

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



Curricular 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 the supports needed 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 and abuse, body image, sustainability, and sexual health.

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

W8 Assess how relationships (e.g., self, peers, family, teachers, teammates, 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 require effort from everyone involved in order to maintain 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. Individuals should be free to have friends and activities outside of the relationship.

Healthy relationships with romantic partners might 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 may occur in both friendships and romantic relationships. Unhealthy relationships take place when there is an imbalance of power in the relationship. Because of this imbalance, 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. The warning signs may be subtle or gradually occur, making them harder to identify. Unhealthy relationships might also be rampant in a community, school, or group, making 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 characteristics impact our health?
- Many people have friends or romantic partnerships where both the positive and negative characteristics 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.	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 cueing 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 word 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 characteristic 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 to place their card under one of the categories.

Healthy	Unhealthy
Drew and Skylar discuss their boundaries around sexual activity.	Perry tells others Hayden's secrets.
Kendall respects friend's decision not to drink at a party.	Salem is drunk, and River decides it would be a good time to try to have sex.
Jaden asks Brighton for ideas of what they should do on their date.	Kylin pressures Logan to have sex because they have said they love each other.
Kai is happy when Dylan is enjoying time with Kai's friends.	Every time Campbell and Denver hang out, Campbell forgets money and Denver pays for everything.
Friends support Finley's new hobby, photography.	Oakley and Hudson are called names like "fag" and "queer" because they are not dating anyone.
Erin feels comfortable swimming with friends. Everyone has different bodies and that is okay.	Lennon doesn't tell a current partner about past sexual relationships.

Healthy	Unhealthy
Armani helps a friend get home safely after a party.	Friends call Frankie fat and a slob.
Sidney trusts that dating partners will be honest.	Charlie is “guilt tripped” into attending a party.
Justice is comfortable talking to a friend about personal feelings.	Dominique is afraid to break up with Jael in case Jael gets mad.
Gentry doesn’t want to date anyone until an older age. Gentry’s friends are okay with this.	When angry, Ocean scratches and throws things at Jules.
Marlo doesn’t think the relationship with Taylen is working out. Marlo tells Taylen this and they have a discussion.	Eastyn’s partner gets mad if Eastyn hangs out with friends.
Kalen and friends work around Timber’s curfew so that Timber can be included in their night out.	Lake texted half-nude pictures of a partner to friends.
Kelly is okay waiting until Bailey is ready to have a sexual relationship.	Scout’s partner says they have to keep having sex because they have done it before.
Tracy does not want to go tagging with friends. They are okay with this.	Aubrey is made fun of by friends for practicing religion.
Sawyer feels comfortable asking questions in the sexed class. Sawyer knows that no one will make jokes.	Blair and Aiden are dating. Whenever Aiden gets mad, Blair has to buy gifts so they can make up.



Discussion:

- Does abuse in relationships only happen to women? Can men experience abuse, too? Can same-sex relationships be unhealthy? 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 of the scenarios?
- What stops witnesses or bystanders from getting involved when they see unhealthy behaviours happening?
- Why do you think it is harder to recognize when you are in an unhealthy relationship than it is 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: Paper, pens or pencils, copy of the case studies listed below

Activity: Split into 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

Addison and Corey began dating when they were in grade ten. Friends at school think that Addison is lucky to have someone like Corey. They seem happy and are always together. Addison wants to do things with friends after school, but Corey never lets Addison be alone with them. Corey insists on joining them in whatever they do; otherwise Addison is not allowed to go. Addison loves Corey, but doesn't want to be so tied down to someone. Addison is scared to tell Corey.

Case Study 2

Chris loves to party with friends. It started out that they would just drink at each other's houses on the weekend. Now many friends are drinking during weekdays and ditching school the next day. Chris is uncomfortable with this. Chris wants to go to university next year and cannot afford to have low school grades. Chris has begun to be mocked and snubbed when seeing friends. Even on weekends, Chris does not get invited to hang out as much.

Case Study 3

Dakota isn't interested in dating anyone. It is not that Dakota isn't attracted to people, but would rather spend time with friends or doing individual stuff. People at school have been making fun and calling Dakota a fag. Two weeks ago Dakota was beaten up and Dakota's locker was tagged with anti-gay messages.

Case Study 4

Jordan never knows what to say or not say to Taylor. Taylor freaks out at the littlest things, calling Jordan names and throwing things around. Then the next minute Taylor is saying “I love you”, touching Jordan, and cuddling. Jordan has seen other partners do this in friends’ relationships too. Jordan just feels confused most of the time.

Case Study 5

Kelsey has had sex with Pat once. Kelsey felt like it was required in order for them to stay together. Pat kept saying, “I love you” and “this is what you do when you love each other”. Kelsey didn’t really enjoy the experience and felt really awkward. Now Pat keeps saying that they have to have sex again, and that once you have had sex, you cannot just refuse to have sex again.

**Discussion Questions:**

- What are the unhealthy aspects in this situation? Why?
- How would this situation impact both people in the case study?
- What could be done to change the situation?
- Where could they turn to for help?
- Why might someone stay in the relationship/friendship even if there are unhealthy aspects?
- Do you think it would be easy to tell if a relationship is unhealthy if you were part of that relationship? What might make it hard for you to make changes in an unhealthy relationship?



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.	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 with 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)?
- Searching the Internet, are you able to find support services specific to women experiencing intimate partner violence? For men experiencing intimate partner violence?



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.	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 and gave a detailed outline of services. Was able to share information that was personally applicable to classmates. Answered all questions.	Outlined community organizations and their services. Understood how the organizations chosen could be applicable to fellow students.	Outlined community organizations. Has difficulty understanding how the organizations' services may be applicable to fellow students.	Did not participate in researching 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

Domestic Abuse Intervention Programs

www.theduluthmodel.org

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

www.lawc.on.ca

Minnesota Program Development

www.duluth-model.org

PATHSSK: Provincial Association of Transition Houses and Services of Saskatchewan

pathssk.org

Red Cross: Healthy Young Dating Relationships

<https://www.redcross.ca/how-we-help/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>

Saskatchewan Prevention Institute: Building Healthy Relationships, Yes, That Includes Dating Relationships!

bit.ly/BuildingHealthyRelationshipsBooklet

Saskatchewan Prevention Institute: Mental Wellness Card

skprevention.ca/resource-catalogue/alcohol/mental-wellness-card/

Saskatchewan Prevention Institute: Tips for Talking With Your Students: How to Build Healthy Relationships, Including Dating Relationships

bit.ly/TeacherHealthyRelationships

SASS: Sexual Assault Services of Saskatchewan

www.sassk.ca