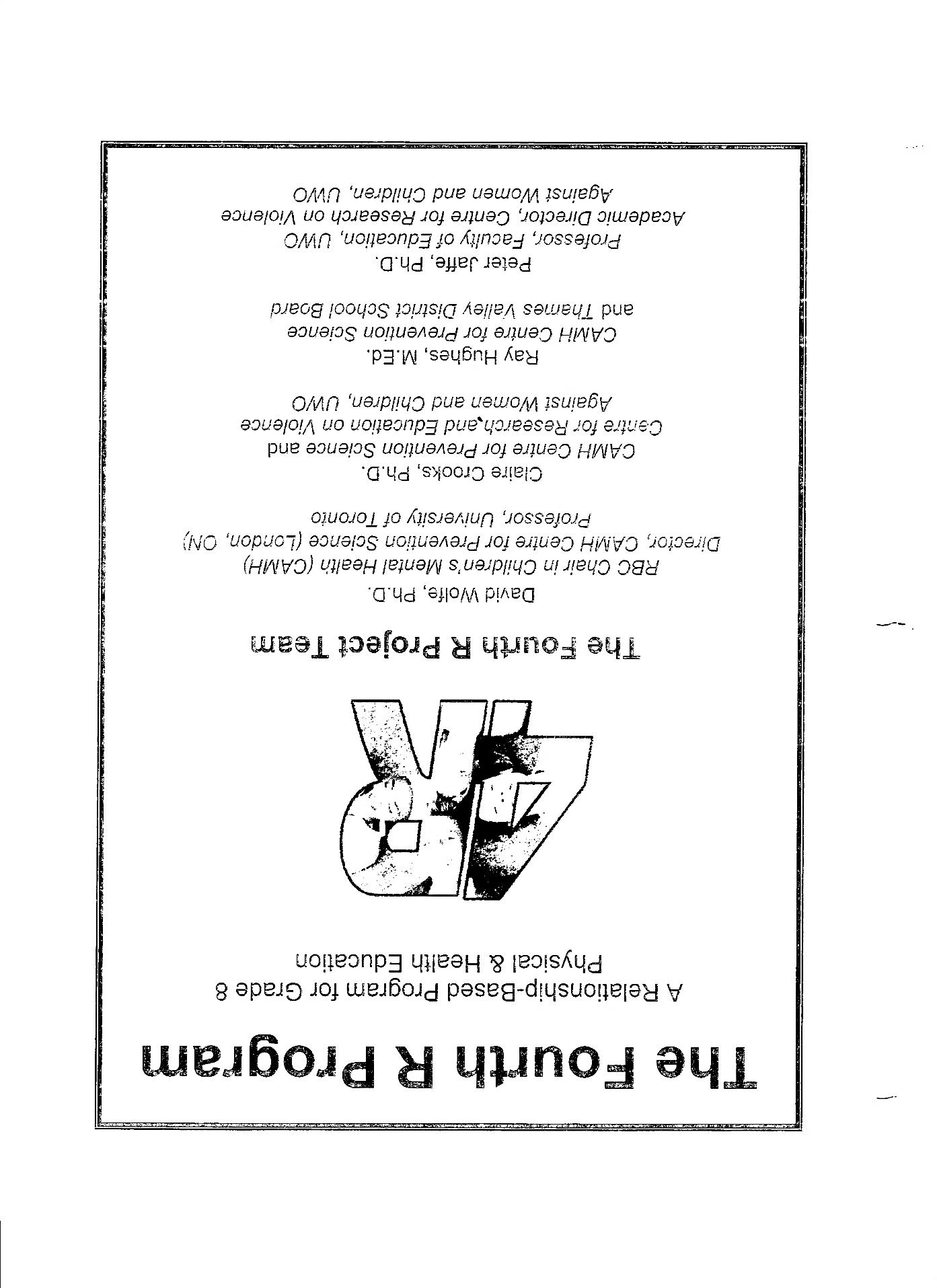
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i

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Resources for Schools and Communities:

Grade 8 Physical and Health Education Curriculum

Grade 9 Physical and Health Education Curriculum

Grade 10 English Curriculum

Grade 11 English Curriculum

Fourth R Aboriginal Perspective

Fourth R Peer Mentoring Manual for Aboriginal Youth

Fourth R Alternative Education Adapted Curriculum

Youth Safe Schools Committee Manual

Parent Newsletters and Preventative Maintenance Manual

Safe Schools Bachelor of Education Course Materials

Fourth R Site Trainer Manual

Youth Relationships Manual

Books

Wolfe, D.A., Jaffe, P.G., Crooks, C.V. (2006). Adolescent Risk Behaviors: Why Teens Experiment and Strategies to Keep Them Safe. Yale University Press, New Haven.

Wolfe, D.A., Wekerle, C, Gough, B., Reitzel-Jaffe, D., Grasley, C, Pittman, A., Lefebvre, L., & Stumph, J. (1996). The Youth Relationships Manual: A group approach with adolescents for the prevention of woman abuse and the promotion of healthy relationships. Thousand Oaks, CA: Sage.

Training

Training is available for staff, teachers, and other community partners. Please contact the Fourth R for further information.

ii

**Unit 3: Growth and Development**

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**Unit 4: Healthy Eating**

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*in partnership with*

CAMH Centre for Prevention Science

Centre for Research and Education on Violence Against Women and Children

The University of Western Ontario

The Thames Valley District School Board

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iii



iv

**Introduction**

The Fourth R is a comprehensive school-based prevention program based on extensive research and applies best practice approaches to building skills and reducing harm among adolescents. The foundation is a skill-based curriculum that promotes healthy relationships and targets violence (bullying, peer and dating violence), high-risk sexual behaviour and substance use among adolescents.

The contention of The Fourth R is that relationship skills can be taught in the same way as reading, writing, and arithmetic. Furthermore, given the plethora of negative relationship models available to teens, it is crucial that adolescents be exposed to healthy alternatives, and equipped with the skills to engage in healthy relationships themselves. During the course of the lessons, students will engage in extensive skill development and role-play activities to help develop effective and healthy responses to situations of conflict and violence.

**Relationships** *(The Fourth R*) are crucial both in reducing violence and increasing responsible choices among youth. The most successful strategies to reduce adolescent risk behaviours engage youth in making healthy choices and anchor these choices in the context of their relationships with peers, romantic partners, and adults. Comprehensive prevention programs in schools and communities are very new, and schools are increasingly being called on to help students develop good citizenship and character in addition to providing a foundation of academic skills. The school experience offers repeated opportunities for advancing positive conflict resolution, healthy relationship skills, and problem-solving. Accordingly, we believe that expanding efforts to assist youth in making responsible choices will play a natural, and crucial, role in promoting positive development and reducing harmful behaviors.

We applaud the efforts being made by schools and communities to promote healthy, nonviolent relationships during adolescence, and hope that you will find the enclosed materials to be a key component of a comprehensive strategy for your school or community. The information, strategies, and exercises described in this curriculum are intended to benefit all adolescents and their support networks, not merely those who come to our attention due to problem behaviors. We attempt to add diversity to our exercises and examples throughout, and welcome any further suggestions from teachers and community partners using the curriculum.

v

**Overview of Fourth R Unit 3:**

**Growth and Development**

**Overall Expectations:**

- Identify the physical, emotional, interpersonal and spiritual aspects of healthy sexuality (eg. Respect for life, ethical questions in

relationships, contraception);

- identify local support groups and community organizations (ex. public health offices) that provide information or services related to health and well-being;

- analyse situations that are potentially dangerous to personal safety (e.g., gang violence) and determine how to seek assistance;

- apply living skills (e.g., decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits.

**Specific Expectations:**

Students will:

- explain the importance of abstinence as a positive choice for adolescents

- identify symptoms, methods of transmission, prevention, and high risk behaviours related to common STIs, HIV and AIDS

- identify methods used to prevent pregnancy

- apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs

- identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues

**Unit 3: Growth and Development**

|  |  |
| --- | --- |
| Lesson # | Topic |
| 1 | Choices |
| 2 | Relationships |
| 3 | STIs, HIV and Aids |
| 4 | STIs, HIV and Aids |
| 5 | Abstinence |
| 6 | Decision Making |
| 7 | Culminating Activity |

**Overview of Fourth R Unit 4:**

**Healthy Eating**

**Overall Expectations:**

By the end of Grade 8, students will:

- adopt personal goals that reflect healthy eating practices;

- identify local support groups and community organizations (eg. Public health offices) that provide information or services related to health and well-being

- analyse situations that are potentially dangerous to personal safety and determine how to seek assistance

- apply living skills (eg. decision-making, problem-solving, and refusal skills) to respond to matters related to sexuality, drug use, and healthy eating habits

**Specific Expectations:**

Students will:

- analyse the effects of under-eating (e.g., as a result of bulimia or sports dieting) and overeating (e.g., obesity) on health and wellbeing

- identify ways to maintain a healthy body weight (e.g., physical activity)

- adopt personal food plans, based on nutritional needs and personal goals, to improve or maintain their eating practices

**Unit 4: Healthy Eating**

|  |  |
| --- | --- |
| Lesson # | Topic |
| 1 | Myths and Facts About Healthy and Unhealthy Eating |
| 2 | Understanding the Food Guide and Activity Guide |
| 3 | Balancing Healthy Eating and Active Living |
| 4 | Effects of the Media |
| 5 | Goal Setting for a Personal Action Plan |
| 6 | Fast Food Analysis and Decision Making |
| 7 | Culminating Activity |

Unit 3 - Lesson 1

**Lesson #1**

**Choices**

**Specific Expectations:**

Students will:

- explain the importance of abstinence as a positive choice for adolescents

**Materials:**

- Poster - Guidelines for Health Class (see activity #1, below)

- Appendix A - Stand on the Line...

- Chart paper (prepared ahead of time for the vote)

- Qualities of a Good Friend/ Qualities of a Partner (1.0 OH)

- Overhead projector and overhead markers

**Teaching/learning Strategies:**

- Some strategies have been adapted from Beyond Monet, by Barrie Bennett and Carol Rolheiser, 2001, Think Literacy: Cross Curricular Approaches, 2005, and Tribes by Jeanne Gibbs, 2001.

**- Activity #1** - Review Guidelines for Health Class

- Review classroom expectations for the healthy living unit. Explain to students that this unit is called "Growth and Development" and that some very serious topics will be discussed in the unit. You may choose to have some expectations for health class posted in the room if similar ones have not already been discussed with the class. It may be helpful to develop some of these guidelines for health class together with the students. Some of the guidelines may include examples as outlined in the text box. (5 min)

**Guidelines for Health Class**

1. Respect others (ex. active listening, showing respect for comments made by other students)

2 No name rule (ex. when providing an example, don't use names)

3 Participate (ex. try to be an active participant during discussions)

169

Choices

**- Activity #2** - Icebreaker Activity: Stand on the Line...

- Work through this activity by using the **"Stand on the Line..."** strategy as outlined in Appendix A. This activity will build some inclusion in your group of students. After the activity, explain that the purpose of the activity was threefold: for them to think about some of their values around friendships; to consider what they already know about some of the topics that will be discussed in this health unit; and to have some fun and learn a little bit about some of the other students in the class. (10 min)

**- Activity #3** - Qualities of a Good Friend and Qualities of a Partner

- Part A - Explain to students that it is important to think about the types of friends they have and the qualities they expect in a good friend. Put the overhead, **"Qualities of a Good Friend/ Qualities of a Partner"** (1.0 OH) on the overhead projector. Show the **"Qualities of a Good Friend"** table to students. Ask students to think to themselves for approximately thirty seconds about the qualities they believe are important in a good friend. Ask students to record the five most important qualities of a good friend in their notebooks. Once students have had enough time to complete this task, ask for responses from students in the class and record these on the overhead. (Note: Sometimes it is interesting to record responses from male students in one area and from female students in another area because students are often interested to see if there are any differences in the way in which students of the other gender think about friendships.) (10 minutes)

- Part B - Show **"Qualities of a Partner,"** the second table on the same overhead (1.0 OH). Ask students to think to themselves for thirty seconds about the qualities they would like someone to have if they were going to have a serious relationship with that person. Have students record the five most important qualities of a partner in their notebooks. Once students have had enough time to complete this task, ask students to offer their ideas so that they may be recorded on the overhead sheet. (Note: once again, it is interesting to write responses from male students in one area and from female students in another area so that they may be compared.) (10 minutes)

170

Unit 3 - Lesson 1

- Ask students to consider the responses that were given by the class about qualities of a good friend and qualities of a partner when answering each of the following questions. Ask each question and lead a discussion based on responses given by the class:

- 1. How do the lists of qualities of a good friend and qualities of a partner compare? What are the similarities/differences?

- 2. What types of differences in qualities of friends or partners exist based on gender?

- 3. Do you think it is important that qualities of a good friend are similar to qualities of a partner? Why or why not?

- Summarize the activity by asking students to think about the qualities they possess as a friend. Tell students to think about the qualities they look for in a friend or a partner, and consider whether or not they are being realistic in the types of qualities they expect of others. Also, explain to students that they really need to consider the types of friendships they develop and how others treat them when deciding how much to share with another person, whether it is a friend or someone whom they might consider as a partner at some time. (10-15 minutes)

171

Choices

1.0 OH

**Qualities of a Good Friend**

|  |  |
| --- | --- |
| Qualities of a Good Friend (male students) | Qualities of a Good Friend (female students) |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

**Qualities of a Good Partner**

|  |  |
| --- | --- |
| Qualities of a Good Partner (male students) | Qualities of a Good Partner (female students) |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

172

Unit 3 - Lesson 2

**Lesson #2**

**Relationships**

**Specific Expectations:**

Students will:

- explain the importance of abstinence as a positive choice for adolescents

**Materials**:

- 7 laminated posters illustrating relationships (2.0 L)

- Post-it notes

- Relationship Analysis (2.1 H)

- Appendix B - Numbered Heads

**Teaching/learning Strategies:**

- Some strategies have been adapted from Beyond Monet, by Barrie Bennett and Carol Rolheiser (2001), and Think Literacy: Cross Curricular Approaches (2005).

**- Activity #1** - PWI (Picture Word Induction)

- Divide students into seven groups. Hand out one laminated poster to each group (cover the title of the piece of art because it often provides a lot of information). Provide each student in the class with a small stack of post-it notes. Ask students to look individually at the artwork in front of them, and to write one word on each post-it note and place it on the poster in the appropriate area. Explain that the word may have to do with the mood, scene, etc. that they see in the artwork. For example, if the sky in the picture looks very dark, a student may choose to write "storm" on a note and post it on the sky in the picture. After five minutes, ask students to stop. They may leave their post-it notes on the picture or just move them to the outside edges so that they may see the full picture to continue on with the next activity; however, it is important that students can see the words

173

Relationships

on the post-it notes to assist them with activity two. (5-7 minutes)

(Activity adapted from *Visual Art Talk* by Diane DuMaresq, Gidget Davidson, Lisa Kokenyesi, Heather Truemner, and Polly Stringle, Thames Valley District School Board, 2007)

**- Activity #2** - Relationship Analysis

- Ask students to remain in the same groups. Assign a roie to each group member by using Numbered Heads (see Appendix B).

- Hand out a copy of **"Relationship Analysis"** (2.1 H) to each group. Allow students enough time to complete the handout. Explain to students that they may find it helpful to consider some of the notes they have already posted on the picture. (20 minutes)

- Ask the recorder from each group to stand up and report back to the class, based on their piece of artwork. After the group has a chance to report, ask the class if there is anything different they see in the artwork, so that all interpretations are discussed. (15 minutes)

- Conclude the activity by explaining to students that there are many types of relationships people have. Some relationships are healthy while others are unhealthy. It should be the goal of each person to work toward having healthy relationships with everyone with whom they come into contact, whether it is an adult, a sibling, a parent, a teacher, a bus driver, a secretary, a pet, or friends. They all have an important role to play in ensuring that they are responsible for how they treat others in their lives, and they have the right to be treated with the same respect from others.

(Activity adapted from *Visual Art Talk* by Diane DuMaresq, Gidget Davidson, Lisa Kokenyesi, Heather Truemner, and Polly Stringle, Thames Valley District School Board, 2007)

174

Unit 3 - Lesson 2

2.1 H

**Relationship Analysis**

Name of each group member:

Look at the piece of artwork you have been assigned as a group in order to answer the following questions:

1. a) Where does this scene take place?

b) How do you know where it takes place? (Identify objects, etc., that make you understand where the scene is taking place.)

2. What is the mood you feel by Booking at the picture? Why?

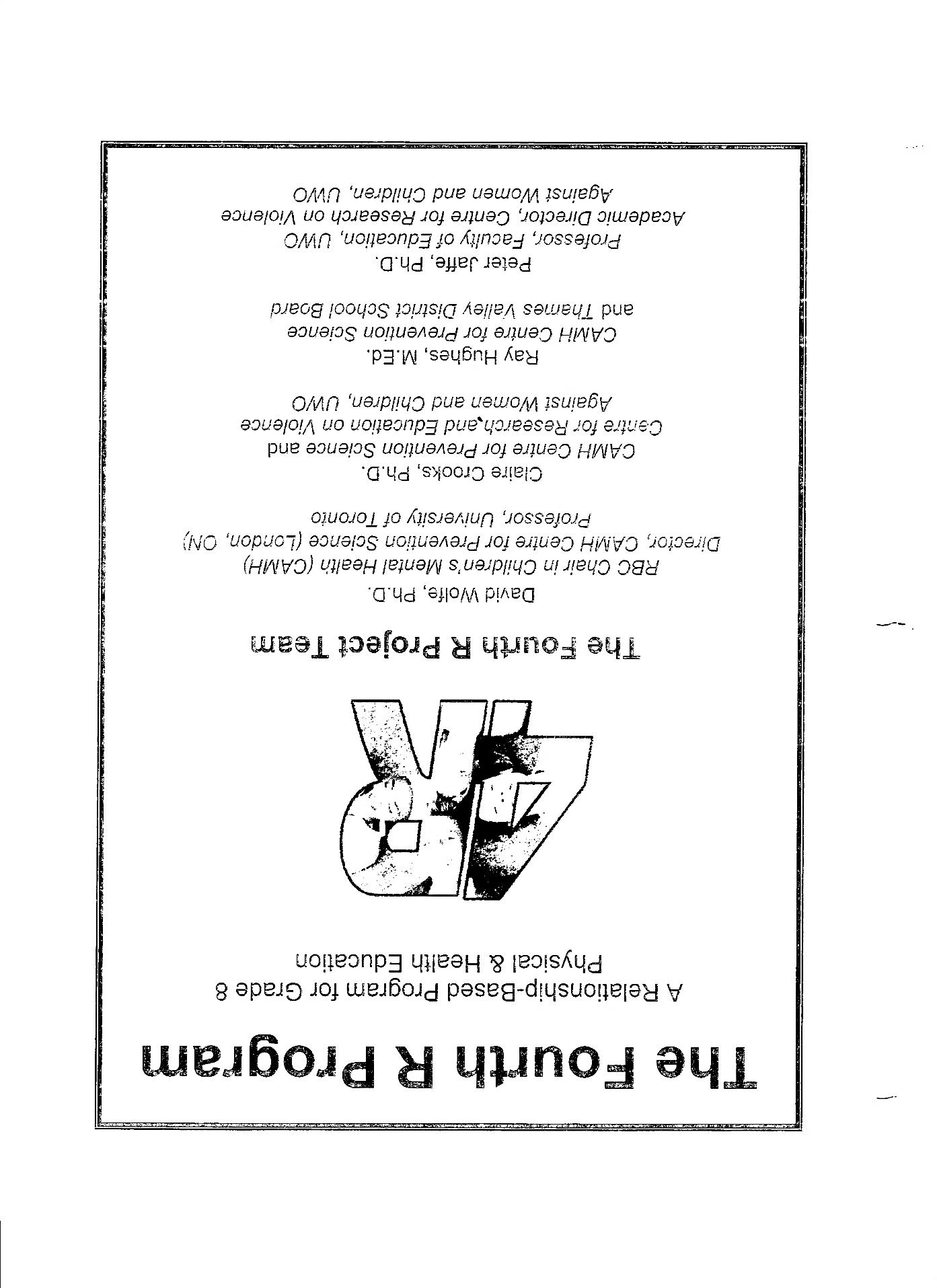
3. a) identify possible relationships that you see between characters in the artwork. For each relationship identified, provide evidence.

For example: friendship - arms around each other, appear to be happy

b) Is this a healthy or unhealthy relationship? (if there are several relationships in your picture, identify each one as healthy or unhealthy.)

4. Explain what you believe is happening in this particular scene.

175

**

176

Unit 3 - Lesson 3

**Lesson #3**

**STIs, HIV and AIDS**

**Specific Expectations:**

Students will:

- explain the importance of abstinence as a positive choice for adolescents

- identify symptoms, methods of transmission, prevention, and high risk behaviours related to common STIs, HIV and AIDS

**Materials:**

- Appendix C - Think, Pair, Share

- STI, HIV and AIDS Jigsaw (3.0 H)

- STI Facts - Chlamydia (3.1 H/OH)

- STI Facts - Syphilis (3.2 H/OH)

- STI Facts - Human Papilloma Virus (3.3 H/OH)

- STI Facts - HIV/AIDS (3.4 H/OH)

- STI Facts - Gonorrhea (3.5 H/OH)

- STI Facts - Genital Herpes (3.6 H/OH)

- STI Facts - Hepatitis B (3.7 H/OH)

**Teaching/learning Strategies:**

- Some strategies have been adapted from Beyond Monet, by Barrie Bennett and Carol Rolheiser (2001) and Think Literacy: Cross Curricutar Approaches (2005).

**- Activity #1** - Think, Pair, Share - Review of Gr. 7 Health

- Remind students that in grade seven Health class, they learned about the term abstinence and that they also learned about symptoms, methods of transmission and ways to prevent STIs (sexually transmitted infections). Use the **"Think, Pair, Share"** strategy (see Appendix C) and ask students the following:

- 1. What is abstinence?

- 2. What are some possible consequences for teens who do not choose abstinence?

177

STIs, HIV and AIDS

- 3. Why is abstinence an important choice for teenagers?

- 4. Identify three common STIs discussed in last year's class.

- 5. What are some methods of preventing STIs?

- Explain to students that it is important always to recognize the fact that when a couple chooses abstinence, they don't have to be concerned with all of the consequences that may occur as a result of sexual activity. However, research indicates that some teens do not choose abstinence, and for that reason, it is important that students have accurate information about the consequences that may occur for those who are sexually active. (10 minutes)

**- Activity #2** - STI, HIV and AIDS Jigsaw

**- Part A - Home Groups**

- Divide students into groups of seven. Explain to students that this group will be called their "home" group. Hand out a copy of the **"STI, HIV and AIDS Jigsaw"** (3.0 H) handout to each student in the class. Within each group, assign one topic from the handout to each student. (5 minutes)

**- Part B - Expert Groups**

- Identify an area in the class to form new "expert group" areas, based on the assigned topics. For example, the front desks might be for all students who have been assigned the topic of "Herpes"; therefore, all students with that topic will move from their home group to the front area of the room to meet with their "expert group". When students move to their new area of the room, they will need to take a pen or pencil and their handout (3.0 H) with them. The teacher should continue to provide an area of the classroom for each expert group. Once all students have moved to their expert group areas, each group should be provided with the **"STI Facts"** sheet (3.1 H/OH to 3.7 H/OH) that corresponds to their topic. Once all groups have received their STI Facts sheet, they should work together to complete the columns of the table related to their topic. (15 minutes)

178

Unit 3 - Lesson 3

**- Part C - Return to Home Groups**

- Ask students to return to their home groups. Explain to students that each group member will have the opportunity to teach the rest of the group about the topic learned about in the expert group. Remind students that it is important to show their active listening skills by giving the speaker in the group their full, uninterrupted attention. As each student presents, the other students in the group may take notes on their handout (3.0 H), based on the information provided. Students should take turns presenting until the end of class, and will continue in this format at the beginning of the next class. The teacher may use the overheads (3.1 H/OH to 3.7 H/OH) as a reference in the next class, when the handout will be taken up as a whole group. (15 minutes or until class ends)

179

STIs, HIV and AIDS

3.0 H

**STI, HIV and AIDS Jigsaw**

|  |  |  |  |
| --- | --- | --- | --- |
| Sexually Transmitted Infection | Symptoms | Methods of Transmission | Prevention |
| 1. Chlamydia |  |  |  |
| 2. Syphilis |  |  |  |
| 3. Human Papilloma Virus |  |  |  |
| 4. HIV/AIDS |  |  |  |
| 5. Gonorrhea |  |  |  |
| 6. Genital Herpes |  |  |  |
| 7. Hepatitis B |  |  |  |

180

Unit 3 - Lesson 3

3.1 H/OH

**STI Facts - Chlamydia**

1. SYMPTOMS:

\* many individuals do not have symptoms

2-6 weeks after exposure;

|  |  |
| --- | --- |
| Females | Males |
| - increased vaginal discharge  - vaginal itching  - burning or pain during urination  - pain during sexual intercourse  - bleeding between menstrual periods  - pain in lower abdomen | - watery or cloudy discharge from penis  - burning or itching around tip of penis  - frequent urination  - burning during urination  - pain in testicles |

2. HOW DO YOU GET CHLAMYDIA?

Chlamydia is spread through unprotected oral, anal, or vaginal sexual intercourse with an infected person.

3. HOW DO YOU REDUCE THE RISK OF GETTING AND SPREADING CHLAMYDIA?

- Consider abstinence

- Use a condom/dental-safer sex dam every time

- Talk to their partner

- Get tested:

- After their last partner

- When starting a new relationship

- If the condom broke or after unprotected sexual intercourse

\*Note: A dental dam is a thin square of latex that can be used to prevent the spread of sexually transmitted infections during oral sex. They can be bought in some stores. Look for dental dams at your local drugstore, pharmacy or sexual health clinic, or order them online, (www.sexualityandu.ca)

(Adapted from www.healthunit.com)

181

STIs, HIV and AIDS

3.2 H/OH

**STI Facts - Syphilis**

1. SYMPTOMS:

Symptoms may show up anywhere from 3 days to 6 months.

- Painless open sore(s), usually around genitals, rectum and/or mouth

- Rash anywhere on the body but typically on the palms of the hands and soles of the feet

- Flu-like symptoms - headache, slight fever, fatigue, loss of appetite, weight loss, sore throat

- Symptoms can be very mild and not noticeable

2. HOW DO YOU GET SYPHILIS

People infected with syphilis can have no signs or symptoms, but can spread it to others.

Syphilis is acquired through unprotected oral, anal, or vaginal sexual contact.

3. HOW DO YOU REDUCE THE RISK OF GETTING AND SPREADING SYPHILIS?

- Consider abstinence

- Use condoms/dental-safer sex dam every time

- Talk to their partner

- Get tested:

- After their last partner

- When starting a new relationship

- If the condom broke or after unprotected sexual intercourse

(Adapted from www.healthunit.com)

182

Unit 3 - Lesson 3

3.3 H/OH

**STI Facts - Human Papilloma Virus (HPV)**

\* This is one of the most common STIs in the world.

1. SYMPTOMS:

- Some people have no visible warts

- Warts often have a cauliflower-like appearance and can be very small

- Warts can be pink, white, brown or grey, and appear alone or in clusters

- Warts are usually painless, but may be itchy/uncomfortable

\* Note: If undiagnosed and untreated, certain types of HPV may lead to cancer of the cervix in women.

2. HOW DO YOU GET HPV?

It is spread by skin-to-skin contact with an infected partner and, rarely, to infants during childbirth.

3. HOW DO YOU REDUCE THE RISK OF GETTING AND SPREADING HPV?

- Get the HPV vaccine - the HPV vaccine has been approved for use in Canada for females (age 9-26, with the primary age group being 9-13 years old)

- Consider abstinence

- Use a condom/dental-safer sex dam every time

- Talk to your partner

- Get tested:

- After your last partner

- When starting a new relationship

- If the condom broke or after having unprotected sexual intercourse

(Adapted from www.healthunit.com)

183

STIs, HIV and AIDS

3.4 H/OH

**STI Facts - HIV/ AIDS**

1. SYMPTOMS:

- Some people who have HIV don't look or feel sick for years, but may pass it on to others

- Nervous and immune systems become damaged and HIV infected people become sick with different illnesses (some of these illnesses can kill them, ex. cancer)

2. HOW DO YOU GET HIV/AIDS?

- Unprotected oral, anal or vaginal sex with someone who is infected

- Sharing needles for injecting drugs with someone who is infected

- Tattooing, skin piercing or acupuncture with unsterilized needles

- Receiving infected blood products (since 1985 in Canada, all blood and blood products are tested for HIV)

- During pregnancy, at birth or through breastfeeding, an infected mother can pass the virus on to her child

- HIV is spread through four bodily fluids: blood, semen, vaginal fluid and breast milk

\* A person cannot become infected by:

- Casual, everyday contact, such as shaking hands, hugging, kissing

- Coughing, sneezing, giving blood

- Using swimming pools, toilet seats, sharing bed linen, sharing eating utensils

- Mosquitoes and other insects, animals

3. HOW DO YOU REDUCE THE RISK OF GETTING AND SPREADING HIV?

- Never share needles or other equipment for injecting drugs

- Ensure that tattoo and body piercing establishments follow the right steps to prevent blood borne infections

- Consider abstinence

- Use a condom/dental-safer sex dam every time

- Talk to your partner and ask them to be tested

- Get tested:

- After your last partner

- When starting a new relationship

- If the condom broke or after having unprotected sexual intercourse

(Adapted from www.healthunit.com)

184

Unit 3 - Lesson 3

3.5 H/OH

**STI Facts - Gonorrhea**

1. SYMPTOMS:

\* Some individuals do not have symptoms

2 to 7 days or longer after exposure:

|  |  |
| --- | --- |
| Females | Males |
| - increased vaginal discharge  - burning pain when urinating  - pain during intercourse  - bleeding between periods  - pain in lower abdomen | - mucous-like discharge from penis  - burning or itching around tip of penis  - frequent urination  - burning pain when urinating  - testicular pain |

2. HOW DO YOU GET GONORRHEA?

- Gonorrhea is spread through unprotected oral, anal, or vaginal sex with an infected person

3. HOW DO YOU REDUCE THE RISK OF GETTING AND SPREADING GHONORRHEA?

- Consider abstinence

- Use a condom/dental-safer sex dam every time

- Talk to your partner

- Get tested:

- After your last partner

- When starting a new relationship

- If the condom broke or after having unprotected sexual intercourse

(Adapted from www.healthunit.com)

185

STIs, HIV and AIDS

3.6 H/OH

**STI Facts - Genital Herpes**

1. SYMPTOMS:

- Herpes sores usually show up 2 to 21 days after contact with an infected person

- Blisters in the genital area or lips

- Often fever, pain in the joints

- Painful urination

- Itching

- Enlarged and tender swollen lymph nodes

- Some people never have symptoms but carry and spread the virus

\* Once you are infected, you will always carry the virus

2. HOW DO YOU GET GENITAL HERPES?

The herpes virus is spread through skin to skin contact and is most contagious when blisters or sores are present.

3. HOW DO YOU REDUCE THE RISK OF GETTING AND SPREADING GENITAL HERPES?

- Consider abstinence:

- Individuals with herpes should avoid having sexual intercourse (oral, anal or vaginal) when either partner notices the first signs of a herpes outbreak (ex. tingling or slight redness in the usual attack area) or when blisters or sores are present

- Use a condom/dental-safer sex dam every time

- Talk to their partner

- Get tested:

- After their last partner

- When starting a new relationship

- If the condom broke or after having unprotected sexual intercourse

(Adapted from www.healthunit.com)

186

Unit 3 - Lesson 3

3.7 H/OH

**STI Facts - Hepatitis B**

1. SYMPTOMS:

\*half of those who become infected with Hepatitis B do not have any symptoms

4 to 8 weeks after exposure:

- Weakness

- Fatigue

- Headache

- Vomiting

- Fever

- Abdominal pain

- Jaundice (a yellowish colour of the skin and whites of the eyes)

- A small number of people can die from the initial infection

2. HOW DO YOU GET HEPATITIS B?

- Having unprotected oral, anal or vaginal sex with an infected person

- Sharing needles or other equipment for injection drug use

- Transmission from mother to baby during childbirth

- Sharing needles, ink or other tattooing or body piercing equipment

- Blood splashes in the eye, nose, mouth or on broken skin

- Sharing razors, nail scissors or toothbrush with an infected person

3. HOW CAN YOU REDUCE THE RISK OF GETTING AND SPREADING HEPATITIS B?

- Get the Hepatitis B vaccine

- Never share needles, razors, nail scissors, toothbrushes or equipment for injection drug use

- Ensure that tattoo and piercing establishments use clean equipment

- Use a condom/dental-safer sex dam every time

- Talk to your partner

- Get tested:

- After your last partner

- When starting a new relationship

- If the condom broke or after having unprotected sexual intercourse

(Adapted from www.healthunit.com)

187



188

Unit 3 - Lesson 4

**Lesson #4**

**STIs, HIV and AIDS**

**Specific Expectations:**

Students will:

- identify symptoms, methods of transmission, prevention, and high risk behaviours related to common STIs, HIV and AIDS

**Materials:**

- STI, HIV and AIDS Jigsaw (3.0 H) (from previous class)

- STI Fact Sheets (3.1 H/OH to 3.7 H/OH) (from previous ciass)

- Overhead projector

**Teaching/learning Strategies:**

- Some strategies have been adapted from Beyond Monet, by Barrie Bennett and Carol Rolheiser (2001) and Think Literacy: Cross Curricular Approaches, (2005).

**- Activity #1** - Jigsaw Continuation

- Ask students to work in their home groups from last class, to continue having each person in the group present their information about the STI they researched. (20-25 minutes)

**- Activity #2** - STI Summary

- The teacher should briefly review each of the types of STIs by using the overheads provided (3.1 H/OH to 3.7 H/OH) to ensure that students have recorded accurate information in their home groups. (15-20 minutes)

189



190

Unit 3 - Lesson 5

**Lesson #5**

**Abstinence**

**Specific Expectations:**

Students will:

- explain the importance of abstinence as a positive choice for adolescents

- identify methods used to prevent pregnancy

- apply living skills (ex. decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs

- identify sources of support (ex. parents/guardians, doctors) related to healthy sexuality issues

**Materials:**

- Blackboard and chalk

- Common Contraception Methods (5.0 H)

- Appendix C - Think, Pair, Share

- Appendix D - Post It, Pile It

- Post-it notes (enough to provide a small stack for each student in the class)

**Teaching/learning Strategies:**

- Some strategies have been adapted from Beyond Monet, by Barrie Bennett and Carol Rolheiser (2001) and Think Literacy: Cross Curricular Approaches, (2005).

**- Activity #1** - Pregnancy Prevention

- **Option #1**- Class Activity

**- Part A- Think, Pair, Share and Record**

- Explain to students that besides the risk of getting an STI or HIV, another consequence of sexual activity is pregnancy. Ask students to use the **'Think, Pair, Share"** strategy (see Appendix C) to discuss all the methods of contraception they can think of. Students should record these as they are discussed with their partner. (5 minutes)

191

Abstinence

**- Part B - Discussion of Contraception Methods**

- The teacher will ask pairs to identify some types of contraception. These should be recorded on the blackboard. Students should record the methods of contraception in their notebooks. (10-15 minutes)

**- Part C - Contraception Handout**

- Provide students with the handout **"Common Contraception Methods"** (5.0 H) as a summary of the information discussed. A brief description is provided for each of the common methods of contraception for teens. (5 minutes)

**- Option #2 - Public Health Nurse**

- Invite a Public Health Nurse or Health Care Provider in to present contraception information to the class. Keep in mind the curriculum expectation related to contraception.

**- Activity #2** - Abstinence - Post It, Pile It

- Divide the class into groups of four. Ask each of the following questions by using the "Post It, Pile It" strategy (see Appendix D).

- Questions:

- 1. If teens don't choose abstinence, what are the risks or consequences involved?

(Some possible responses from the class might include the following: could get an STI or HIV; could become pregnant; may feel guilty; may realize afterwards that he/she is not ready; may feel embarrassed for sharing intimacy with someone; may get a reputation; may regret the decision to be sexually active.)

- 2. If teens choose abstinence, what are the benefits?

(Some possible responses from the class might include the following: don't have to worry about getting an STI or becoming pregnant; don't have to

192

Unit 3 - Lesson 5

feel the embarrassment or guilt about actions; may feel proud to stand up for own values; don't have to feel guilty or hurt.)

- 3. Why do you think some teens don't choose abstinence? What influences them?

(Some possible responses from the class might include the following: media messages make teens feel like they should be "doing it" because "everyone else is"; pressure from the media to grow up quickly (clothing, sexual images, music lyrics and videos are hyper- sexualized); want to attract a partner and some feet that this is the way to do it; don't value own beliefs; feel pressure from a partner; inaccurate information from friends.)

- 4. Why do many teens choose abstinence?

(Some possible responses from the class might include the following: values, beliefs; want to wait until marriage; want to wait until it is the "right" person; want to be more mature in age to handle the emotional feelings that go along with sexual activity; educated about possible consequences.)

- 5. Identify sources of support for teenagers that relate to healthy sexuality issues.

(Some possible responses from the class might include the following: parents, guardians, doctor, Public Health Nurse, Public Health Unit, health teacher, clergy.)

- Summarize the activity by indicating that the choices students make related to sexuality may have long term effects physically, spiritually and emotionally. Remind students that abstinence is the only 100% effective method to prevent pregnancy and STIs. Also, explain to students that it is important that they obtain accurate information about sexuality related issues from parents, guardians, doctors, etc., as outlined in question #5 above. (15-20 minutes)

193

Abstinence

5.0 H

**Common Contraception Methods**

|  |  |
| --- | --- |
| Method of Contraception | Description |
| Abstinence | - refraining from all sexual contact  - the only method that is 100% effective against pregnancy and STls |
| Condom | - barrier method  - 88% to 97% effective  - use of condoms will REDUCE but NOT eliminate the risk of STIs and HIV |
| Depo-Provera | - hormonal method  - 99.7% effective when used consistently and correctly  - female receives needle four times per year  - no protection against STIs |
| Female Condom | - barrier method  - 80% to 95% effective  - use of condoms will REDUCE but NOT eliminate the risk of STls and HIV |
| The Pill | - hormonal method  - 97% to 99.9% effective if used consistently and correctly every time  - prevents ovulation  - no protection against STIs |
| Vaginal Spermicides | - chemically immobilizes/kills sperm  - no prevention of STIs |

194

Unit 3 - Lesson 6

**Lesson #6**

**Decision Making**

**Specific Expectations:**

Students will:

- apply living skills (e.g., decision-making, assertiveness, and refusal skills) in making informed decisions, and analyse the consequences of engaging in sexual activities and using drugs

- explain the importance of abstinence as a positive choice for adolescents

- identify symptoms, methods of transmission, prevention, and high risk behaviours related to common STIs, HIV and AIDS

**Materials:**

- IDEAL Decision-Making Model (6.0 H)

- DVD - Skills for Effective Relationships (Part I- Assertive, . Passive, Aggressive)

- DVD - Skills for Effective Relationships (Part 2 - Delay, Refusal, Negotiation)

- DVD - Skills for Effective Relationships (Part 3 - Combination of Skills)

- Skills for Effective Relationships DVD Description (6.2 REF)

- Appendix E - Foldable

- Scenarios (6.1 H)

- Blank paper 8.5x11 (one piece for each group)

- Laminated Poster - Guidelines for Respondent (6.3 L)

**Teaching/learning Strategies:**

- Some strategies have been adapted from Beyond Monet by Barrie Bennett and Carol Rolheiser (2001) and Think Literacy: Cross Curricular Approaches, (2005).

**- Activity #1**- Review IDEAL Decision-Making Model

**- Part A** - Handout

- Remind students that it is important to think about situations before they are in them because it helps them to make clear decisions that better reflect

195

Decision Making

their values. Provide each student with a copy of the **“IDEAL Decision-Making Model"** (6.0 H). Review the model with students by having volunteers read through each part of the model. (2 minutes)

**- Part B** - Group Work

- Divide the class into groups of three. Provide each group with a scenario (6.1 H) and a blank piece of paper to use as a "foldable" (See appendix E). Show students a model of a foldable so that they know how to create one. Students will read through the scenario with the group and use the "IDEAL Decision-Making Model" handout (6.0 H) as a reference when writing their information on the foldable sheet as outlined in Appendix E (10 minutes)

**- Part C** - Sharing

- Ask each group to share their scenario and the information they provided on the foldable. (10 minutes)

**- Activity #2** - Effective Skills for Communication- Review

- Show students a clip from each part of the DVD, "Skills for Effective Relationships." The clips to be shown may be chosen by reviewing the **"Skills for Effective Relationships DVD Description"** (6.2 REF). When showing each clip in part I, pause the DVD when the word "response" comes up on the screen and ask students if the person in the DVD was responding in an assertive, passive or aggressive manner. Ask students what they notice when assertive communication is used instead of the other two types. Explain that our goal should be to speak assertively and confidently to others, so that they realize we are serious about what we are saying. When showing part II of the DVD, follow the same process of pausing the DVD so that students may identify skills such as delay, refusal and negotiation. Part in of the DVD will show a combination of a variety of different skills that students could use. (10 minutes)

196

Unit 3 - Lesson 6

**- Activity #3** - Practising Skills - Assertive Communication

- Explain to students that you would like them to respond directly to what you say to them in an assertive manner. In order to do this, remind students of the **"Guidelines for Respondent"** (6.3 L) that have been used in previous health units, and review the guidelines with the class.

- Read each of the following statements. After each statement, allow students time to write down an assertive response. Ask a few volunteers to share their responses.

- Statements:

- 1. Your friend is talking to you and suggests, "Let's get drunk and hook up with someone."

Respond assertively to your friend because you don't want to do this.

- 2. Your partner says to you, "We've been going out forever. It's time we do something a little more than just kissing."

Respond assertively to your partner because you aren't ready to go any further. (10 minutes)

- Explain to students that in the next class, they will have the opportunity to try to come up with some delay, refusal and negotiation techniques.

197

Decision Making

6.0 H

**IDEAL Decision-Making Model**

|  |  |
| --- | --- |
| I | Identify the problem.  - What is the problem in this situation?  - How am I feeling?  - What is the other person feeling? |
| D | Decide upon possible decisions that could be  - There are usually many different solutions to a problem and many different decisions that could be made.  - What would you like to have happen instead of what is currently happening? |
| E | Evaluate the possible decisions.  - From the decisions above in "D", decide how each decision could be a good decision and/or a bad decision. |
| A | Act on your final decision.  - Choose the decision that you think is the best one, and apply it to the situation |
| L | What have you learned?  - What did you learn about the decision you made?  - When you reflect back on this decision later, do you think it was a good bad decision? |

198

Unit 3 - Lesson 6

6.1 H

**Scenarios**

|  |  |
| --- | --- |
| Some of your friends are always talking about "sexual things" during lunch, but you really haven't had any of those experiences and feel uncomfortable during the discussions. | One of the guys in the class is having a party on Friday night. Everyone is talking about drinking at the party, and you know that at the last party at his house, many people were drunk and some of your friends hooked up even though they really weren't interested in each other. You aren't sure if you should go to the party because of this. |
| You have been dating your partner for a few months. So far, you have been kissing and holding hands, but your partner is pressuring you to go further, sexually. You don't want to but you are afraid of what your partner will think. | During lunch, your friends are talking about a lot of sexual activities that you don't know much about. You feel confused and want to talk to an accurate source about how you are feeling and about what they are saying. |
| At a party on the weekend, one of your friends got drunk and went further than she wanted to with someone in your class. She is very upset about it and doesn't know what to do. How can you help her? | At lunch, you were playing a game with a group of friends, but lately it has become more of a "grabbing" game where everyone is just trying to "grab" everyone else. You don't really like it, but it is all of your friends who are involved. |
| Every time there's a school dance, your friends want to drink before the dance. Then they end up hooking up with people at the dance and they make poor decisions, sexually. You really don't feel good about any of what has gone on at the past dances, and there is one coming up this Friday. Your friends keep asking you if you are going to the dance with them. | You go to the movies with a bunch of friends. Some of your friends are there with their "partners" and some people are just there as friends. Someone in the group that you aren't even interested in starts to try to get physical with you at the movies. |

199

|  |  |
| --- | --- |
| Your friends have been teasing you and calling you "gay" because you have never hooked up with anyone. You are at a party and there is a person from your class whom you are interested in. Your friends are pressuring you to hook up with this person, but you don't want the first time that you do something sexually to be at a party where everyone is watching you and will be talking about it later. In fact, you have not yet felt ready to try anything sexually with anyone. | You would rather play street hockey with your friends or improve your online gaming than go to parties, drink and deal with hooking up. At first you just ignored your friends when they would pressure you to do what they are into, but now they are teasing you and calling you "gay" in front of everyone in your class. |
| Your friend sends you an invitation to join a group on Facebook. The group is called "For a good time call..." People have posted rumours about a person in your class and what this person has done sexually. There are unflattering pictures of this person, and many rude comments about this person posted under the pictures. You doubt that all of these things could be true, and feel uncomfortable looking at it At the same time, you don't feel comfortable telling your friend that you think this is wrong - your friend thinks that this is hilarious. | Your friend is planning to meet in person someone with whom s/he has been chatting online for a few months. This person has told your friend that s/he is in the same grade and that s/he goes to another school in a nearby community. S/he has invited your friend to meet at a party hosted by someone at school. S/he has told your friend that it is a private party and that each person can bring only one guest, so your friend can't bring anyone else along. Your friend admits that s/he has a crush on the online friend, and is hoping that s/he will like her/him too. You think that your friend can sometimes be naive, and that this is probably not a good idea, but you don't want to hurt your friend's feelings or make her/him feel stupid. |

200

Unit 3 - Lesson 6

6.2 REF

**Skills for Effective Relationships**

**DVD Description**

This video was created as a teaching resource for teachers to use with the Grade 8 Fourth R Program. Teachers can select from a wide range of scenarios dealing with a variety of topics discussed in the Fourth R - peer pressure, school stresses, substance abuse, interpersonal conflict, dating relationships, etc. There are three parts to the video. Part 1 focuses on the difference between assertive, passive and aggressive communication styles. Part 2 illustrates how skills such as delay, refusal and negotiation can be used by students to resolve conflicts and navigate high risk situations. In Part 3, student actors demonstrate a combination of skills that prove to be effective in managing conflict.

**Applications of this video in class:**

This video should be used to demonstrate various communication styles/skills to students. After each scene, a question mark will appear on the screen with the word "response." At this point, the teacher may want briefly to pause the tape to ask students which type of communication style/skill was used in the scene. The tape also may be used to demonstrate to students that quite often, an inappropriate response is used if the person in the conflict is not using an assertive communication style.

**Part 1:**

In Part 1 of the video, communication styles (ex. passive, assertive and aggressive) are demonstrated in a variety of different conflict situations. Each scene demonstrates a different type of communication style.

Scenes are presented in the following order:

|  |  |  |  |
| --- | --- | --- | --- |
| Scenario # | Description | Scene # | Skill or Response |
| 1 | Three males; two males are trying to convince a third male to steal a copy of an upcoming exam from their science teacher. | 1  2  3 | Passive  Aggressive  Assertive |
| 2 | One male, one female; the male and female are working on a project together, and the male does not complete his part of the project. | 4  5  6 | Aggressive  Passive  Assertive |
| 3 | Three females; two friends are trying to convince a third friend to smoke up with them. | 7  8  9 | Assertive  Aggressive  Passive |
| 4 | Two males; one male is trying to convince his friend to smoke cigarettes with him. | 10  11  12 | Passive  Assertive  Aggressive |
| 5 | Two females; one female is trying to convince her friend to go to a party with her and two older males. | 13  14  15 | Aggressive  Assertive  Passive |

201

Decision Making

**Part 2:**

In Part 2 of the video, delay, negotiation and refusal conflict resolution skills are demonstrated. Each scene demonstrates all three skills.

Scenes are presented in the following order:

|  |  |  |  |
| --- | --- | --- | --- |
| Scenario # | Description | Scene # | Skill or Response |
| 6 | Three males; two friends try to convince a third friend to skip school. | 16  17  18 | Delay  Refusal  Negotiation |
| 7 | Three females; two friends try to convince a third friend to shoplift. | 19  20  21 | Refusal  Negotiation  Delay |
| 8 | Two females, one male; the male tries to convince the two females to drink at a party. He then makes sexual advances towards one of the females. | 22  23  24 | Delay  Negotiation  Refusal |
| 9 | Two males; one male tries to convince his friend to buy beer for an upcoming party. | 25  26  27 | Negotiation  Delay  Refusal |
| 10 | Two females; one female is upset that her friend is judgmental, and excludes someone based on physical appearance. | 28  29  30 | Refusal  Delay  Negotiation |

**Part 3:**

In these scenes, a combination of different skills is demonstrated. This demonstrates to students that it often takes a variety of different skills to resolve a conflict. A combination of all three skills is used in each scene.

Scenes are presented in the following order:

|  |  |
| --- | --- |
| Scene # | Description |
| 31 | Three males; two males pressure their friend to paint graffiti on a wall. |
| 32 | Two females, one male; the male pressures the two females to drink at a party. |
| 33 | Three males; one male wants to buy drugs (weed), and tries to convince his friend not to say anything, or tell anyone. His friend tries to dissuade him from buying drugs. |

202

Unit 3 - Lesson 6

6.3 L

**Laminated Poster-Guidelines for Respondent**

1. How do I feel?

2. What are my rights?

3. What do I want/need? Why?

4. What needs to be done?

5. Can it be a win-win situation?

6. Am I respecting the other person's rights?

7. Is my response realistic?

203



204

Unit 3 - Lesson 7

**Lesson #7**

**Culminating Activity**

**Specific Expectations:**

Students will:

- explain the importance of abstinence as a positive choice for adolescents

- identify symptoms, methods of transmission, prevention, and high risk behaviours related to common STIs, HIV and AIDS

- identify sources of support (e.g., parents/guardians, doctors) related to healthy sexuality issues

**Materials:**

- Appendix F- Suggestion Circle

- Blank paper 8.5x11 (one piece for each student)

- Culminating Activity - Choice Board (7.0 H)

- Culminating Activity-Rubric (7.1 H)

**Teaching/learning Strategies:**

- Some strategies have been adapted from Beyond Monet, by Barrie Bennett and Carol Rolheiser (2001) and Think Literacy: Cross Curricular Approaches, (2005).

**- Activity #1**- Suggestion Circle

- Ask students to sit in a large circle in the classroom (if possible). Explain to students that you are going to continue on from last day's class with the focus now on delay, refusal and negotiation techniques. Use the Suggestion Circle strategy (see Appendix F) to complete this task. Read the following scenarios to the class for this task:

- 1. The person you really like wants you to go over to his/her house after school, but you know that no one will be at home, and you don't really feel comfortable.

205

Culminating Activity

- 2. The person you like is getting very physical with you at school. You don't feel comfortable, even though you really like the person.

- 3. You are walking through the mall to go to the movies with your partner and a group of friends. Your partner always wants to hold your hand, but you really don't like holding hands in public.

- 4. You are at a party with a group of friends, but the person you are interested in has had a lot to drink and keeps trying to get you into a room alone.

- 5. You are at a party at a friend's house where no parents are home. A lot of people have brought alcohol that they have taken from their parents. Some boys from your class have started a drinking game. You notice that some of the girls seem a little bit tipsy. A couple of the girls have said that they do not want to play, but the guys who started the game are really pressuring them to drink. You remember hearing these guys saying at lunch that they were going to make sure the girls drank a lot at the party, because they said that "drunk girls are easy." You respect the girls, and notice that they are getting uncomfortable when the guys continue to pressure them to play the drinking game.

- Explain to students that thinking about values, boundaries and possible solutions before difficult situations arise often is helpful in making sure that they stand up for what they believe and value. It is important to be aware of these skills, as they may help students to get out of difficult situations. (35 minutes)

**- Activity #2** - Culminating Activity

- Explain to students that for the culminating activity for this unit, students may choose one activity from the **"Choice Board"** (7.0 H) to complete. This activity must be completed by (date). (15 minutes)

206

Unit 3 - Lesson 7

7.0 H

**Culminating Activity - Choice Board**

Choose one of the methods below to create your project. You must make sure that you provide methods below to create your project. You must de the following information in your project:

1. Explain the importance of abstinence as a positive choice for teens.

2. Identify consequences of not choosing abstinence.

3. Identify sources of support related to healthy sexuality.

|  |  |  |
| --- | --- | --- |
| Visual | Auditory | Kinesthetic |
| Poster | News broadcast (ex. interview) | Role play |
| Newsletter for teens | Rap song | Commercial |
| Advertisement | Presentation | Board game or game show |

"Choice Board" adapted from Start Where they Are; Differentiating for Success with the Young Adolescent, Karen Hume (2008).

207

Culminating Activity

7.1H

**Evaluation:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Knowledge/Skills | Level 1 | Level 2 | Level 3 | Level 4 |
| Communication of Required Knowledge | -communicates poorly, making many errors or omissions | -communicates with some clarity, making some errors or omissions | -communicates clearly and precisely, making few errors or omissions | -communicates clearly and precisely, making no or almost no errors or omissions |
| Communication of Required Knowledge | -rarely uses appropriate terminology | -sometimes uses appropriate terminology | -usually uses appropriate terminology | -uses appropriate and varied terminology |
| Understanding of Concepts | - shows understanding of few of the required concepts taught  - major errors or omissions | - shows understanding of some of the required concepts taught  - several minor errors or omissions | - shows understanding of most of the required concepts taught  - a few minor errors or omissions | - shows understanding of all or almost all of the required concepts taught  - practically no errors or omissions |

*(Ontario Curriculum, Grades 1-8, Health and Physical Education, 1998)*

208

Unit 3 - Appendices

Appendix A

**Stand on the Line...**

1. Use masking tape to create a line on the floor of the classroom. It will need to be a long enough line that at least half the class could stand on.

2. Ask half of your class to stand about one metre away from the line, on one side. Ask the other half of the class to stand approximately one metre away from the other side of the line. (See diagram below)

X X X X X X X X X X (students)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ line made of tape

O O O O O O O O O (students)

3. Instruct students to listen to each statement, and to simply stand on the line if the statement applies to them.

4. Read each statement below and allow students time to stand on the line for each that applies. Allow enough time for students to step back from the line before the next statement is read. Feel free to add in other statements of your choice that may be more applicable to the students you teach.

Statements:

Stand on the line if...

1. You like to play sports.

2. You like to draw or paint.

3. You like to sing.

4. You have siblings.

5. You have ever been on an airplane.

6. You are the oldest or only child in your family.

7. You like to play games.

8. You like to listen to music.

209

Unit 3 - Appendices

9. You like ice cream.

10. You think one of the most important characteristics of good friends is that they are funny.

11. You think it is important to have one or two really good friends instead of a lot of friends.

12. You have a pet.

13. You like to eat spicy food.

14. You have ever been to a concert.

15. You can identify two STIs (sexually transmitted infections).

16. You can explain why abstinence is important for adolescents.

17. You can name all of the provinces.

18. You have ever played a Wii game.

19. You can identify three types of contraception (birth control).

20. You brushed or combed your hair today.

\*Thank students for participating in the activity and ask them to sit down in their seats.

(Adapted from *Tribes: A New Way of Learning and Being Together*, by Jeanne Gibbs, 2001)

210

Unit 3 - Appendices

Appendix B

**Numbered Heads**

1. Ask each student in the group to number off, beginning at the number one.

2. Assign a specific task to each group member. For example,

#1 - come up to pick up materials from the front (ex. the poster and handout for your group)

#2 - recorder for the group

#3- time keeper (keep the group on task so that they only spend a certain amount of time on

each question)

#4 - speaker (stand up to report information to the class, on behalf of the group)

(Adapted from Beyond Monet: The Artful Science of Instructional Integration, by Barrie Bennett and Carol Rolheiser, 2001)

211

Unit 3 - Appendices

Appendix C

**Think, Pair, Share**

1. After asking students a question, ask them to think to themselves for a few seconds about the answer.

2. Ask students to turn to a partner and discuss what they have just been thinking. Each partner should have the opportunity to speak. Tell students to be prepared to give a response to the entire class once they have finished talking to their partners.

3. Ask some of the pairs to tell the class what they discussed.

(Adapted from *Beyond Monet: The Artful Science of Instructional Integration*, by Barrie Bennett and Carol Rolheiser, 2001)

212

Unit 3 - Appendices

Appendix D

**Post It, Pile It**

1. Divide students into small groups (approx 4 students per group).

2. Ask students to number themselves, from 1 to 4.

3. Each student should be given a stack of post-it notes.

3. After the teacher asks the first question, all students individually should write down their ideas/answers on the post-it notes. One idea should be written on each post-it note, and then piled beside the person who wrote it. All students in the group should be writing at the same time. Allow approximately 1-2 minutes.

4. Once each student has completed this task, they are to discuss their ideas with the group using the following strategy. Starting with person number one, they are to share their first idea that is written on a post-it note, and place it in the middle of the desk. If any other member has the same idea on their post-it, they are to place it on top of the original idea.

5. Next, the number two person should post one of their ideas beside the previous pile. Other group members who have a similar idea should post their note on top of the original. A new pile should start with each new idea posted.

6. Go around the group, placing post-it notes in the centre until all the post-it notes are gone from each group member. By the end of the activity, there should be several ideas grouped together in the middle of the desk.

7. Have each group choose 3 of their examples that they want to share with the larger group.

(Adapted from Think Literacy: Cross-Curricular Approaches Grades 7-12, 2005)

213

Unit 3 - Appendices

Appendix E

**Foldable**

1. Provide each group with a blank piece of paper.

2. Ask students to have the paper in the landscape position in front of them.

3. Ask students to fold the outer two sides in toward the middle, so that the edges meet.

|  |  |  |
| --- | --- | --- |
|  |  |  |

fold in fold in

4. Once both sides are folded in, tear across the middle of each flap so that four corners are created.

|  |  |
| --- | --- |
|  | tear on this horizontal line |
|  |  |

5. In each corner write the following letters as they relate to the IDEAL model.

|  |  |
| --- | --- |
| I | D |
| E | A |

6. When students are writing their responses for each part of IDEAL, have them open the flap that corresponds (ex. open "I" to "identify the problem" from the scenario, etc.).

For the letter "L", students will write this information on the back of the foldable.

214

Unit 3 - Appendices

Appendix F

**Suggestion Circle**

1. Ask students to sit in a large circle.

2. Read a scenario to the class.

3. Students may think to themselves for a few seconds (or you may want to do "think, pair, share"). Then ask for suggestions from volunteers in the group as to how they would respond by trying to delay, refuse or negotiate in each situation.

4. When responding, students should consider the "Guidelines for Respondents".

5. After several responses to the first scenario, continue on with the next one.

215



216