

# Health Education 5

*Guide*

## Website References

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education of the content, policies, or products of the referenced website. The department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

Regional Education Centres and educators are required under the Department's Public School Programs Network Access and Use Policy to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to <[curriculum@novascotia.ca](mailto:curriculum@novascotia.ca)>.

## Health Education 5

© Crown copyright, Province of Nova Scotia, 2015, 2019

Prepared by the Department of Education and Early Childhood Development

This is the most recent version of the current curriculum materials as used by teachers in Nova Scotia.

The contents of this publication may be reproduced in part provided the intended use is for non-commercial purposes and full acknowledgment is given to the Nova Scotia Department of Education.

# Health Education 5

*Draft, January 2015*

**Note:** This document has not yet been reviewed and aligned in structure and formatting with the primary, 1, and 2 documents. An updated version with appendices will follow later in 2015.

### **Website References**

Website references contained within this document are provided solely as a convenience and do not constitute an endorsement by the Department of Education and Early Childhood Development of the content, policies, or products of the referenced website. The Department does not control the referenced websites and subsequent links, and is not responsible for the accuracy, legality, or content of those websites. Referenced website content may change without notice.

School boards and educators are required under the Department's *Public School Network Access and Use Policy* to preview and evaluate sites before recommending them for student use. If an outdated or inappropriate site is found, please report it to [links@EDnet.ns.ca](mailto:links@EDnet.ns.ca).

Health Education 5, Draft, January 2015

© Crown Copyright, Province of Nova Scotia 2015

Prepared by the Department of Education and Early Childhood Development

No part of this publication may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the Nova Scotia Department of Education and Early Childhood Development. For permission requests, please contact Education Program Services, Nova Scotia Department of Education and Early Childhood Development, at [eps@EDnet.ns.ca](mailto:eps@EDnet.ns.ca).

Please note that all attempts have been made to identify and acknowledge information from external sources. In the event that a source was overlooked, please contact Education Program Services, Nova Scotia Department of Education and Early Childhood Development, [eps@EDnet.ns.ca](mailto:eps@EDnet.ns.ca).

**Cataloguing-in-Publication Data**

---

# Contents

---

---

## Outcome

---

**1.1** Students will be expected to demonstrate an understanding that sexual orientation is a part of our personality and explore the harmful effects of homophobia.

## Elaboration

---

*Beginning in grade Primary, students learn that family structure is diverse and includes families with same sex parents. In grade 3 students learn about rights and responsibilities (Outcome 3.3.1). In 4 they learn about gender roles and gender identity (4.1.2), and in grade 6 they learn about sexuality and sexual health (6.1.1). In junior high students learn the difference between sexual orientation and gender identity; they examine the media portrayal of sexual orientation, and learn about ways to maintain sexual health.*

In grade 4 students learn about the difference between gender roles and gender identity, and although these topics are not related to sexual orientation, there is often some confusion about the differences between sexual orientation and gender identity questions about gender will likely come up again. See notes below for definitions.

Everyone has a sexual orientation. This is a key aspect of our identity and understanding this concept is an important part of healthy development. The *Canadian Guidelines for Sexual Health Education* note that effective sexual health education provides relevant, age-appropriate information inclusive of sexual orientation.

Some definitions that may be helpful to know:

- *Sexual orientation* is about who we are emotionally and physically attracted to. Everyone has a sexual orientation.
- *Homophobia* is a fear or hatred of lesbian, gay, bisexual or transgender people and encompasses a range of negative attitudes and feelings toward them. It can be seen in the way people considered LGBT are mistreated, excluded, intimidated, and discriminated against, and can lead to violence.

We live in a society that generally assumes everyone is heterosexual, and that this is the normal and natural way to be – this is called heterosexism. This assumption is everywhere and is reinforced in popular culture, mass media, and social institutions. As a result, some people develop the belief that there is something wrong with being lesbian, gay, bisexual, transgender, and this frequently leads to prejudice and discrimination.

By the time students are in grade 5, they will likely have deeply entrenched values and beliefs about gender roles and social expectations. They will also likely assume that sexual orientation refers only to those people who are not heterosexual. Learning that all people have a sexual orientation may be new information for them.

---

Forming a sexual identity is a key developmental task of adolescents, and the stakes are high for those who may come to identify as LGBT. At an age when their peer group is becoming increasingly important and kids desperately need to fit in, LGBT and gender-variant youth may not feel that sense of belonging. Young people experience tremendous peer pressure to conform and those who step outside of social expectations are frequently subjected to a level of ridicule, bullying and prejudice that can be overwhelming and that sometimes threatens their personal safety.. This puts LGBT people and anyone who does not conform to social expectations at greater risk for emotional and mental health struggles. Students must be aware of the damaging effect that homophobic language and behaviours can have on a person's life, and understand that this is unacceptable. They also need to know that discrimination on the basis of sexual orientation is a human rights violation

All youth need accurate and reliable information about sexual orientation and gender identity in order to understand themselves and others, and to access the resources they need. Also, LGBT and gender non-conforming youth are surrounded by messages that imply there is something wrong with them, and they need to know that there are supportive adults who will defend and protect them. School must be a place where *all* students feel safe and valued.

Finally, it is important to recognize that there will be a range of family values with regard to sexual orientation, and some students may have strong opinions about this topic. While it is important for people to be able express their opinions, it is also important to create a safe, inclusive learning environment and protect the rights of those who might be hurt by those opinions. There is no debate here. We would never argue for or against people based on their race. It is the teacher's job to challenge myths and to provide accurate information. As educators we have an obligation to provide a safe learning environment for all students, to encourage respect for all individuals, and to value diversity.

The Public Health Agency of Canada guide has helpful information on sexual orientation in schools called *Questions and Answers: Sexual Orientation in Schools*. Print copies are available at no cost. It is available in a PDF version at [http://orders.catie.ca/product\\_info.php?products\\_id=25669&osCsid=13d32de3c42020b1ff208058fa3eca6e](http://orders.catie.ca/product_info.php?products_id=25669&osCsid=13d32de3c42020b1ff208058fa3eca6e)

---

## **Enduring Understandings**

---

By the end of this outcome, students should understand that:

- everyone has a sexual orientation
- human sexuality exists on a continuum
- homophobia is harmful and a violation of human rights
- young people who are facing harassment or discrimination should tell a safe and trusted adult



---

## Assessment, Teaching, and Learning

---

**Group Norms/Safe Space** This is good practice in general, but especially because this topic may be sensitive for some, it is important for the group to agree on some ground rules. If you have already established such norms, it would be a good idea to revisit them.

- Discuss guidelines for respectful conversation (i.e. no question is a dumb question, no put-downs, be respectful of others, use proper terms, maintain confidentiality, don't use people's names, agree to disagree, be a good listener, no put-downs, right to pass, etc.).
- Agree on and post guidelines in an obvious location in the room
- Ensure that all students understand that sexual orientation and gender identity will be respected.
- Although some people may have strong opinions about sexual orientation, allowing "for" and "against" arguments sends the message that there is something wrong with being LGBT. We would never allow arguments for or against people based on their race or disability.
- Acknowledge that some people may find this topic difficult or embarrassing to discuss. Ask students to identify how we sometimes behave when we are embarrassed (giggle, blush, act silly, shy, etc.).
- Remind students that it is okay to laugh *with* but not *at* others; discuss the difference.
- Talking about themes related to diversity requires maturity and compassion for others.

Note: See Advocates for Youth "Creating Group Agreement" in the Internet Resources below for some suggestions.

**Think Pair Share** What is sexual orientation? See appendix 1 for an explanation of this strategy.

**Discussion** Everyone has a sexual orientation. Explain that human sexuality exists on a continuum that ranges from exclusively heterosexual to exclusively homosexual with degrees of bisexuality in between.

**Question Box** Provide an opportunity for students to submit questions anonymously. This allows them to ask questions without risking embarrassment, and allows the teacher some time to prepare answers. Pass every student a piece of paper and ask them to write down any questions. So that no student feels singled out, all students should write something on their paper. If they have no question, they can provide feedback about the lesson, or write "no comment." Plan to answer questions at the beginning of the next class.

**Introduction to Sexual Orientation Lesson Plan** This *Advocates for Youth* lesson plan mentioned in the Internet Resources below, takes students on a guided imagery that asks them to imagine a world that is flipped, where most people are gay and straight people are in the minority. It is a good activity to encourage empathy and beginning to understand the effects of homophobia. Although indicated for 13 years of age, this lesson would be appropriate for 11 year olds.

**Group Brainstorm** Write the words lesbian, gay, bisexual in a circle on the board. Ask students to brainstorm words or stereotypes they have heard about these people and write them on the board. Inform students that even though some of these words might be offensive, it is okay to say them for the purpose of this activity. How many of the words are positive? How many are negative? Where do they

---

hear these words? How often do they hear these words at school? Erase the LGBT words in the centre of the circle and print “ME.” Ask students how they might feel if these words were used to describe them? How would you feel if you had to deal with these stereotypes and discrimination? What might you do to try and deal with these feelings? See “The Porcupine Game” in *Seeing the Rainbow* mentioned in the Print Resources.

**Discuss** What is homophobia? Ask students what they know then provide a definition (see Elaboration notes above).

- What are some examples of homophobia? (name-calling, disowned by families, excluded, rumours, teasing, violence...)
- Why might people behave this way? Where does homophobia come from? (fear, hatred, lack of knowledge, upbringing....)
- What are the effects of homophobia on LGBT people, their family, friends, the school, society? (sadness, confusion, fear, stress, feeling alone, ashamed, skipping school, drug and alcohol use, intolerance, homelessness, self-harm, suicide...)

**Take a Stand on “That’s So Gay”** Post *Strongly Agree* and *Strongly Disagree* signs at opposite ends of the room. Explain to students that they will respond to a series of statements that you will read aloud by standing beside either sign, or anywhere in between, depending on how they feel. Ask for volunteers to explain why they chose to stand where they did. See appendix 2 for a list of statements.

**Vocabulary** If you mean “stupid” say “stupid.” Expand your vocabulary. What other words or phrases could you use? Students brainstorm and record new phrases that are not offensive or insulting to anyone. Finish the phrase “That’s so...” with something original. Post in the room as reminders.

**Written Reflection** How would you feel if you were used as an insult? Explain.

**Creating an Inclusive Classroom** Explore with students how to create an inclusive classroom. As a class, create a definition of the term inclusiveness as it applies to the classroom (and school) setting. You may also wish to connect this with human rights. As a class, create a classroom charter of rights and responsibilities. For a lesson, see *GEAR: Global Education Activity Resource* available to download at

## Resources

---

### Internet

- *Advocates for Youth* (*Advocates for Youth 2008*) <http://www.advocatesforyouth.org/for-professionals> This website supports young people making informed and responsible decisions about their reproductive and sexual health. The site includes a wealth of excellent free lesson plans related to sexual health, some of which would be appropriate for grade 5. A resource for those working with elementary aged children called *When I’m Grown* will be available to download from this site soon.
- *Advocates for Youth* “Creating Group Agreement” <http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/221?task=view> (*Advocates for Youth 2002*)

- 
- *Advocates for Youth* “Introduction to Sexual Orientation” <http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/237?task=view> (*Advocates for Youth* 2005)
  - *The Pride Education Network* (PEN 2014) <http://pridenet.ca/> A group of Canadian educators and advocates dedicated to helping create an inclusive, respectful school environments for all students, staff and families, regardless of their actual or perceived sexual orientation and/or gender identity. They provide resources for educators, lesson plans, links to relevant Canadian policies, and support.
  - *The Pride Education Network* “Homophobic Bullying.” (PEN 2014) <http://pridenet.ca/wp-content/uploads/homophobic-bullying-facts.pdf>
  - *The Pride Education Network* “Challenging Homophobia in Schools: A Handbook for Educators, Second Edition.” (PEN 2014) <http://pridenet.ca/wp-content/uploads/challenging-homophobia.pdf> Available to purchase from the website for \$32.00.
  - *Gay, Lesbian, and Straight Education Network* (GLSEN 2012) <http://glsen.org/> This organization works to assure that each member of every school community is valued and respected regardless of sexual orientation or gender identity/expression. They provide research, school based programs lesson plans and support.
  - *The Lesbian, Gay and Bisexual Youth Project* (The Youth Project n.d.) <http://youthproject.ns.ca> A non-profit charitable organization dedicated to providing support and services to youth, 25 and under, around issues of sexual orientation and gender identity. They provide a variety of programs and services including support groups, referrals, supportive counselling, a resource library, professional development educational workshops, social activities, and a food bank.
  - *thinkb4youspeak* (GLSEN 2008) [www.thinkb4youspeak.com/](http://www.thinkb4youspeak.com/) This campaign is designed to raise awareness about the consequences of homophobia, and help create a more positive environment through the use of media. The site includes a link to several PSAs, and an educator’s guide with a number of activities to help discuss the ad campaign.

## Print

- *Homophobia Hurts: A Teacher’s Resource Guide for Dealing with Lesbian, Gay and Bisexual Issues in the Classroom.* (Lesbian, Gay, and Bisexual Youth Project 2005) <http://www.youthproject.ns.ca/library/home> Provides definitions, good explanations, stories, lessons and more. Available for loan or purchase (\$10) from The Youth Project. *How the Cougar Came to be Called the Ghost Cat.* (Isaac2010; NSSBB #: 1000435) This picture book tells the story of a cougar who leaves home and must change in order to adapt. When he wants to return home he is no longer welcome. A good read aloud to introduce gender identity and homophobia.
- *In Our Mothers’ House* (Polacco 2009; NSSBB #: 1000103) This engaging read-aloud picture book would make a great conversation starter about the effects of homophobia. It tells the story of a family with two moms who face intolerance in their neighbourhood, but teach their children that different doesn't mean wrong.
- *Questions & Answers: Sexual Orientation in Schools* (Public Health Agency of Canada 2010) [http://orders.catie.ca/product\\_info.php?products\\_id=25669](http://orders.catie.ca/product_info.php?products_id=25669) This resource provides answers to common questions. Available online at:

- 
- *Seeing the Rainbow* (Canadian Teachers Federation 2002; NSSBB #: 16987) A teacher's resource about gay, lesbian, bisexual, transgendered, and two-spirited realities. Includes definitions, stories, lessons, and recommended resources.

## Video

**Learning Resources and Technology Services** Videos listed below are available online, or for loan.

<http://medialibrary.ednet.ns.ca/search-videos>

- *Apples and Oranges* (National Film Board 2003) (DVD/VHS, 17 min; LRTS #: 23803) An ideal discussion-starter to teach children about the negative effects of bullying and homophobia. Online Catalogue 4-6.
- *Sticks and Stones* (National Film Board 2001) (17 min.) <http://www3.nfb.ca/sg/100090.pdf> 3-7. This film is available through NFB, *not* through LRTS. This documentary looks at the lives of children aged 5 to 12, with gay and lesbian parents. Using their own words, children share how homophobic language affects their lives.

---

## Outcome

---

1.2 Students will be expected to describe the male and female reproductive systems, explaining the process of reproduction and how the reproduction system matures through the process of puberty.

## Elaboration

---

*In grade 4 students learn about the physical and emotional changes that accompany puberty (Outcome 4.1.1). In grade 6 they learn about positive ways to deal with these changes (6.1.5). In junior high students learn about the stages of pregnancy and prenatal development, and about maintaining sexual health.*

The goals of sexual health education include helping young people develop the appropriate knowledge and skills they need to make informed decisions about their sexual health. The result of inadequate information may be serious, and to deny kids the information they need to maintain their health is negligent and potentially harmful, putting them at increased risk for significant negative outcomes. The Public Health Agency of Canada states that sexual health education is a right for all Canadians. (*Canadian Guidelines for Sexual Health Education 2008*). For some, school may be their only source of accurate and reliable information.

Puberty marks the beginning of reproductive maturation, as well as secondary changes in height, weight, body shape and such that go along with becoming an adult. Although the majority of students in grade 5 have probably not started puberty, it will begin soon enough.

Being knowledgeable and having a good sense of what to expect from change can make it a more manageable and less stressful process. Teaching students about their reproductive systems will help them understand the physical changes their bodies will go through as they mature, and will reassure them that this is completely natural process that everyone must navigate, perhaps alleviating some of the stress that is common at this age. It also lays the foundation for the sexual health learning that will happen in later grades.

Sex can be an awkward and uncomfortable topic for many people to discuss with others. However, students are generally very interested in this topic and despite the attitude that they know everything there is to know, they have much to learn. Some students will be giggly and silly; you should expect this. Let them get the giggles out, but insist on respect for others, and bring them back to the seriousness of the topic.

It is also important to recognize that there will be a range of family values with regard to teaching and learning about sexual health. Nevertheless, all people are entitled to accurate information about their health; what people choose to do with that information is a personal and family decision.

---

## Enduring Understandings

---

By the end of this outcome, students should understand:

- the main parts of the male and female reproductive systems and how they work (including menstrual cycle, sperm production, erection, ejaculation)
- how the reproductive system changes during puberty and how it signals a change in a person's reproductive capability
- what happens during the process of reproduction
- there are ways of preventing unintended pregnancy, including abstinence and contraception

## Teaching - Learning – Assessment

---

**Group Norms/Safe Space** This is good practice in general, but especially because this topic may be sensitive for some, it is important for the group to agree on some ground rules. If you have already established such norms, it would be a good idea to revisit them.

- Discuss guidelines for respectful conversation (i.e. no question is a dumb question, no put-downs, be respectful of others, use proper terms, maintain confidentiality, don't use people's names, agree to disagree, be a good listener, no put-downs, right to pass, etc.).
- Agree on and post guidelines in an obvious location in the room
- Acknowledge that some people may find this topic difficult or embarrassing to discuss. Ask students to identify how we sometimes behave when we are embarrassed (giggle, blush, act silly, shy, etc.).
- Remind students that it is okay to laugh *with* but not *at* others; discuss the difference.
- Talking about sensitive topics requires maturity and compassion for others

**Icebreaker:** Use an activity to help students get beyond the awkwardness many of them will experience when discussing this topic. Quickly read through a series of statements (*Stand up if you like pizza, Sit down if you watched TV last night, Stand up if you play sports...*) The final statement should be: *Stand up if you find it embarrassing to talk about sex*. Reassure students that many people find it difficult to discuss topics related to sex, or things that are usually considered private; however, it is very important that students have accurate information related to their health.

**Question Box** Some students may be uncomfortable discussing this topic, or embarrassed to ask questions. Some students may just be shy. Provide an opportunity for students to submit questions anonymously, and then spend some time answering them during a subsequent class.

**Activate Prior Knowledge** Complete an activity to determine what students already know about reproduction and to prepare them for learning. A KWL organizer or an ABC organizer may work well for this. See appendices 3 and 4 for examples.

---

**Vocabulary Match** Divide students into small groups and provide them with a handout of mixed up words and definitions. Students work together to match as many pairs as they can. See appendices 5 and 6 for a handout.

**Anatomy Bingo** Create a 5 x 5 grid. Put 24 or more vocabulary words related to reproduction on the board. Students randomly fill their bingo grid with these words until all spots are filled (middle spot is free). Teacher reads out the definitions for the word. If a student has the word that matches the definition on their grid they may cross it out. See the *Fetal Development Lesson* in the Internet Resources below for more details and a template for “Anatomy Bingo.”

**Videos** Watch one of the videos suggested below (*The Reproductive System* is very good) and discuss. You may want to provide some guiding questions for students to complete in response to the video.

**Beyond the Basics Lesson Plans** Module 3 of this resource (listed in Print Resources below) includes excellent, ready to go lesson plans about the changes that occur during puberty, the parts of the reproductive systems, and the process of reproduction.

## Resources

---

### Internet

- *Fetal Development Lesson 1* (Alberta Health Services 2013) <http://teachers.teachingsexualhealth.ca/wp-content/uploads/Grade-6-Fetal-Development-Lesson-1.pdf> This lesson reviews anatomy and includes “Anatomy Bingo.”
- *Kids Health* (The Nemours Foundation 2014) <http://kidshealth.org/kid/> This is a go-to website for kids, teens and parents. The articles available on this website are written in a straight forward manner that is easy for kids to understand. The material is reviewed regularly by a team of doctors and other medical experts to ensure the information is as current as possible.
- *Sexuality and U “Puberty Powerpoints”* (The Society of Obstetricians and Gynaecologists of Canada 2012) <http://www.sexualityandu.ca/teachers/classroom-presentations/puberty> This Canadian site provides accurate and up-to-date information and education on sexual health. The teachers section offers many free resources, including classroom presentations by grade level.
- *Teaching Sexual Health “Lesson Plans”* (Alberta Health Services 2013) There are several excellent lesson plans at the grade 4, 5, and 6 level that cover the male and female reproductive systems. <http://teachers.teachingsexualhealth.ca/lesson-plans/>

### Print

- *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education* (Canadian Federation for Sexual Health 2005; NSSBB #: 18447) This excellent resource is all about sexual health topics and includes ready to go lesson plans from grades 4 and up. Module 3 is about puberty and reproduction.

- 
- *Growing Up Ok!* (Nova Scotia Health Promotion and Protection 2011) Available online at: <http://novascotia.ca/dhw/healthy-development/documents/Growing-Up-OK!.pdf> This is an excellent resource to introduce discussions about the physical and emotional changes that accompany puberty.
  - *It's Perfectly Normal* (Harris 2009; NSSBB #: 25453) An excellent, teen-friendly book about puberty and sexual health.
  - *It's So Amazing: A Book about Eggs, Sperm, Birth, Babies, and Families* (Harris 2002; NSSBB #: 18723) This is an excellent, comprehensive book that accurately and sensitively addresses issues of healthy sexuality, puberty, and human growth and development for kids 7 and older.
  - *On Your Mark, Get Set, Grow!: A "What's Happening to My Body?" Book for Younger Girls* (Madaras 2008; NSSBB #: 18712) Illustrated with fresh and funny cartoons, pre-teen boys will learn everything they need to know about the new and exciting changes to their bodies during puberty.
  - *Ready, Set, Grow!: A "What's Happening to My Body?" Book for Younger Girls* (Madaras 2003; NSSBB #: 18714) Illustrated with fresh and funny cartoons, pre-teen girls will learn everything they need to know to celebrate and accept the new and exciting changes to their bodies during puberty.
  - *Sexual health education in schools: Questions & Answers, 3rd Edition* (SIECCAN 2010) [http://www.sieccan.org/pdf/she\\_q&a\\_3rd.pdf](http://www.sieccan.org/pdf/she_q&a_3rd.pdf) Designed to support the high quality sexual health education in Canadian schools, this document provides research-based answers to common questions about sexual health education in the schools.
  - *Teaching Sexual Health Education: A Primer for New Teachers, A Refresher for Experienced Teachers* (The Society of Obstetricians and Gynaecologists of Canada 2012) <http://sexualityandu.ca/uploads/files/TeachingSexEdManual.pdf> This excellent Canadian resource includes background information and research, best practice strategies, teaching tools and lessons plans.
  - *The Boy's Body Book: Everything You Need to Know for Growing up You* (Dunham 2007; NSSBB #: 18650) This readable, illustrated guide that provides clear, factual information related to healthy sexuality, and emotional/physical/relationship changes that occur during adolescence.
  - *The Girl's Body Book: Everything You Need to Know for Growing up You* (Kelli Dunham 2008; NSSBB #: 18651) This readable, illustrated guide that provides clear, factual information related to healthy sexuality, and emotional/physical/relationship changes that occur during adolescence.

## Video

**Learning Resources and Technology Services** Videos listed below are available online, or for loan.

<http://medialibrary.ednet.ns.ca/search-videos>

- *A Baby is Born* (Marsh Media 2008) (Streamed 10:46) Online Video Library: <http://www.learn360.com/Search.aspx?SearchText=A%20Baby%20is%20Born&lid=17523857> Explains the human reproduction process, including information about conception, pregnancy, fetal development and genetics. 3-5



---

## Outcome

---

1.3 Students will be expected to practise skills for managing stress in their lives.

## Elaboration

---

*In grade 4 students learn to differentiate between anxious feelings that we all have and the signs of anxiety that are more serious (Outcome 4.1.4). In grade 6 students will learn about signs of depression that may be a cause for concern (6.1.4). In junior high students learn about time management, assertiveness, and managing change. Although stress may be caused by a wide variety of things that differ from person to person, the things mentioned above contribute to stress for many of us.*

Stress is a normal part of everyday life; we all experience it and we all must learn ways to cope with it. Understanding what stress is, where it comes from and why we experience it will help people deal with stress more effectively.

The human stress response, sometimes referred to as the fight or flight response, is a survival instinct. Back in prehistoric days when many of the threats that humans faced were physical, this immediate physiological response helped people to escape danger and survive. Although most of the threats we face these days are no longer physical, our bodies respond in the same way. Learning some strategies to calm this physical response to stress can be helpful.

Not all stress is bad. Small amounts of stress can have a positive effect by adding anticipation and excitement to life. Deadlines, competitions and challenges are good examples of situations that may create stress that has a positive effect. Limited amounts of stress also make us more alert and energized, and motivate us to do better and try harder. This good type of stress, called eustress, enriches our lives.

Even negative stress, or distress, is not all bad. We need to experience some stress in order to learn to deal with it, to develop resiliency, and to learn coping strategies. However, too much stress, especially if we don't have any control over it, if we feel overwhelmed, or don't have the skills to cope, can interfere with our ability to function well and to deal with everyday challenges. Stress overload can lead to feelings of helplessness and hopelessness, may lead to physical health problems over time, and may have a debilitating effect on a person's life.

Stress is not the same for everyone. What stresses one person may not bother someone else at all. However, perhaps more than anything else, a person's perception of the situation and their ability to cope with it will ultimately determine how much stress they experience. If they believe they have the skills to adequately cope with the situation then their stress level will remain manageable.

Each of us must figure out what our own personal stressors are and how we are best able to cope. For example, many people experience stress because they have many things to do and limited time.

---

Planning, using a schedule or calendar, prioritizing, setting goals and creating To-Do lists can help reduce stress for these people. It's important to know what stresses you out, so that you can figure out a plan to help manage those feelings.

Kids experience stress, too. Some of the things that commonly stress children include grades, homework, pressure to do well, family problems, peer relationships, conflict, and teasing. The changes that accompany puberty can also be stressful. Too much stress can affect a child's learning and social development. When a child is preoccupied with worries, they are not able to think clearly or focus on other things.

Balance is the key. Learning to prioritize and balance school, social, and family obligations is essential for a student's emotional and mental well-being. Even a person who was born with an anxious temperament can learn skills and strategies to ameliorate worries and reduce their stress. The goal is not to eliminate stress from our lives, which wouldn't even be possible, but to learn how to manage it and to use it to our benefit.

## **Enduring Understandings**

---

By the end of this outcome, students should understand that:

- some degree of stress is to be expected under certain circumstances (big changes, the unknown, situations involving some sort of risk or threat...)
- some stress may serve a purpose
- too much stress can have negative effects on a person's health and well-being
- people can learn skills to help them deal with stress

## **Curriculum Connections**

---

Skills for managing stress may be connected to many outcomes, especially those related to coping with change and building relationships, not just the ones mentioned here.

1.2 Students will be expected to describe the male and female reproductive systems, explaining the process of reproduction and how the reproductive system matures through the process of puberty.

1.4 Students will be expected to recognize when sadness or worry becomes life affecting and practise how to express a mental health concern for themselves or others.

2.3 Students will be expected to recognize forms of relational aggression and demonstrate prosocial behaviour to counter relational aggression.

2.4 Students will be expected to describe the role of physical activity in enhancing social experiences and managing thoughts, feelings, and behaviors.

---

# Assessment, Teaching, and Learning

---

**Think Pair Share** What is stress? See appendix 1 for an explanation of this strategy. Do students assume that all stress is bad?

**Fight or Flight Response** Ask students if they know what this is. Explain that it is a survival response that was most likely developed during prehistoric times when many of the threats people faced were physical. Sensing danger, the brain prepares your body to fight or run. Even though most of the threats we face are no longer physical, our body still has this response. Watch the short animation under the YouTube links to help illustrate this.

**Graffiti Board** See appendix 7 for an organizer. Divide students into small groups and have them brainstorm responses to the following headings:

- Causes (family problems, illness, death, time management problems, fears, change, friends, conflict, school, public speaking, the news, etc.)
- Physical responses to stress (headaches, trouble sleeping, difficulty concentrating, back or neck soreness, racing heart, shaky legs, muscle tension, etc.)
- Emotional responses to stress (cranky, on edge, sad, overwhelmed, indecisive, anxious, ashamed, embarrassed, angry, etc.)
- Ways people cope (withdraw, avoid, eat, exercise, yoga, self-harm, prioritize, get organized, manage time, cry, listen to music, talk to someone, lose their temper, etc.)

**Introduction to Stress** This excellent short video (*Lesson 1 Video 4:40*) that accompanies the *Stress Lessons* mentioned in the Internet Resources below may be viewed online.

**Article Review** Students read “The Story on Stress” from the Kids Health website (mentioned in the Internet Resource below). Students choose two more articles from the Relax and Unwind Center; one of them must be about a strategy that is helpful when dealing with stress. See appendix 8 for an article review organizer.

**Strategies** Discuss and perhaps try some strategies for dealing with stress: journal writing, exercise, yoga, meditation, music, visualization, muscle relaxation, affirmations, deep breathing...

**Deep Breathing** Your body cannot be stressed and relaxed at the same time. Deep breathing helps slow down your body and reduce feelings of stress in the moment. Inhale for 4 seconds, hold for 4 seconds, exhale for 4 seconds. Repeat this 10 times, or as many times as needed. Teach students to do this type of breathing and practice it. It can be done anywhere at any time and without anyone noticing.

**Worry Box (or envelope)** Explain that everyone worries. However, excessive worry can significantly contribute to stress and often does very little to change the situation. Sometimes it can be very helpful to put the worries away in a safe place until we are ready to talk about them or can come up with a plan to manage them. Students decorate their box, and then write some of the things that worry them most on slips of paper and put them into their worry box.

**Reflection** What is something that used to cause you stress, but doesn’t any longer? What caused the change?

---

**Stress Busting Plan** Choose the number 1 thing that causes you stress? What is the worst case scenario? The best? What can you do to feel better and lower your stress level? Choose a coping strategy that you have never tried before and try it for one week. Keep a daily journal of your progress.

**Lesson Plans** (see links under Internet Resources below)

- *Stress Lessons from The Psychology Foundation of Canada 2014* are excellent.
- *Stress from Kids Health* provide lesson plans related to their articles for kids.

## Resources

---

### Internet

- *Kids Have Stress Too!* (The Psychology Foundation of Canada 2014) <http://psychologyfoundation.org/index.php/programs/kids-have-stress-too/> This program includes a range of free resources designed for parents, caregivers, and educators.
- *Kids Health* (The Nemours Foundation 2014) <http://kidshealth.org/kid/> This is a go-to website for kids, teens and parents. The articles available on this website are written in a straight forward manner that is easy for kids to understand. The material is reviewed regularly by a team of doctors and other medical experts to ensure the information is as current as possible.
- *Penzu* (Penzu 2014) [www.penzu.com](http://www.penzu.com) This is a free online diary that is focused on privacy. Easily keep your personal thoughts, memories, and ideas safe and secure. Includes research about the health benefits of journaling.
- *Stress Lessons* (The Psychology Foundation of Canada 2014) <http://www.psychologyfoundation.org/index.php/programs/stress-lessons/educators/> This excellent, free classroom resource is designed for educators of students in grades 4 to 6. Videos and lesson materials are available online or may be ordered free of charge from The Psychology Foundation of Canada.

### Print

- *The Relaxation and Stress Reduction Workbook for Kids: A Workbook for Children to cope with Stress, Anxiety, and Transitions* (Shapiro and Sprague 2008; NSSBB #: 18996) This book provides relaxation techniques, including deep breathing, guided imagery, mindfulness, and yoga and the guidance for teaching them.
- *The Stress Reduction Workbook for Teens: Mindfulness Skills to Help You Deal with Stress* (Biegel 2009; NSSBB #: 2000220) This book is about understanding stress and learning simple and effective relaxation skills.
- *Too Perfect* (Ludwig 2009; NSSBB #: 1000116) This story questions whether being perfect is really so wonderful. The author explores the relentless and destructive drive for perfection, and the freedom that comes from accepting one's self.

- 
- *Wise at Heart: Children and Adults Share Words of Wisdom* (Hartman, Steckel and Steckel 2011; NSSBB #: 1002204)

## Video

**Learning Resources and Technology Services** Videos listed below are available online, or for loan.

<http://medialibrary.ednet.ns.ca/search-videos>

- *Kids.Calm: Childhood Stress* (Meridian Education Corp. 2000) (Streamed, 20:25) Online Video Library.  
<http://www.learn360.com/Search.aspx?SearchText=Kids%20calm%20%20Childhood%20Stress&lid=17523857> This program discusses some of the symptoms and causes of stress as well as several practical ways to handle stress in productive ways. Also, a tag at the end of the program provides skills for all adults who work with children. 3-8.
- *Student Workshop-Stress: You Can Handle It!* (Sunburst Visual Media 2000) (Streamed 22:04) Online Video Library.  
<http://www.learn360.com/Search.aspx?SearchText=Student%20Workshop%20-%20Stress%20%20You%20Can%20Handle%20It%20&lid=17523857> Learn what can cause stress and discover some effective ways to deal with it. Find out what to do when stress becomes too overwhelming. 6-12
- *Taking Care of Me* (Marlin Motion Pictures 2004) (DVD/VHS, 24 min; LRTS #: 23619) This program explores the many influences and experiences that shape a person's emotional health, as well as specific tools for managing stress and maintaining a positive self-image. Available for loan.

---

## Outcome

---

1.4 Students are expected to recognize when sadness or worry becomes life affecting and practise how to express a mental health concern for themselves or others.

## Elaboration

---

*In grade 4 students learn to differentiate between anxious feelings we all have and signs of anxiety that are more serious (Outcome 4.1.4). In grade 6 students will learn about signs of depression that may be a cause for concern (6.1.4), as well as the negative effects of stigma (6.3.2). In junior high students will learn the warning signs of several common mental illnesses, the impact of delayed treatment, and how to identify people and resources they can access for support.*

All of us deal with mental health problems (sadness, anxiety, stress, grief...) from time to time. These are the normal ups and downs of life, things like getting in an argument with your best friend, conflict with parents, or the death of a pet. Most people will recover from these difficulties on their own; however, if unpleasant or difficult emotions persist, children need to know when to seek help and who they can speak to.

It is estimated that as many as 1 in 5 young people is living with a mental illness (CMHA 2014), and many of these mental illnesses begin during adolescence. For teachers, this may translate to as many as 6 students in a class of 30. Mental illness may have significant impact in all areas of a person's life, including contributing to learning challenges, poor academic performance, school drop-out, social difficulties, self-harm, struggles with families, and more. Besides their own homes, young people spend more time at school than anywhere else; making schools the ideal venue for mental health education.

For these reasons, it is essential that adolescents receive accurate information about the signs and symptoms of common mental illnesses, that they can differentiate between everyday emotions and those that are more serious, and that know where to go for help. Although few adolescents will seek help on their own, if their friends and classmates are aware of what to look for, they may be able to encourage and support their friends to seek help.

Be aware that there may be students in your class who are struggling with depression or anxiety, or who have a family member who is struggling. Be particularly sensitive to this if any misperceptions associated with these illnesses come up in discussion, as those students may have personally experienced some of these negative assumptions. Be sure to correct myths and misperceptions with factual information.

If you have concerns about a student, direct them to the school counsellor.

*Note: See appendices 9, 10, 11, 12, and 13 for background information on mental health issues.*

---

## Enduring Understandings

---

By the end of this outcome, students should understand that:

- some degree of sadness and worry is part of life and to be expected
- when sadness or worry interferes with a person's ability to function normally they should seek help
- there is nothing wrong with asking for help; we all need help sometimes
- there are people, resources and services that can help

## Curriculum Connections

---

1.3 Students will be expected to practise skills for managing stress in their lives.

3.2 Students will be expected to demonstrate knowledge of the prevalence of mental health disorders among children and youth and describe certain circumstances that may increase the risk of some mental health disorders, as well as protective factors that enhance mental health.

## Assessment, Teaching, and Learning

---

**Find Someone Who...** This is a fun way to get students thinking about the topic, and illustrates the fact that it is very common for people to experience sadness and worry. See appendix 14 for an organizer.

**Class Brainstorm:** Record responses on the board:

- What are some things that make people feel sad? (pet dies, friend moves away, hurting someone's feelings, being excluded, etc.)
- What are some things that cause people to worry? (doing well on a test, parents arguing, speaking in front of the class, staying home alone, etc.)

Make the point that everyone experiences these feelings and that they are a normal part of the ups and downs of life. We might feel sad or worried for a short time, but these feelings usually pass on their own and we are able to carry on with our everyday life and activities.

**Think Pair Share** At what point do these very common feelings become a cause for concern? See appendix 1 for an explanation of this strategy.

When feelings of sadness or worry are frequent and/or so severe that they interfere with a person's ability to enjoy life and to carry out their usual everyday activities, they are cause for concern. If a person who is struggling with these feelings does not seek help, they may become unhealthy. If you notice a friend seems sad all the time you should tell an adult that you trust.

---

**Examples of how sadness might interfere with a person's life:**

- Don't want to do things you usually enjoy
- Sleep too much or not enough
- Eat too much or not enough
- Withdraw from friends and family
- Have trouble concentrating
- Grades suffer
- Don't care about anything
- Crying all the time

**Examples of how worry might interfere with a person's life:**

- Problems sleeping
- Difficulty concentrating
- Being afraid to speak up or ask questions at school
- Being unable to write a test
- Avoiding social situations
- Missing school
- Changes in appetite
- Afraid to try new activities

**Article Review** Choose one article about sadness/depression and one article about worry/anxiety from the ones listed at *Kids Health* or the *Kids Help Phone* internet links below and complete a review of the article. See appendix 8 for an organizer

**Where I Can Go for Help** Pass out and have students complete this sheet (see appendix 15). Tell students that these will not be collected, but they will be checked for completion. Note: trusted adults that students could talk to might include: parent, grandparent, other relative teacher, school counselor, nurse/doctor, coach...

**Smile** Encourage students to smile next time they are feeling sad. Even if you don't feel like it, smile at someone or try to make them laugh. Smiling changes the chemicals your brain produces and makes you feel better, and it makes other people feel good, too!

**Deep Breathing** See Outcome 1.3. Remind students that they can practice this strategy anytime they feel worried or anxious. They can slow down their bodies and their minds by controlling their breathing.

**Worry Rockets-** Write your worries down and launch them into virtual outer space at the *Kids Help Phone* link below.



---

**Worry Box** See Outcome 1.3. If students have already made a worry box, remind them that they don't need to worry constantly; they can put their worries away for a while and take a rest.

**Healthy Mind. Healthy Body.** Lesson plans available in this resource are directly related to curriculum outcomes. See *Print Resources* below.

**Exit Pass** See appendix 16 for an example. The most important thing I learned today was...

## Resources

---

### Internet

- *Kids Help Phone* (Kids Help Phone 2014) <http://www.kidshelpphone.ca/Kids/Home.aspx> Canada's only toll-free, 24-hour, bilingual and anonymous phone counselling, web counselling and referral service for children and youth. Kids can also find a wealth of information online.
- *Worry Rockets* (Kids Help Phone 2014) <http://www.kidshelpphone.ca/Teens/YourSpace/Worry-Rockets.aspx> Write your worries down and launch them into virtual outer space.
- *Anxiety-When you worry a lot* (Kids Help Phone 2012 ) <http://www.kidshelpphone.ca/Kids/InfoBooth/Feelings/Anxiety.aspx>
- *Sadness is Healthy* (Kids Help Phone 2012 ) <http://www.kidshelpphone.ca/Kids/InfoBooth/Feelings/Sadness/Sadness-is-healthy.aspx>
- *Depression-feeling sad most of the time* (Kids Help Phone 2012) <http://www.kidshelpphone.ca/Kids/InfoBooth/Feelings/Depression.aspx>

### Print

- *Can I Catch it Like a Cold?: Coping with a Parent's Depression* (Centre for Addiction and Mental Health 2009; NSSBB #: 1000304) In simple, straightforward language, this book explains what depression is and how it is treated.
- *Child and Youth Mental Health* (Canadian Teachers' Federation 2013) This document provides useful fact and information for teachers. Available online at: [http://www.ctf-fce.ca/Research-Library/HillDay2013\\_MentalHealth.pdf](http://www.ctf-fce.ca/Research-Library/HillDay2013_MentalHealth.pdf)
- *Healthy Mind. Healthy Body: A Mental Health Curriculum Supplement for Use with the Nova Scotia Department of Education's Health Education Curriculum: Grades 4-6* (Lauria-Horner 2008). This resource offers ready to go lesson plans related to depression (5.1) and worry and anxiety (5.3). Note: This resource also includes lessons at the grade 6 level related to depression (6.2) and social anxiety (6.3) and panic (6.4). Previously distributed to schools.
- *Hole in One: A Children's Book Dealing with the Topic of Anxiety Disorder* (Grass 2008; NSSBB #: 1000291) Available online at: <http://www.iristhedragon.com/uploads/1/2/9/7/12974496/ebook-hole-in-one.pdf> This books address anxiety and stress the need for early identification and the building of a support network to help alleviate the long-term effects of a mental illness.
- *The Feelings Book: The Care and Keeping of Your Emotions* (Madison 2002; NSSBB #: 18384) This book examines common feelings experienced by adolescent girls and addresses healthy ways to

---

cope and express a range of emotions. It includes signs of depression in an easy way for youth to understand.

---

## Outcome

---

1.5 Students will be expected to demonstrate an understanding of the basic nutrients found in food and the function they serve within the body.

## Elaboration

---

*In grade 3 students learn to differentiate between whole and processed foods, and they learn that the healthiest foods come from natural sources (Outcome 3.3.4). In grade 6 they learn about hunger cues, mindful eating, and the importance of healthy eating in maintaining a healthy weight (6.1.6 and 6.1.7). In junior high students create a plan to enhance their eating habits, examine environments that support healthy eating practices as well as challenges to healthy eating.*

Nutrition describes the process of obtaining the necessary food for growth and health.

Adequate nutrition that comes from a balanced diet, along with regular physical activity, will help people achieve optimum health over their lifespan. It will help people maintain a healthy weight, strengthen their immune system, and avoid many chronic diseases.

Good nutrition is important for everyone, but it is essential for children because it directly affects their growth and development, and may impact their health in the future as adults. People with better levels of health are generally more active, and have a better sense of overall wellbeing. In addition, developing good eating habits as a child will likely carry over into adulthood, contributing to a better quality of life and greater longevity.

Nutrients provide the fuel your body needs to function: to have the energy needed to move around, to think and learn, and to fight off illness. Our bodies cannot make nutrients, so we must get them from the foods we eat. There are 6 essential nutrients: carbohydrates, proteins, fats, vitamins, minerals and water. All of these nutrients can be found in food, but there is no one food that has them all. Each nutrient does a different and important job in the body, and we need them all. That's why it is important to eat a variety of healthy foods from all the different food groups, and to ensure that we get enough of each nutrient every day.

Having a basic understanding of nutrition will provide students with the knowledge the need to make informed choices about their health.

## Enduring Understandings

---

By the end of this outcome, students should understand:

- the 6 basic nutrients found in food

- 
- the function of each nutrient in the body

## Curriculum Connections

---

## Assessment, Teaching, and Learning

---

**Think Pair Share** What are nutrients? Can students name any? See appendix 1 for an explanation of this strategy.

**Watch Video** *Nutrient Basics* (see Video resources below) does a good job of explaining nutrients in a clear, easy to understand manner.

**Jigsaw Activity:** Divide student into six small groups (one for each nutrient); these are their *home groups*. Students in home groups then number off and reassemble into new groups based on their numbers (i.e. all the 1s get together, 2s, and so on); these are their *expert groups*. Give each expert group the *Kids Health* article about their nutrient (the water group has two) to read and discuss, as well as an organizer for recording important information. Once expert groups are finished, students return to their home groups and each student shares what they learned in their expert groups. Students complete the Jigsaw organizer (see appendix 17) for all 6 nutrients.

**Nutrient Posters** Students create a poster to visually illustrate the information they learned about one of the nutrients.

**Analogy** What are the ways that nutrients and your body are like a car?

**Exit Pass** What is the most important thing you learned about nutrients? What question do you still have? See appendix 16 for an example.

## Resources

---

### Print

- *Healthy Eating for Preteens and Teens* (Beck 2005; NSSBB #: 25584) Youth nutrition topics addressed include basic nutrition and meal planning, vegetarianism, water, sport drinks, eating disorders, and sports nutrition.
- *Keeping Pace: Physical Activity and Healthy Eating Among Children and Youth* (Thompson and Wadsworth 2012) This important and easy to read data can be viewed online at: <http://novascotia.ca/dhw/pasr/documents/Keeping-Pace-Physical-Activity-and-Healthy-Eating-Among-Children-and-Youth-Key-Findings-from-the-2009-2010-Study.pdf> This summary provides key findings from the Keeping Pace study that monitors provincial and regional trends in physical activity and body mass index of students in N.S.

---

## Video

**Learning Resources and Technology Services** <http://medialibrary.ednet.ns.ca/search-videos> Videos listed below are available online, or for loan.

- *Nutrient Basics* (Learning Zone Express 2005) (Streamed 15:36) Online Video Library: <http://www.learn360.com/Search.aspx?SearchText=Nutrient%20Basics&lid=17523857> Students preparing for a presentation discover the nutrients are missing from their display. Learn how they solve the mystery and at the same time explain how six nutrients - protein, vitamins, minerals, carbohydrates, fat and water - work to keep us healthy.
- *Nutrition and You* (McIntyre Media 2007; LRTS #: 23892) (DVD/VHS 83 min.) This series includes 4 titles. Nutrition Basics highlights the six major essential nutrients including: carbohydrates, proteins, fats, vitamins, minerals, and water. The other parts are Balanced Diet, Healthy Eating Habits, and A Healthy Body. Online Catalogue 5-7.
- *Nutrition* (McIntyre Media 2006; LRTS #: V2800) (DVD/VHS 14 min.) Some of the most critical aspects of nutrition are discussed in this video. Current nutritional guidelines are explored in easy-to-understand terms. Important terminology includes: digestion, energy, carbohydrates, proteins, fats, water, minerals, and vitamins. Online Catalogue 5.

---

## Outcome

---

1.6 Students will be expected to assess total minutes of short and long periods of moderate and vigorous activity for an average day of the week and weekend.

## Elaboration

---

*In grade 4 students consider the motivational factors that lead to regular physical activity and learn the importance of finding a balance between physical and sedentary activities. They also learn about the recommendations for daily physical activity (4.1.5). In grade 6 students compare their activity level during school hours to that outside of school hours (6.1.8). In junior high students will explore opportunities for physical activity at home, at school and in the community, assess their level of physical activity, set activity goals, and explore active transportation.*

The *Canadian Physical Activity Guidelines* recommend that kids participate in 60 minutes of moderate to vigorous physical activity each day in order to receive health benefits. In Nova Scotia, less than a third of boys (28%) and less than a fifth of girls (13%) in Grade 7 achieve the recommended minimum of 60 minutes of moderate to vigorous physical activity most days of the week. They do a fair amount of light physical activity.

The companion *Canadian Sedentary Behaviour Guidelines* recommend to limit extended idle periods and limit recreational screen time to two hours per day (Canadian Society for Exercise Physiology 2011, endorsed by Public Health Agency of Canada). Children in Nova Scotia are more sedentary with age, gaining an extra 88 minutes by Grade 7 (400 min) since Grade 3 (312 min). At some point between Grade 3 and 7, girls become much less active and significantly more sedentary than boys (Keeping Pace, 2012). Popular sedentary activities are with entertainment, information and communication technologies. The Keeping Pace study (2012) found 61% of girls and 70.2% of boys in Grade 7 exceed the Canadian guideline of a maximum of two hours of screen time per day (outside school education time); this increases with age. Before the mass sales of handheld devices, Keeping Pace (2005) found that youth in Grade 11 did more than five hours of recreational screen time on weekdays and up to seven on weekend days.

This disturbing trend toward inactivity among children tends to lead to inactive and chronically unhealthy adults. Children who are physically active at a young age are more likely to continue to be active adults, and this is essential in order to achieve and maintain health throughout a person's lifespan.

Physical activity provides many health benefits including stronger muscles and bones, healthier heart and lungs and a boost to the immune system. Physical activity also helps to reduce stress, and improve mood and mental wellness. In addition to reducing the impact of chronic disease, physical activity may provide some protection for teens against involvement in dangerous activities such as drug and alcohol use, and has been shown to enhance school performance.

---

The *Canadian Physical Activity Guidelines* for youth state:

In order to reap health benefits, children and youth should have at least 60 minutes of moderate to vigorous intensity physical activity *each* day. This should include:

- vigorous intensity activities at least 3 days per week.
- activities that strengthen muscle and bone at least 3 days per week.

Intensity describes the extent of effort used to do an activity. Moderate intensity activity (ex: a brisk walk) should raise your heart rate and cause you to break into a sweat, but you should still be able to talk without too much difficulty. Vigorous activity (ex: running fast) will raise your heart rate significantly. You will be breathing hard and fast, and you won't be able to say more than a few words without taking a breath.

These guidelines are the minimum amounts suggested in order to receive health benefits. More physical activity than the minimum recommendations will provide greater health benefits. Moderate and vigorous physical activity can be done in one period or accumulated over the day; light activity should be done throughout the day to counteract sedentary activity. The data in Nova Scotia (and Canada) shows children and youth are significantly more sedentary on weekends, so students should assess the days of the week, weekend and school closures.

## Enduring Understandings

---

By the end of this outcome, students should understand that:

- in order to receive optimum health benefits, they should participate in a minimum of 60 minutes of moderate to vigorous physical activity *each* day.
- physical inactivity contributes to significant preventable health problems.
- choosing to be more active will improve the quality of their life now and in the future.

## Curriculum Connections

---

2.4 Students will be expected to describe the role of physical activity in enhancing social experiences and managing thought, feelings, and behaviors.

## Assessment, Teaching, and Learning

---

**ABC Brainstorm/Discuss** Have students brainstorm ways to be physically active, at least one or more for each letter of the alphabet (see appendix 4 for an organizer). Encourage students to consider any activity where they are moving (walking, going up and down stairs, housecleaning, etc.)

---

**Think Pair Share:** What are the benefits of physical activity? Students will know the obvious ones about improved physical health, but may not be aware of the many other benefits of being physically active. What are some of the health problems related to inactivity? See appendix 1 for an explanation of this strategy.

**Article Review** Students read the *Kids Health* article “Why Exercise is Cool” which outlines many of the benefits of being physically active as well as providing lots of examples of types of activity. See appendix 8 for an organizer.

**Canadian Physical Activity Guidelines** Share these with students and discuss the physical activity guidelines and the sedentary behavior guidelines for their age group. Be sure to discuss the differences between vigorous activity, moderate activity, and sedentary activity. Guidelines can be found at the link below under Internet Resources.

**Activity Log** Record the number of minutes of moderate and vigorous activity on weekdays and weekends to look for patterns and uncover why some days are more active or sedentary. See appendix 18 for a log sheet.

**How Do You Measure Up?** Have students compare their activity level from their log to the recommendations in the guide (60 minutes of moderate to vigorous activity a day). Are they measuring up? Do they get 60 minutes of activity on most days? See appendix 19

**Exit Pass** See appendix 16 for an example. What did you learn that you didn’t know before? How will you use this information to make healthy choices in your life? Explain.

## Resources

---

### Internet

- *Active Healthy Kids Canada* (AHKC 2012) [www.activehealthykids.ca](http://www.activehealthykids.ca) This website includes some excellent information about physical activity and youth. In particular, the annual report card is a concise report of the state of physical activity in Canada.
- Canadian Physical Activity Guidelines (Canadian Society for Exercise Physiology 2011). [www.csep.ca/english/view.asp?x=804](http://www.csep.ca/english/view.asp?x=804) This site includes Canadian guidelines for physical activity and sedentary behavior. There are info sheets, sample log sheets, and blank log sheets available for download.
- *Physical Activity* (Public Health Agency of Canada 2011) <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php> Includes links to lots of useful information, tips and fact sheets.
- **At My Best** (from Physical and Health Education Canada) is a free comprehensive curriculum toolkit for Grades P to 6 to promote physical activity, healthy eating and emotional well-being. [www.atmybest.ca](http://www.atmybest.ca)



- 
- **Ready Set Go** (from Physical and Health Education Canada) is a resource for Grades 3 to 9 with educational activities for concepts of physical literacy, physical activity and its various levels of intensity, and the importance of the after-school period.  
<http://www.phecanada.ca/resources/ready-check-go>
  - **Heart Healthy Lesson Plans** (from Heart and Stroke Foundation of Canada) is series that provides teachers of Grades P to 8 with educational activities that promote physical activity.  
[http://www.heartandstroke.com/site/c.ikiQLcMWJtE/b.8204997/k.CA21/Grade\\_8.htm](http://www.heartandstroke.com/site/c.ikiQLcMWJtE/b.8204997/k.CA21/Grade_8.htm)
  - **Kids Run Club** is a successful program from Doctors Nova Scotia throughout schools in the province that teaches children to run for fun. Its *Healthy Living Challenge* is a 5-day challenge that encourages participants to be active, eat well and reduce screen time. Although the challenge can be used with learners of all ages, it most suitable for Grades 2 to 6.
  - **OneStep** (from Walkabout, an initiative from Heart and Stroke Foundation of Canada, Nova Scotia, 2012). An extra-curricular and community resource featuring pedometers and activities for girls ages 10-12 to support girls to become more physically active.

## Print

- *Body Talk: The Straight Facts on Fitness, Nutrition, and Feeling Great about Yourself!* (Douglas 2006; NSSBB #: 2000018) This book offers advice on getting active and eating well to feel the very best both inside and out.
- *Keeping Pace: Physical Activity and Healthy Eating Among Children and Youth* (Thompson and Wadsworth 2012) This important and easy to read data can be viewed online at:  
<http://novascotia.ca/dhw/pasr/documents/Keeping-Pace-Physical-Activity-and-Healthy-Eating-Among-Children-and-Youth-Key-Findings-from-the-2009-2010-Study.pdf> This summary provides key findings from the Keeping Pace study that monitors provincial and regional trends in physical activity and body mass index of students in N.S.

---

## Outcome

---

1.7 Students will be expected to demonstrate an understanding of the impact caffeine has on the body, health, and performance.

## Elaboration

---

*In grade 3 students identify substances that are not used for medicinal purposes (Outcome 3.1.3). In grade 6 students explore advertising messages related to alcohol, tobacco, gambling, caffeine, medicine, food, and alternative health products (6.3.3). In junior high students will explore the potential harms that can arise from substance use, including caffeine.*

Caffeine is perhaps the most commonly used stimulant in the general population. According to Health Canada (2007) the majority of adults get their caffeine from coffee and tea, and children get it from soft drinks. However, another drink that is becoming increasingly popular among youth is Energy Drinks, most of which contain more than the recommended 85mg of caffeine for children each day. Besides caffeinated drinks, many people are unaware that there is also caffeine in some foods and medicines.

Caffeine is a naturally occurring chemical that is found in a variety of plants including coffee, tea, cocoa, and some herbs. It can also be synthesized and may be added to products artificially. Caffeine stimulates your brain and speeds up your central nervous system. In moderate amounts, it may make you feel more alert and energized, may improve your mood, alleviate fatigue, and may somewhat enhance intellectual performance.

However, it is difficult to determine what a moderate amount is from one person to the next. A person's body weight affects how they are impacted by caffeine, and some people are just more sensitive to it. In addition, manufacturers are not required to list naturally occurring caffeine in a product, only if it is added. For this reason, we may be unaware of the true amount of caffeine we consume.

Too much caffeine can have some negative effects including trouble sleeping, headaches, nausea, nervousness, shakiness, restlessness, diarrhea, and rapid or irregular heartbeats. There is some debate as to whether caffeine is addictive; however, it is a stimulant and it is definitely habit forming. People do come to depend on it and may feel edgy and tired, or have headaches for several days if they suddenly stop taking it. These symptoms gradually fade and usually disappear within a week.

In addition, there have been a number of teenagers who have died after using Energy Drinks, and although this link is still inconclusive, it is certainly something to pay attention to. Although manufacturers of Energy Drinks claim they do not market their drinks to children, one only need look at their marketing techniques to realize that they do indeed target children. Also, there is no law that prevents children from buying or consuming Energy Drinks.

Ideally, children should avoid caffeine. Health Canada (2007) recommends that children 10-12 years old consume no more than 85 mg of caffeine per day, which is equal to about 1-2 cans of soda; however, many children consume more than this. Besides the effects of caffeine, soft drinks and Energy Drinks

---

are full of sugar and empty calories which contribute to cavities and problems of obesity. The more of these kinds of drinks that kids consume, the less water and milk they will drink.

In our caffeine loving society, it is unlikely that children will avoid caffeine altogether, but they should be aware of the effects that caffeine may have on their bodies, the positives, the negatives and the potential harms.

## **Enduring Understandings**

By the end of this outcome, students should understand that:

- caffeine is a drug that stimulates the central nervous system
- caffeine has positive and negative effects on your body
- recommended caffeine consumption is limited for children
- caffeine may be habit-forming and some people may develop dependence to it

## **Curriculum Connections**

# **Assessment, Teaching, and Learning**

**Nutrition Resource Kits-Grade 5-Lesson Plans** (Alberta Health Services n.d.) This resource may be downloaded (see link below in Internet Resources). It includes two lessons related to caffeine: “Caffeine Connection” and “Count Your Caffeine Consumption.”

**Beverage Breakdown** Ask students to collect the containers of the drinks they consume over several days. Place all the containers on a table near the front of the room. What do they notice? Which drinks are popular? Which drinks do they think contain caffeine? Line up the containers in the order they think has the least to the most caffeine. Ask students how they might find out the actual caffeine content? Read the labels, or check out the excellent website *Caffeine Informer* in the links below. Check their line-up and make any necessary changes. Were they surprised by anything? In the past few days, how many students consumed drinks that contained caffeine?

**Think Pair Share** What effects does caffeine have on your body? During the sharing part of this activity, discuss which effects students think may be harmful or beneficial. See appendix 1 for an explanation of this strategy.

**Article Review** Students read the Kids Health article “Caffeine Confusion” and/or the Time for Kids article “Caffeine Craze” and complete a review (see appendix 8 for an organizer). You may want to have all students read both articles or have some read each and report to the others.

**Debate** Health Canada should put an age limit of 18 years or older on the consumption of energy drinks.

---

**Exit Pass** Has your opinion changed about caffeine? Explain. Will your behaviour change with regard to the caffeine you consume? Explain. See appendix 16 for an example.

**Brainstorm/think critically:** have students explore the ways that caffeine is marketed to young people (e.g. logos and characters on packaging, sponsorship of sporting or recreational events, types of products – sweet coffee drinks, energy drinks, sodas, etc)

## Resources

---

### Internet

- *It's Your Health: Caffeine* (Health Canada 2006) [http://www.cg.cfpsa.ca/cg-pc/Comox/SiteCollectionDocuments/EN/Health%20Promotion/WW\\_Additional\\_Handouts/70%20-%20Caffeine\\_EN.pdf](http://www.cg.cfpsa.ca/cg-pc/Comox/SiteCollectionDocuments/EN/Health%20Promotion/WW_Additional_Handouts/70%20-%20Caffeine_EN.pdf)
- *Nutrition Resource Kits-Grade 5-Lesson Plans* (Alberta Health Services n.d.) [www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-nr-kit-gr5.pdf](http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-nr-kit-gr5.pdf) Scroll down to the last two lesson plans in the resource. Lessons explore the effects of caffeine on the body, the sources of caffeine, and how much caffeine students have in a day

---

## Outcome

---

2.1 Students will be expected to demonstrate an awareness of, and ways to prevent common chronic and communicable diseases, including HIV, Hepatitis B and C, and the potential impact of disease on the lives of themselves and their families.

## Elaboration

---

*This is the first time that students will learn about chronic and infectious diseases. In grade 6 (Outcome 6.1.2) students will learn about the most common sexually transmitted infections for youth.*

A disease is a condition or a disorder that affects the proper functioning of the body or mind. However, many diseases can be prevented with proper care.

Chronic diseases are non-communicable, which means they are not infectious and cannot be passed from person to person. Chronic diseases are often long-lasting, do not resolve on their own, and usually cannot be cured completely. Some chronic diseases related to age or genetics such as Alzheimer's or asthma cannot be changed, but can be well managed with medications or treatment. Other chronic diseases can be prevented because they are related to behaviors can be changed or even avoided altogether, such as cancer related to tobacco use, heart disease, diabetes and obesity related to poor diet or inactivity, high blood pressure due to stress, and liver disease as a result of alcohol abuse. Many common chronic diseases can be prevented by eating healthy, being physically active, avoiding tobacco, and using alcohol in moderation. Common chronic diseases include heart disease, cancers, chronic respiratory disease and diabetes.

Communicable diseases are infectious and are caused by viruses, bacteria and parasites. These germs can enter our bodies through openings such as eyes, ears, mouth, nose and genitals, and also through any wounds in the skin. Our bodies are very good at protecting us, with our skin being the first line of defense. Wax, mucus, and saliva also prevent harmful germs from entering our bodies. However if any do get in, our body and immune system go to work to kill the harmful germs with the help of inflammation, fever, antibodies, and white blood cells.

Communicable diseases may be spread through:

- direct contact (touching, shaking hands...)
- indirect contact (through the air, coughing, sneezing, sharing utensils...)
- contaminated food or water
- contact with infected animals, insects, parasites...

Communicable diseases may be minor, such as the common cold, or serious and life threatening such as HIV. Examples of other communicable diseases include mumps, measles, chicken pox, influenza, strep, e.coli, hepatitis B, hepatitis C.

---

Many communicable diseases can be prevented by practicing good personal hygiene, proper hand-washing, food safety, and not sharing bodily fluids. Also, antibiotics may help fight off bacterial infections, and anti-viral medications work well for some viruses. Vaccinations are also important in the fight against infectious diseases. Vaccines introduce a small amount of a dead virus into the body in order to trigger the immune system to make antibodies and fight the infection, even though the virus is already dead. In this way, if the live virus enters the body, the immune system will already recognize it and will be able to protect you.

It is important for students to understand the causes of chronic and communicable diseases so they are aware of how to prevent them. Coping with disease can be very difficult, and at the very least, unpleasant. More serious diseases may have a negative effect on the whole family by contributing to mental health problems such as stress, anxiety, and depression, preventing people from fully participating in daily activities such as leisure activities, social life, school, and work, and may create a financial burden. If students know how to protect themselves they will improve the quality of their lives and those of their families, and perhaps even increase their longevity.

## **Enduring Understandings**

---

By the end of this outcome, students should understand that:

- communicable diseases can spread
- communicable diseases are largely preventable
- chronic diseases do not spread
- many chronic diseases are preventable
- coping with disease can be difficult for the patient and their family

## **Curriculum Connections**

---

Many outcomes within Health Education 5 relate to disease prevention. Outcome 5.1.3, 5.1.5, 5.1.6, 5.1.7, 5.2.2, 5.2.3, and 5.2.4 all integrate with the enduring understandings of this outcome.

---

## Assessment, Teaching, and Learning

---

**KWL** What is a disease? (a disorder or condition that affects the proper functioning of the body of mind) What do you know about diseases? See appendix 3 for an organizer.

**Brainstorm:** List as many diseases as you can. **Discuss** the difference between communicable and non-communicable diseases. **Sort** the brainstorm results into groups: communicable, non-communicable, unsure.

**Think Pair Share** 1. Mumps, measles, flu, hepatitis, AIDS, chicken pox... What do the diseases in group 1 have in common? (they are all communicable) 2. Heart disease, stroke, cancer, arthritis, diabetes, respiratory disease... Group 2? (non-communicable, chronic, long term...) See appendix 1 for an explanation of this strategy.

**Article Review** Students read one or more of the articles from the *Kids Health* website mentioned in the Internet Resources below. See appendix 8 for an organizer.

**Myth Busters: HIV Transmission** This is a terrific lesson from the CDC. See link below in Internet Resources.

**Brainstorm** What are some of the possible impacts that disease could have on your life or on your family? (stress on family and caregivers, anxiety, worry, sibling problems, financial burden, affects leisure and recreation time, lost work time, affects daily activity, changes in roles and responsibilities, social life, loss of sleep, anger, denial, depression...)

**PSA** Students choose one method of disease prevention and create a PSA: proper hand-washing, coughing or sneezing into tissue, vaccination, don't share utensils or drinks, healthy eating, regular exercise, maintain a healthy weight, avoid tobacco...

## Resources

---

### Internet

- *Against the Growing Burden of Disease* (Public Health Agency of Canada n.d.) <http://www.ccgh-csih.ca/assets/Elmslie.pdf> A brief overview of chronic disease.
- *BAM! Body and Mind "Diseases"* (CDC 2014) [http://www.bam.gov/sub\\_diseases/index.html](http://www.bam.gov/sub_diseases/index.html) This excellent kid-friendly site includes lot of information about diseases and prevention in a fun and engaging way, especially the "Immune Platoon."
- *Band-aides and Blackboards* (Joan Fleitas 2009) <http://www.lehman.cuny.edu/faculty/jfleitas/bandaides/> This site, written by a professor of

---

nursing, is about growing up with medical problems. The goal is help people understand what it's like, from the perspective of the children and teens who are doing just that.

## Print

- *Can I Catch it Like a Cold?: Coping with a Parent's Depression* (Centre for Addiction and Mental Health 2009; NSSBB #: 1000304) In simple, straightforward language, this book explains what depression is and how it is treated.
- *Patrick's Wish* (Mitchell and Upjohn 2010; NSSBB #: 1002223) A picture book of photographs and text that tells the compelling true story of a young Canadian boy who was infected with HIV from a blood transfusion.
- *The Lemonade Club* (Polacco 2007; NSSBB #: 1000126) This is a moving story of the friendship between two young girls. However, things get tough when one of them is diagnosed with leukemia and must face the tough road of chemotherapy.
- *The Memory Box* (Bahr 1992) A moving story of a boy whose grandfather is dealing with Alzheimer's. Tender and beautifully illustrated, this would be a good read aloud.
- *The Story of Muhammad Ali* (Garrett 2002; NSSBB #:13526) Muhammad Ali was a great boxer, as well as an agent for social change, and a champion for sufferers with Parkinson's disease.
- *Your Body Battles a Cold* (Cobb 2009; NSSBB #: 1000998) This is a title in the series, Body Battlefields, that uses comic illustrations and ground-breaking photomicrographs, a process that magnifies the actual cellular processes tens of thousands of times.

## Video

**Learning Resources and Technology Services** Videos listed below are available online, or for loan.

<http://medialibrary.ednet.ns.ca/search-videos>

- *Blood Borne Pathogens and Other Germs* (Marsh Media 2009) (Streamed 10:32)  
<http://www.learn360.com/Search.aspx?SearchText=Blood%20Borne%20pathogens%20and%20othe%20germs&lid=17523857> This video explains how to avoid transmission of pathogens, with emphasis on those carried by blood and other bodily fluids. Hand washing and other ways to prevent spreading germs are discussed. Online Video Library: P-5
- *Blood vs. Germs: News You Can Use* (Marsh Media 2009) (Streamed 19:46)  
<http://www.learn360.com/ShowVideo.aspx?SearchText=Blood+vs++Germs+news+you+can+use&lid=17523857&ID=318206> How are germs and diseases spread? A group of middle schoolers meet with an uncle with Hepatitis C, and also talk with a doctor as they find out how germs and diseases are spread and how the immune system works to fight off diseases. 6-8
- *Understanding HIV and AIDS* (McIntyre Media 2006; LRTS #: 23388) (DVD/VHS, 20 min.) This video presents an age-appropriate review of the basic terms, definitions and biology of the HIV virus plus means of infection, treatment, and protection. It also includes a dialogue with middle school students and two HIV positive teens on issues that impact their lives. Online Catalogue 6-8.



---

## Outcome

---

2.2 Students will be expected to examine relationships in their lives that promote positive health outcomes and those that interfere with learning, relationship building/friendship, or quality of life at home.

## Elaboration

---

*In grade 4 students identify the components of a healthy relationship (Outcome 4.2.1) and the link between positive self-identity and making healthy decisions (4.2.2). In grade 6 students will practice communication skills that keep relationships healthy (6.2.1) and create a personal code of ethics for relationships in their lives (6.2.2). In junior high students will explore aspects of healthy and unhealthy relationships in more depth including different types of relationships, reasons for starting and ending relationships, peer influence and ways to resist negative pressure, negotiation and assertive communication skills, and relational aggression.*

Humans are social beings; we live in groups and interact with others every day. Our health and well-being depend largely on our ability to form close and healthy relationships. The process of building relationships begins with our families from the moment we are born, grows to include the formation of friendships, and as we get older, widens to include neighbors, teachers, co-workers, employers, and others. The quality of these relationships has a powerful influence in our lives.

Like the poem by Dorothy Law Nolte says, children learn what they live: if children live with criticism, they learn to condemn, but if they live with acceptance, they learn to love. Children are observant and very good at imitating what they see and hear. They watch the people in their lives carefully in order to determine how to behave and how to lead their lives. For this reason, it is crucial that children develop positive relationships with positive people they can look up to and emulate. For most children, their parents are their most important and most influential role models. However, teachers, coaches, and other significant adults may also be important role models. Have a look at the *Active Kids Healthy Kids* research mentioned in the resources below about the importance of role models when it comes to reinforcing and enhancing health behaviours.

A positive role model is someone who leads by example, and demonstrates qualities such as honesty, trust, compassion, forgiveness and dependability. A positive role model is someone who encourages and supports you, and inspires you to be the best you can be.

Of course, not all role models are positive. Some of the people that children may admire do not provide good examples of how we should behave in the world or treat others. As children enter adolescence and their peer group becomes increasingly important, they will no doubt experience some pressure to behave in ways that are less than positive, or even risky. Children also see celebrities in the media who behave badly and make poor choices, often with few consequences, and may think this is what it means to be popular.

---

The power of positive role models cannot be understated. We are all influenced by the company we keep, and it is important for children to recognize this. If they hang out with people who are smoking, it probably won't be long before they give it a try. On the other hand, if they spend their time with people who are playing sports, they will probably play sports as well. Having positive role models can help offset the negative influences that children will inevitably encounter as they grow up.

Children who are raised in families that make time to have meals together, who are physically active, who enjoy each other's company, who are respectful of each other and make healthy choices will likely imitate these behaviors and develop similar values as they mature.

However, some children may live in families with parents who are having difficulties in their lives that affect their ability to parent or to be a positive role model for their children. Some children come from homes where substance use and domestic violence, etc. are the norm. These situations can negatively impact children.

As a result of these discussions, some students may come to recognize that their relationships with family members or other caregivers are not entirely positive or healthy. Consequently, this may be a difficult and sensitive topic for some students. Teachers must be careful to use non-judgemental language when discussing this outcome. Teachers must be aware of this possibility and on the lookout. Ensure that students know where to go for further information or if they need someone to talk to. In addition, teachers must also be aware of their legal responsibility to report any signs of mistreatment, neglect or abuse to the local child protection service. Teachers who are uncertain should speak to the school counsellor or the principal.

## **Enduring Understandings**

---

By the end of this outcome, students should understand that:

- we are all influenced by the people in our lives
- this influence may be positive or negative
- being aware of this influence may help inform decisions

## **Curriculum Connections**

---

2.3 Students will be expected to recognize forms of relational aggression and demonstrate prosocial behaviour to counter relational aggression.

## **Assessment, Teaching, and Learning**

---

**Discuss** Remind students that they learned about healthy relationships in grade 4. Ask them to identify the qualities of healthy relationships. Point out that relationships begin as soon as we are born and include anyone with whom we have an on-going connection (family, friend, coach, team-mate, co-

---

worker, student/teacher, romantic interest including same-sex attraction, etc.), and they may be positive or negative.

**Think Pair Share** Who are your role models? What are the qualities or characteristics that make someone a *positive* role model? A negative role model? See appendix 1 for an explanation of this strategy.

**Circles of Influence** Diagram your relationships. Draw three concentric circles. In the middle circle students write their own name. In the next circle (the one closest to their own name) write the names of those people who have the most influence in their life. In the outside circle write the names of those who have some influence, but perhaps not as much as those in the first circle. Consider family, friends, teachers, neighbors, coaches, etc. Think about *how* these people influence you.

**Personal Reflection** Think about someone who is a positive role-model in your life, and write about why this person is important to you. You might consider the following: What qualities does this person possess? What makes them special to you? Write about something this person said or did that makes them special to you, or that makes you look up to them and admire them. How does this person influence you? How do they make you feel? What do you admire about this person?

**Role Model Award** Think about someone who is a positive role model in your life. Imagine that they are being honoured with an award and you have been asked to give a speech about this person. What would you say about this person's character, positive qualities, accomplishments, their influence in your life?

**Exit Pass** Why is it important for kids to have positive role models? See appendix 16 for an example.

## Resources

---

### Internet

- *Active Kids Healthy Kids* (Nova Scotia Department of Health and Wellness 2010)  
<http://novascotia.ca/dhw/pasr/akhk-keeping-pace.asp>
- *Active Kids Healthy Kids* "Keeping Pace – Volume 2, Issue 2, Interpersonal Supports"  
<http://novascotia.ca/dhw/pasr/documents/Keeping-Pace-Volume-2-Issue-2-Interpersonal-Supports-%282010%29.pdf> This NS study underscores the importance of role models when it comes to reinforcing and enhancing health behaviours.

### Print

- *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education* (Canadian Federation for Sexual Health 2005; NSSBB #: 18447) Module 6 of this resource offers a lesson related to relationships.

- 
- *Kids in the Know Grade 5: Personal Safety Program* (Canadian Centre for Child Protection 2011; NSSBB #: 1000794) Lesson 6: Friendship. This lesson discusses important qualities of friendships.

## Video

**Learning Resources and Technology Services** Videos listed below are available online, or for loan.

<http://medialibrary.ednet.ns.ca/search-videos>

- *Building Healthy Relationships* (Sunburst Visual Media 2002) (Streamed 18:43)  
<http://www.learn360.com/Search.aspx?SearchText=Building%20Healthy%20Relationships&lid=17523857> This video explores healthy relationships and how kids can understand and build relationships with friends. Consider how to be assertive with a friend and explore effective ways to avoid and resolve conflict with friends. 3-5
- *If It Happens to You: Dealing With Abuse* (Sunburst Visual Media 2006) (Streamed 19:11)  
<http://www.learn360.com/Search.aspx?SearchText=If%20It%20Happens%20To%20You%20%20Dealing%20With%20Abuse&lid=17523857> This video uses sensitive, age-appropriate scenarios to explore physical, verbal, and sexual abuse through the eyes of children. 3-5

---

## Outcome

---

2.3 Students will be expected to recognize forms of relational aggression and demonstrate prosocial behavior to counter relational aggression.

## Elaboration

---

*In grade 3 students explore the problems that may arise in friendships and ways to manage and resolve these difficulties (Outcome 3.2.2). In grade 4 students examine the components of healthy relationships (4.2.1). In grade 6 students will practice communication skills that are part of relationships healthy (6.2.2). In junior high students will explore aspects of healthy and unhealthy relationships in more depth including the different types of relationships, reasons for starting and ending relationships, peer influence and ways to resist negative pressure, negotiation and assertive communication skills, and relational aggression.*

Bullying has become a common topic of discussion in many schools, and sometimes people use the word “bullying” when what they are really talking about is conflict. Conflict is a normal part of life. We are not always going to agree with one another, and conflict is bound to arise. Learning how to resolve conflict respectfully is an important life skill. Bullying behavior on the other hand, is intended to be hurtful, is repetitive, and usually involves an imbalance of power.

Relational aggression is a type of bullying behavior that is sometimes called emotional or social bullying. It is more covert than physical bullying, which is often out in the open and easier to see. Relational aggression occurs when people use their relationships to intentionally hurt or manipulate others. It includes more subtle behaviors that may go unnoticed such as eye-rolling, excluding, giving the silent treatment, and gossiping.

All types of bullying behavior are unacceptable, but relational bullying is something adults must be especially vigilant about because of its insidious and underhanded nature. Sometimes this type of behavior is brushed off as just a part of growing up, but the effects of relational aggression can be just as damaging, if not more so, than physical aggression, especially at a time in a young person’s life when fitting in and belonging are so crucial. Some students may not even be aware that these behaviors are considered a type of bullying or that they may have very serious consequences. Students who are relentless targets of relational aggression will not be able to focus on learning or concentrate on homework, and this may have implications for their academic success, as well as their mental health and well-being.

The vast majority of students do support bullying behavior and are not directly involved in aggressive incidents, but they have likely been a witness to it. This large majority of students have the power to end bullying. Bystanders support and encourage aggression by their presence, their reactions, *and* their silence. By choosing *not* to be a stand by, students can deny the aggressor the audience that he or she

---

craves. Students must learn to empathize with others, and they must learn strategies for safely dealing with aggressive situations.

It is important to note that aggression has implications for *all* students in the school, not just those who are targeted. Aggression also has an impact on those who witness the behavior. In addition, a culture that supports and allows aggression to occur is not a safe learning environment for anyone.

Those who witness aggressive incidents are not to blame for it, but they have a role to play in supporting it and allowing it to continue. If witnesses cheer, laugh, ignore it, or simply do nothing, they have a role in allowing these hurtful behaviors to continue.

There are many things students can do to help make the culture of their school one that does not support or allow aggression, and that is accepting and respectful of all people.

## Enduring Understandings

---

By the end of this outcome, students should understand that:

- relational aggression includes socially and emotionally hurtful behaviors
- relational aggression is a type of bullying
- relational aggression may have serious consequences
- everyone has a responsibility to intervene if someone is being harassed or bullied

## Curriculum Connections

---

1.1 Students will be expected to demonstrate an understanding that sexual orientation is part of our personality and explore the harmful effects of homophobia.

2.2 Students will be expected to examine relationships in their lives that promote positive health outcomes and those that interfere with learning, relationship building/friendship, or quality of life at home.

## Assessment, Teaching, and Learning

---

**Survey** Pass out the *Aggression Survey* (see appendix 20). Ask students to complete it on their own and not to sign their name. Collect the surveys and redistribute so students do not have their own. Discuss the results. Are they surprised by anything? Was there more or less aggression than they thought? Is aggression a problem among kids their age?

**Types of Aggression** Ask students if they can name the three types of aggression. Make columns on the board with the types of aggression. Using the survey and their own experience, generate specific

---

examples of each type of bullying. Cyberbullying is sometimes mentioned as a type of bullying; however, this is usually relational bullying that uses social media as a tool.

- Physical: hitting, pushing, tripping, grabbing things that belong to someone else...
- Verbal: teasing, insulting, laughing, threats...
- Relational (sometimes called social or emotional): excluding, spreading rumors, hostile body language, gossip, graffiti, whispering behind someone's back...

Note: Some examples may fit in more than one category. For example, taunting could be both verbal and relational.

**Roles in Aggression** Discuss the following roles and definitions with students. See *The Ophelia Project* "The Language of Aggression" under Internet Resources below for some great graphics to support this discussion.

- Aggressor: the person who choose to hurt another person or damage a relationship, sometimes called a bully.
- Target: the person who is the target of the aggression, sometimes referred to as the victim.
- Bystander: the person who is not the target or the aggressor, but is caught somewhere in between and is a witness to the aggression.
- Upstander: a bystander who either publically or privately comes to the assistance of a target.

**Think Pair Share** What is the difference between sharing information and gossip? Between teasing and taunting? How do you know when you've crossed the line? When does playful become hurtful? How do you know? See appendix 1 for an explanation of this strategy.

**What Can You Do?** There are three main ways that a person can make a difference when they are a witness to bullying. Ask students to brainstorm specific examples for each.

- Public Support (during the incident): deflect the aggressor by changing the subject, say you know the rumors are untrue, speak up and say that what is happening is wrong, say something nice about the target in front of others, invite the target to join you or to leave with you, sit or stand next to the target to show support...

*Note: it is important to discuss that students should not do any of these things if it would put them at risk. However, they could offer support in other ways.*

- Private Support (after the incident): tell the target that what happened wasn't right, empathize, say you're sorry it happened, send a note of support, make a phone call of support, walk with the target...
- Tell Someone: go for help right away, call someone for assistance, write a note about what you saw and give it to an adult, ask a friend for help, talk to a parent or teacher...

**What else can you do?**

- Practise standing up for yourself
- Make amends with someone you have hurt
- Stop a rumor
- Refuse to participate in nasty gossip
- Refuse to forward harmful texts or pictures
- Refuse to comment on hurtful social media
- Ask a friend to delete hurtful posts online

---

**Role Playing** This is an excellent technique to give students the opportunity to practice skills before trying to implement them in a real situation. Students could identify the aggressor's point of view, the target's point of view, and a positive solution for the target. See the link under *The Ophelia Project* for some scenarios as well as tips for preparing and processing role plays.

**Lesson Plans** *The Ophelia Project* (see Internet Resources below) offers some excellent lesson plans and resources that are available to download.

**Written Reflection** Have you ever stood up for someone? How did it make you feel?  
Do bystanders have a responsibility to do something about a bullying situation? Explain.

**Exit Pass** Do you want bystanders to help if you are ever a target? Why or why not? See appendix 16 for an example.

## Resources

---

### Internet

- *Anti-bullying* (Government of Nova Scotia n.d.) <http://antibullying.novascotia.ca/> This site includes information about what is happening to combat bullying in Nova Scotia, as well as links to many helpful resources.
- *Cyber Safety Act* (Government of Nova Scotia n.d.) <http://antibullying.novascotia.ca/cyber-safety-act> Explains new legislation and the Cyber Scan Investigation Unit.
- *Erase Bullying* (BC Ministry of Education 2014) <http://www.erasebullying.ca/safe-schools/safe-schools.php> A wealth of information for parents, youth and schools.
- *Kids Help Phone* (Kids Help Phone 2014) <http://www.kidshelpphone.ca/Kids/Home.aspx> Canada's only toll-free, 24-hour, bilingual and anonymous phone counselling, web counselling and referral service for children and youth. Kids can also find a wealth of information online.
- *PREVNet* (Promoting Relationships and Eliminating Violence Network 2014) [www.prevnet.ca/](http://www.prevnet.ca/) This is Canada's authority on research and resources for bullying prevention. There are resources for kids, teens, parents, educators and others, as well as facts, statistics, myths and more.
- *Stop a Bully* (2014) [www.stopabully.ca/](http://www.stopabully.ca/) This is a national non-profit organization and Canada-wide anti-bullying program developed in British Columbia 2009. The site includes a wealth of information and resources for students and educators.
- *The Ophelia Project* (2010) "Boys Relational Aggression Curriculum" <http://www.opheliaproject.org/boys.html> This curriculum includes lesson plans that guide boys to develop positive strategies for identifying and mediating peer aggression.
- *The Ophelia Project* (2010) "Girls Relational Aggression Curriculum" <http://www.opheliaproject.org/girls.html> This curriculum includes lesson plans that guide girls to develop positive strategies for identifying and mediating peer aggression.



- 
- *The Opehlia Project* (2012) “The Language of Aggression” <http://www.opheliaproject.org/language.html> This includes links to several terrific graphics about the roles in aggression, levels and types of aggression, and more.
  - *The Ophelia Project* (2012) “Role Playing: Trying out Intervention Strategies.” <http://www.opheliaproject.org/teaching/Role%20Playing%20Packet.pdf>
  - *The Ophelia Project* (2013) “True Stories From Teens” <http://www.opheliaproject.org/stories.html> Watch some of these true stories told by real teens who experienced situations of relational aggression and bullying. A Study Guide is available to accompany the videos.
  - *The Ophelia Project* “Teacher Resources.” <http://www.opheliaproject.org/teacher.html> There are some excellent resources and supports for teachers.

## Print

- ***Bully*** (Pollaco 2012) This is an excellent anti-bullying picture book for **older readers** that takes on the issues of cliques and online bullying.
- ***Confessions of a Former Bully* (Ludwig, 2010)** Told from the unusual point of view of the bullier rather than the bullied, *Confessions of a Former Bully* provides kids with real life tools they can use to identify and stop relational aggression.
- ***Each Kindness* (Woodson 2012; NSSBB #: 1002466)** This beautifully illustrated read-aloud would be a great way to begin conversations about the impact of rejection and the power of kindness.
- *I Didn't Know I Was a Bully* (Richards 2006) Suitable for students from P-5, this book has a 21 page reproducible coloring book and several great lessons that can be adapted for classrooms, small groups, or individual sessions.
- *Just Kidding* (Ludwig 2006; NSSBB #: 1000044) This is a powerful read-aloud story that explores teasing, exclusion, and self-esteem. It discusses options children and youth could use to address relational aggression and to promote healthier relationships at school.
- *Learning to Listen, Learning to Care: A Workbook to Help Kids Learn Self-Control and Empathy* (Shapiro 2008; NSSBB #: 1000112) Based on the author's positive discipline techniques, each activity will support teaching children the emotional, social, and behavioural skills needed to be kinder, more considerate, and more co-operative.
- *My Secret Bully* (Ludwig 2005; NSSBB #: 18402) This story explores “relational aggression” or “emotional bullying.” In this instance, the relational aggression includes exclusion, humiliation and manipulation.
- *Not My Fault* (Kristiansson 2006; NSSBB #: 18495) A good read-aloud book to stimulate and develop discussion about bullying. After a boy is bullied in the schoolyard, his classmates provide excuses for why they acted the way they did.
- *Stand UP—Bullying Prevention: What Can You Do to Stop Bullying?* (Ferguson 2013; NSSBB #: 1002270) This book for students provides statistics about bullying in schools, the effects of bullying, and why people may bully or become targets of bullies.
- *The Hundred Dresses* (Estes, 2004) This timeless book was originally published in 1945. A Polish girl in a Connecticut school is ridiculed by her classmates for wearing the same faded blue dress every

---

day. She claims she has one hundred dresses at home, but everyone knows she doesn't and bullies her mercilessly. One of her classmates ultimately decides that she is "never going to stand by and say nothing again.

- *The Invisible Boy* (Ludwig 2013) Nobody ever seems to think to include Brian. This gentle story shows how small acts of kindness can help children feel included and allow them to flourish. NSSBB#: Pending
- *Trouble Talk* (Ludwig 2008; NSSBB #: 18752) In this excellent read aloud story, the boundaries are clearly set so that the bully is not vilified and the victims aren't vengeful.
- *We Want You to Know: Kids Talk about Bullying* (Ellis 2010; NSSBB # 1000298) The kids in this book raise questions about the way parents, teachers, and school administrators cope with bullies. They talk about which methods have helped and which ones, with the best of intentions, have failed to protect them. Providing the stories, voices, and faces behind bullying, this resource is essential for parents, teachers, and most importantly, young people.

## Video

**Learning Resources and Technology Services** <http://medialibrary.ednet.ns.ca/search-videos> Videos listed below are available online, or for loan.

- *Gum in my Hair: how to cope with a bully* (Twisted Scholar, Inc. 2006; LRTS #: 23879) (DVD/VHS, 21 min.) This video is an engaging, entertaining response to the serious problem of bullying. It offers young people concrete techniques that they can practice and use in response to ongoing bullying.
- *Harassment Hurts: Gossiping, Taunting, and Bullying* (Sunburst Visual Media 2003) (Streamed 17:14) <http://www.learn360.com/Search.aspx?SearchText=Harassment%20Hurts%20%20Gossiping%20%20Taunting%20%20and%20Bullying&lid=17523857> Presents several scenarios. Online Video Library. 3-5
- *What is a Bully? Why Do Kids Do It?* (Mazzarella Media 2010) (Streamed 04:11) <http://www.learn360.com/Search.aspx?SearchText=What%20is%20A%20Bully%20%20Why%20Kids%20Do%20It&lid=17523857> Presents a scenario that shows relational aggression. Online Video Library. 3-8

---

## Outcome

---

2.4 Students will be expected to describe the role of physical activity in enhancing social experiences and managing thoughts, feelings, and behaviors.

## Elaboration

---

*In grade 4 students explore the factors that motivate them to be physically active, and recognize the importance of balancing physical activity with sedentary activity (Outcome 4.1.5). They also learn that children need at least 60 minutes of moderate to vigorous activity each day for optimal growth and development (4.1.6). In grade 6 (6.1.5) students will explore ways to manage their feelings and the changes associated with puberty (which should include the benefits of physical activity for managing times of change and stress).*

It is well known that physical activity enhances our physical health and wards off disease. However, it has only been in the last decade that science has been proving the significant role that physical activity also plays in social, emotional and mental wellness. Its affects are heightened when done outdoors, particularly in nature, such as reducing mental fatigue and negative mood.

Physical activity causes our brains to releases endorphins into our blood that help relieve perceptions of pain and help us feel happy. As a result, physical activity is increasingly becoming an important part of the treatment given to help alleviate depression and anxiety.

Physical activity is also a useful way to blow off steam and to help disperse the cortisol and adrenaline that course through our veins when we are stressed, frustrated or angry. Endorphins, dopamine, serotonin, endocannabinoids and BDNF are brain chemicals that increase quickly with moderate to vigorous intensity physical activity. They combine to help us feel satiated and reduce cravings which is helping toward eating in a healthy way when we become upset. They also help to feel more satisfied, calmer, less impulsive, and defend against addicting behaviours which can help us cope with difficult thoughts and feelings without turning to unhealthy behaviours. Physical activity is a proactive and healthy way to help manage the behaviours that sometimes go along with strong emotions.

Physical activity helps the hippocampus generate new cells that boost memory and aid with learning; for youth this can result in improved focus and school performance. For older adults, physical activity boosts chemicals that provide some protection against the cognitive decline.

The effect of physical activity on a person's mental wellbeing cannot be understated. Physical activity gives rise to skill development and improved physical ability which leads to a sense of accomplishment and feelings of being capable and competent. It also contributes to better physical conditioning, which for many will result in greater satisfaction with their body image. Greater confidence and enhanced self-esteem are usually the result.

Lack of physical activity has been associated with withdrawal, social isolation and social problems. Participating in a group physical activity is a great way to break the ice and meet people who have a

---

shared interest, to build relationships, and learn to get along with others. Group activities can also provide an important sense of belonging. Participating in a group activity enables students to learn many important social skills and positive values, such as cooperation, setting and achieving goals, turn-taking, fair play, honesty and effort.

For most kids, being physically active is fun, making this the ideal time to encourage a physically active lifestyle. Keep in mind some children have had enough negative experiences doing physical activity to associate unfavourable perceptions; stress there is 'something for everyone' and they can find it. Not all physical activity ex If children develop healthy habits when they are young, they are more likely to be healthy, active adults.

## **Enduring Understandings**

---

By the end of this outcome, students should understand that:

- participating in physical activity is a great way to meet people and to socialize.
- physical activity releases chemicals (endorphins) in your body that make you feel good.
- physical activity helps to disperse hormones (adrenaline and cortisol) that are released in your body when you are angry or stressed.

People have known for a long time about the benefits of exercise to enhance our physical health and to ward off disease. However, it has only been in the last decade that we have come to realize the significant role that physical activity also plays in social, emotional and mental wellness.

Physical activity causes our brains to releases endorphins into our blood that help relieve pain and make us feel happy. As a result, physical activity is increasingly becoming an important part of the treatment given to help alleviate depression and anxiety.

Physical activity is also a useful way to blow off steam and to help disperse the cortisol and adrenaline that course through our veins when we are stressed, frustrated or angry. Physical activity is a proactive and healthy way to help manage the behaviours that sometimes go along with strong emotions.

In addition, physical activity has been shown to boost chemicals that provide some protection against the cognitive decline of aging, and to even help the hippocampus generate new cells that boost memory and aid with learning.

The effect of physical activity on a person's mental wellbeing cannot be understated. Physical activity gives rise to skill development and improved athletic ability which leads to a sense of accomplishment and feelings of being capable and competent. It also contributes to better physical conditioning, which for many will result in greater satisfaction with their body image. Greater confidence and enhanced self-esteem are usually the result.

---

Finally, the social benefits of physical activity should not be overlooked. Participating in a group activity is a great way to break the ice and meet people who have a shared interest, to build relationships, and learn to get along with others. Group activities can also provide an important sense of belonging. Participating in a group activity will allow students to learn many important social skills and positive values, such as cooperation, setting and achieving goals, turn-taking, fair play, honesty and hard work.

For most kids, being physically active is fun, making this the ideal time to encourage a physically active lifestyle. If children develop healthy habits when they are young, they are more likely to be healthy, active adults.

## Enduring Understandings

---

By the end of this outcome, students should understand that:

- participating in physical activity is a great way to meet people and to socialize.
- physical activity releases chemicals (endorphins) in your body that make you feel good.
- physical activity helps to disperse chemicals (adrenaline and cortisone) that are released in your body when you are angry or stressed.

## Curriculum Connections

---

1.3 Students will be expected to practise skills for managing stress in their lives.

1.6 Students will be expected to assess total minutes of short and long periods of moderate and vigorous activity for an average weekday.

## Assessment, Teaching, and Learning

---

**Review** Remind students about the guidelines for daily physical activity (Outcome 1.6)

**Think Pair Share** What are the benefits of physical activity? List as many as you can. See appendix 1 for an explanation of this strategy.

**Class Discussion** Students will likely come up with lots of benefits for physical health. Did they come up with any social or mental/emotional benefits? Put these headings on the board and sort and/or prompt students to think of examples for each.

- Physical Health (the condition of your body): strong muscles and bones, good coordination, healthy heart and lungs, healthy weight, reduced risk of injury and disease, increased endurance, flexibility, stronger immune system, improves sleep
- Social Health (the condition of your relationships): meet new people, support and encouragement, teamwork, learn positive values, social skills, turn taking, cooperation, learn to be a good sport, sense of belonging, build relationships,

- 
- **Mental/Emotional Health** (the condition of your mind and emotions): gives energy, relieves stress, self-confidence, improved body image, improved mood, boosts memory and learning, sense of accomplishment, relieves depression and anxiety

**Give Me Five** Students list the five most important benefits of physical activity for themselves as individuals. Students then pair up and share lists. They should explain why these benefits are important to them, and compare similarities and differences. Pairs then move into a group of four and repeat the process. Do students have many benefits in common? Why do you think that is? Do the benefits identified as important fall into any particular category (physical, social, mental/emotional)?

**Watch and Discuss** Watch the video *Exercise and the Brain* (see YouTube links below) that explains some of the recent research, and how some schools are responding. What do students think? What would students suggest to increase physical activity at their own school?

**Make a Plan** Choose an activity that you will do every day for a week. Decide how often, when and for how long you will do this activity. Can you do it for two weeks? Sometimes being physically active is hard; having a plan can help. What can you do or say to get yourself motivated? Being active with another person can help you stay on track. See appendix 21 for an organizer.

**Poster** Design a poster that illustrates a social, mental or emotional benefit of physical activity.

**Poem or Rap Song** Write a poem or rap song that tells a story about someone trying to become more active, and includes at least one physical, one social and one mental/emotional health benefit of exercise.

**3-2-1** Name 3 mental or emotional benefits of physical activity, 2 social benefits, 1 physical benefit. See appendix 22 for an example.

**Exit Pass** See appendix 16 for an example.

- What have you learned about physical activity that you didn't know before?
- How has your thinking about physical activity changed?
- What is one way you will use physical activity to benefit your social or mental/emotional health?

## Resources

---

### Internet

- [Canadian Physical Activity Guidelines](http://www.csep.ca/english/view.asp?x=804) (Canadian Society for Exercise Physiology 2014). [www.csep.ca/english/view.asp?x=804](http://www.csep.ca/english/view.asp?x=804) This site includes Canadian guidelines for physical activity and sedentary behavior published in 2012. There are info sheets, sample log sheets, and blank log sheets available for download.
- *Physical Activity and Mental Health* (Physical Activity Resource Centre/Centre for Addiction and Mental Health n.d.) [http://parc.ophea.net/sites/parc.ophea.net/files/PARC\\_PA%26MHWebinar.pdf](http://parc.ophea.net/sites/parc.ophea.net/files/PARC_PA%26MHWebinar.pdf) This slideshow provides concise information including definitions of mental health and resiliency,

---

protective factors and risk factors, social determinants of health, physical activity guidelines, and the connection between mental health and physical activity. Great resource for teachers.

- *Run, Jump, Learn! How Exercise can Transform our Schools*—John J. Ratey, MD (TEDx Talks 2012) <http://www.youtube.com/watch?v=hBSVZdTQmDs> A video from foremost expert Dr. John Ratey that could inspire teachers to think about physical activity and its mental, emotional and behavioural benefits for students beyond Health Education class.
- *The Benefits of Good Mental Health* (Canadian Mental Health Association 2014) [http://calgary.cmha.ca/mental\\_health/benefits-of-good-mental-health/#.U9pxuWPQpLM](http://calgary.cmha.ca/mental_health/benefits-of-good-mental-health/#.U9pxuWPQpLM) Discusses the role of physical activity in mental health.
- *The Benefits of Physical Activity* (Joint Consortium for School Health n.d.) <http://www.jcsh-cces.ca/images/Physical%20Activity%20Fact%20Sheet%20The%20Benefits%20%20FINAL%20Eng.pdf> A brief fact sheet.

---

## Outcome

---

3.1 Students will be expected to assess sources of information via the internet for safety and reliability, and practise ways to enhance safe use of the internet.

## Elaboration

---

*In grade 4 students learn about the risks associated with sharing personal information and pictures in online games (Outcome 4.3.1), and about the health issues related to overuse of networking and gaming devices in grade 6 (6.3.5). In junior high students will analyze the positive and negative outcomes related to social networking and mobile devices, and how to reduce the risk of exploitation and victimization.*

The internet has become an essential part of many people's lives. It has changed the way we learn, and it offers a wealth of information at our fingertips. However, it can be a challenge to sift through the thousands of links to find the ones that are reliable and relevant to your topic. Knowing *how* to conduct a search is an important skill that is sometimes overlooked at school.

In addition to being able to narrow down a search and locate information, students must realize that not all information is equal. Anyone can post anything they want on the Internet, and being able to authenticate a site and ensure that the information comes from a credible source is essential. Students need to know that not everything they read on the internet is true or real, even when there are pictures, which can be easily altered on a computer. Students must learn to check the source, look at what information the web address provides, think about whether the information makes sense and seems reliable, and if it can be confirmed by other sources.

The internet is a powerful tool that offers many excellent benefits. It provides opportunities for family and friends to stay connected, especially if they are far away, there are an endless number of entertaining games, people can find information about any topic they are interested in, there are numerous outstanding learning tools, and students are easily engaged. However, there are just as many risks associated with online activity. A great deal of information on the internet is misleading or incorrect, there are hoaxes and scams, pornography, hate sites, gambling, threats to privacy, and the danger of having your personal information stolen. Students need to be fully aware of these risks when they are interacting online.

Besides the negative things students may encounter online, it is also important to educate them about how they contribute to the online environment and the way they interact with others. It is essential that students have a clear understanding of the difference between private and public. Students must consider whether they would want their family or a future employer to see the things they post online because once they hit "send," they have no control over where their post may end up, and it will never go away. The internet is forever.



---

At a time when pre-teens may be starting to experience a powerful need to belong, to explore their identity, and assert their independence, growing up online without the skills and supervision necessary for safe exploration presents a whole host of concerns and dangers. Kids must learn the skills that are required to be thoughtful and critical about what they see and read online, and they need frequent reminders to use technology with caution.

According to the *Canadian Centre for Child Protection (2010)*, there are three main areas of risk that students may encounter with the use of technology:

- *Content* -the nature of the material that is available online. Students must learn to think critically about the material they see and read online, rather than just accepting it and assuming that it is an accurate representation of the world in which we live.
- *Contact* -the infinite number of other people with whom users have instant contact. Students must understand that not everyone online is who they say they are, and that they should only be in touch with people online whom they also know in person.
- *Conduct* -what a person does and how they interact online. Students must understand that it is impossible to have a private life in a public space, and that once they post words or photos online they cannot take them back. Material posted online becomes part of public information and the poster loses control over how it is used.

Personal growth and development is about making and learning from mistakes; however, the nature of online social media means that youth are making very public mistakes that can live forever in cyberspace, often with devastating social consequences that they just don't anticipate. With the rate of change in technology, it may feel impossible to keep up, especially with youth who are much more tech savvy than most adults. Nevertheless, it is our responsibility to help young people become thoughtful and critical consumers of media in whatever form that takes, and to learn to recognize and manage the risks associated with online and digital communication.

## **Enduring Understandings**

---

By the end of this outcome, students should understand that:

- not everything on the internet is true or real
- people are not always who they say they are online
- they should never give out or post personal information online

## **Curriculum Connections**

---

---

## Assessment, Teaching, and Learning

---

**Internet and Mobile Survey** Distribute surveys, tell students that the surveys are to be completed on their own and that they are anonymous (no names). Collect surveys and redistribute so students do not have their own. Lead a discussion about the results. Do students feel there is a cause for concern? See appendix 23 for a survey.

**Poll Everywhere** Alternatively, you could use this free service to create an online survey that provides instant anonymous responses to whatever questions you post. The basic service is free to educators. See resource below for a link.

**Article Review** Students read the Kids Health articles suggested in the Internet Resources below and complete a review. See appendix 8 for an organizer.

**Lesson Plans** There are several excellent, ready to go lesson plans mentioned under the Resources below. Check out *Common Sense Media*, *Media Smart*, and *Connect (ED)* lesson plans, all of which are available online (see the links under Internet Resources). There are also excellent lesson plans in the *Kids In the Know* resource that is available through the NS School Book Bureau (see Print Resources).

**Internet Use Pledge** Discuss appropriate internet safety practices and develop a pledge for student use, or see appendix 24 .

**Metaphors** Ask students how the internet is like a knife (if you don't use it properly you could get hurt). Can students think of other similes or metaphors to describe the internet? The internet is like a road trip, if you don't know where you are going, you can easily get lost.

**Exit Pass** Possible prompts. See appendix 16 for an example.

- What do you think is the biggest benefit of the Internet? The biggest problem or danger?
- What is the difference between a good secret (a surprise party) and a bad secret (being told never to tell, like a threat, or inappropriate touching)?

**3-2-1** List three things you can do to be safe on the internet, two things to check for website reliability, one thing you should never do on the internet. See appendix 22 for an example.

---

## Resources

---

### Internet

- *CyberSense and Nonsense: The Second Adventure of the Three CyberPigs* (Media Smarts 2013)  
<http://mediasmarts.ca/game/cybersense-and-nonsense-second-adventure-three-cyberpigs> An interactive game, accompanied by a Teacher's Guide, that teaches children about "Netiquette," bias and stereotyping, and authenticating online information
- *Cybertip* (Canadian Centre for Child Protection 2013)  
[https://www.cybertip.ca/app/en/internet\\_safety#internet\\_safety-for\\_children](https://www.cybertip.ca/app/en/internet_safety#internet_safety-for_children) This organization

---

receives and analyzes tips from the public about potentially illegal material, and also provides information and resources related to Internet safety.

- *Internet and Mobile* (Media Smarts n.d.) <http://mediasmarts.ca/internet-mobile> This section explores some of the issues related to Internet and mobile communications technology. Background information, lesson plans, games and more.
- *Kids on the Net: Nine- and Ten-Year-Olds* (Media Smarts n.d.) <http://mediasmarts.ca/backgrounder/kids-net-nine-and-ten-year-olds> A backgrounder for teachers that offers an analysis of what kids should know about cyberspace.
- *Media Smarts* (Media Smarts n.d.) <http://mediasmarts.ca/> This Go-To site includes excellent background information for parents and teachers, including tip sheets and several excellent lesson plans.
- *Net Smartz Teens “Teaching Materials”* (National Centre for Missing and Exploited Children 2014) <http://www.netsmartz.org/Resources> Includes tip sheets, power point presentations, lesson plans, and more.
- *Poll Everywhere* <http://www.poll everywhere.com/> (Poll Everywhere n.d.) A service that provides instant feedback to online surveys. The basic service is free for educators.
- *Privacy Playground: The First Adventure of the Three CyberPigs* (Media Smarts 2013) <http://mediasmarts.ca/game/privacy-playground-first-adventure-three-cyberpigs> In this game, designed for ages 8-10, the CyberPigs play on their favourite website and encounter marketing ploys, spam and a close encounter with a not-too-friendly wolf.
- *The Door that’s Not Locked* (Canadian Centre for Child Protection 2013) <http://www.thedoorthatsnotlocked.ca/app/en/> This site helps Canadians understand the good, the bad and the ugly about the web so they’re better positioned to help kids be safer online.
- *Winning the Cyber Security Game* (Media Smarts 2011) [http://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson\\_Winning\\_Cyber\\_Security\\_Game.pdf](http://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson_Winning_Cyber_Security_Game.pdf) Students discuss their online experiences and explore tools and strategies to help minimize the potential risks. Then they play a game where they compete against other students to test their knowledge.

## Print

- *Kids in the Know: Grade 5 Personal Safety Program, Second Edition* (Canadian Centre for Child Protection, Inc. 2010; NSSBB #: 1000794) Lesson 9: Internet Safety, Lesson 10: Internet Awareness, Lesson 11: Member Profiles.

---

## Outcome

---

3.2 Students will be expected to demonstrate knowledge of the prevalence of mental health disorders among children and youth and describe certain circumstances that may increase the risk of some mental health disorders, as well as protective factors that enhance mental health.

## Elaboration

---

*In grade 4 students learn to differentiate between anxious feelings we all have and signs of anxiety that are more serious (Outcome 4.1.4). In grade 6 students will learn about signs of depression that may be a cause for concern (6.1.4), as well as the negative effects of stigma (6.3.2). In junior high students will learn the warning signs of several common mental illnesses, the impact of delayed treatment, and how to identify people and resources they can access for support.*

It is estimated that as many as 1 in 5 children is living with a mental illness (Canadian Mental Health Association 2014). For teachers, this translates into as many as 5-6 students in a class of 30, and a few of those may have a problem severe enough that it interferes with their daily life.

Mental health is not just the absence of illness; it exists on a continuum between illness and wellness, and although most people usually exist somewhere along the wellness half of the continuum, this may fluctuate depending on a variety of life circumstances and conditions. We all struggle with mental health *problems* from time to time, such as the death of a loved one or a broken relationship, but these are generally short-lived and we are able to recover and get back to our daily lives. A mental health *disorder* lasts longer and usually does not resolve on its own. A disorder occurs when a group of symptoms are present for a specific period of time, and cause significant disruption to some aspect of a person's life. A mental health disorder must be diagnosed by a doctor.

Mental health disorders may be effectively treated, or even prevented, if people receive the help they need and if they are diagnosed early. Since many mental health disorders begin during childhood or adolescence, it is essential that children receive accurate information about the signs and symptoms of common mental illnesses, as well as ways to enhance mental health. In addition, teachers are in an excellent position to observe behaviours that may indicate a cause for concern and to connect students with people and services that may help.

There are many things that we can do to improve our own mental health, and to develop attitudes that promote emotional and social well-being. For instance, developing healthy relationships, good communication skills, respect, kindness, social responsibility, and empathy, all contribute to building resilience in students that will help them cope with challenges and overcome adversity.

Perhaps one of the most important things that teachers can do is simply to start the conversation about mental health and take steps to make their classroom environment a safe and healthy place for all

---

students. Stigma related to mental illness is a major barrier for people when it comes to seeking help. Working toward understanding mental illness, and developing empathy for others will go a long way toward minimizing the effects of stigma and supporting those who struggle.

Some common mental health problems that children struggle with include ADHD, anxiety, depression, and behaviour disorders. Be aware that there will likely be students in your class who have been diagnosed with ADHD. There may also be students who are struggling with depression, anxiety, or behaviour disorders, or who have a family member who is struggling. Be particularly sensitive to this when discussing any misperceptions associated with these illnesses, as those students have likely experienced some of these negative assumptions personally. Be clear that these are *misperceptions*, and then provide factual information.

If you have concerns about a student, direct them to the school counsellor.

*Note: See appendices 9, 10, 11, 12, and 13 for background information and facts about mental health.*

## Enduring Understandings

---

By the end of this outcome, students should understand that:

- 1 in 5 Canadians struggles with a mental health disorder
- mental health disorders affect everyone, either directly or indirectly
- mental health is just as important as physical health
- there are many things people can do to take good care of their mental health

## Curriculum Connections

---

1.3 Students will be expected to practise skills for managing stress in their lives.

1.4 Students will be expected to recognize when sadness and worry become life threatening and practise how to express a mental health concern for themselves or others.

## Assessment, Teaching, and Learning

---

**Carousel Brainstorm** Begin by posting several questions or topics around the room on large sheets of paper. Students are divided into small groups; each group is given a different color marker, and assigned a starting point to begin the brainstorming process. After a one minute of brainstorming and recording their ideas, they move on to the next sheet of paper and repeat the brainstorming process. Students must read what was written by the previous group as they are not allowed to add something that is already there. This will make it more difficult as they move along, but encourage each group to try to add something new. When all groups have visited each spot, ask them to return to the place

---

where they started. Each group will review the information on the sheet and provide a summary to the whole class. Topics for the sheets might include:

- *Types of mental health disorders* (Depression, Social Anxiety, Separation Anxiety, Phobias, ADHD, Obsessive Compulsive Disorder, Panic Disorder, Eating Disorders, Tourette's Syndrome, Bipolar Disorder, Schizophrenia, Autism, Addiction...)
- *Things that might put a person at **increased risk** for mental health problems* (chronic or serious physical illness, parents with mental illness/genetics, traumatic experiences, social isolation, brain injury, family distress, child abuse or neglect, chronic failures, poverty, drug use, discrimination, lack of support, low self-esteem, complications during pregnancy...)
- *Things that **might protect** a person from mental health problems* (adaptability, coping and problem solving skills, positive attitude and optimism, sense of security, positive relationships, family harmony, achievement and success, social inclusion, good support system, financial security, feeling capable, good self-esteem, resilience...)
- *People with mental illness are...*
- *Where to go for help* (parent, teacher, school counsellor, school nurse, public health clinic, doctor, neighbour, grandparent, Kids Help Phone, coach...)

### Discussion Points

- Everyone experiences mental health *problems* from time to time. For example, you may feel sad if a pet dies, or you may feel anxiety about going to a new school. These feelings are expected responses to the circumstances, are usually short-lived, and do not drastically interfere with your life. However, if there doesn't seem to be a reason for these feelings, or they go on for a couple of weeks without getting any better, this may be a sign that the problem is becoming more serious and you should talk to an adult you trust to ask for help.
- You do not have a mental health *disorder* when you have expected feelings of sadness (stress, anxiety) in response to a sad situation. A disorder occurs when you have a specific group of symptoms that last for a specific length of time, and which interferes with some aspect of your life (home, school or social). Also, a disorder must be diagnosed by a doctor.

**Discussion Question** How many people do you think struggle with mental health problems?

- Research tells us that 1 out of every 5 people (20%) in Canada will experience a mental illness in their lifetime.
- The remaining 80% will be affected indirectly as family members, friends and co-workers.
- At some point in our lives, every single one of us will be affected directly or indirectly by mental illness.

**Mental Illness-Mental Wellness Continuum** Draw a line on the board with mental wellness on one side and mental illness on the other side. Use this to illustrate that people move along this continuum depending on a variety of factors. For example, if I win the lottery, I may move way over toward the wellness side. However, if I don't manage the money well and I spend it all, I may start to move away from wellness. If I begin to gamble to try and recover the money, I may find myself moving closer and closer to illness, especially if my behaviour turns into a gambling addiction. Invite students to offer examples and to indicate where they think it might be on the continuum.

**Resilience** Introduce this idea to students. Explain that resilience is a person's ability to recover and "bounce back" from difficulties, hardship, or stress. Give everyone a different size rubber band (caution

---

students against flicking them at others). Explain that just like people, the rubber bands are different colors and sizes, some are very stretchy and some will break more easily. Resiliency is kind of like that. Ask student to think about what kinds of things “stretch” them and what they do to “bounce back.”

**Written Reflection** Think of a time when you bounced back from something that was difficult. What happened? What things helped you bounce back? (Did you ask for help, talk it over, focus on the positive, get active, focus on something else, recognize and deal with your emotions, try something new, keep trying...)

**Gratitude Wall** Post a large sheet of paper on the wall and invite students to doodle and write about things they are grateful for.

**Wellness Wall** Post ideas of things people do to help keep themselves mentally and emotionally well (go for a walk, listen to music, talk to a friend, exercise, dance, write in a journal, practice deep breathing, make a plan, set a goal, learn something new, focus on the positives, daydream and imagine yourself in a beautiful place, get a good sleep, make time for hobbies, laugh, cry...)

**Inspirational Music** Students find a song (and video) that has an inspirational message. Play one each day and discuss the messages. Invite the student to explain why they chose the song and what it means to them. Consider songs such as *Firework* (Katy Perry), *You’ve Got a Friend* (James Taylor), *True Colors* (Artists Against Bullying), *Imagine* (John Lennon), *Try* (Pink).

**Random Acts of Kindness** Encourage students to begin a Random Acts of Kindness project where they do small anonymous kindnesses for others.

**Posters/Inspirational Quotes** Find an inspirational quote related to positive mental health and make an illustrated poster to display in the class or around the school. Students could share why they chose the quote and what it means to them. *ReciteThis.com* is a great site to create computer generated posters.

**Letter to Myself** Imagine yourself 10 years in the future. What would your 20 year old self say to your 10 year old self about how you handle difficulties? What advice would your 20 year old self give you about taking care of your mental health and well-being?

**3-2-1** Three things you can do to enhance your own mental health, two things you can do to make someone else feel good, one trusted adult you can talk to. See appendix 22 for an example of an organizer.

---

# Resources

---

## Internet

- *Kids Help Phone* (Kids Help Phone 2014) <http://www.kidshelpphone.ca/Kids/Home.aspx> Canada's only toll-free, 24-hour, bilingual and anonymous phone counselling, web counselling and referral service for children and youth. Kids can also find a wealth of information online.
- *Kids Help Phone "Feelings."* (Kids Help Phone 2014) Many kid friendly articles. <http://www.kidshelpphone.ca/Kids/InfoBooth/Feelings.aspx>
- *Making a Difference: An Educator's Guide to Child and Youth Mental Health Problems* (Child and Youth Mental Health Information Network 2011) This booklet offers general information to help educators understand mental health problems in children and youth. It includes information about prevalence, causes, signs and symptoms, suggestions for providing support, and more. <http://cymhin.offordcentre.com/downloads/Making%20a%20Difference%204-0.pdf>
- *Physical Activity and Mental Health* (Physical Activity Resource Centre/Centre for Addiction and Mental Health n.d.) [http://parc.ophea.net/sites/parc.ophea.net/files/PARC\\_PA%26MHWebinar.pdf](http://parc.ophea.net/sites/parc.ophea.net/files/PARC_PA%26MHWebinar.pdf) This slideshow provides concise information including definitions of mental health and resiliency, protective factors and risk factors, social determinants of health, physical activity guidelines, and the connection between mental health and physical activity. Great resource for teachers.

## Print

- *Boy in Motion: Rick Hansen's Story* (Manson 2007; NSSBB #: 1000098) This would make a great read-aloud to spark discussion around resilience. A truck accident leaves Rick Hansen a paraplegic, but instead of giving up all the things he liked to do—fishing, playing ball—he dared to dream and his dreams changed the lives of many people.
- *Child and Youth Mental Health* (Canadian Teachers' Federation 2013) This document provides useful facts and information for teachers. Also available online at: [http://www.ctf-fce.ca/Research-Library/HillDay2013\\_MentalHealth.pdf](http://www.ctf-fce.ca/Research-Library/HillDay2013_MentalHealth.pdf)
- *Healthy Mind. Healthy Body: A Mental Health Curriculum Supplement for Use with the Nova Scotia Department of Education's Health Education Curriculum: Grades 4-6* (Lauria-Horner 2008). This resource offers ready to go lesson plans related to depression (5.1) and worry and anxiety (5.3). Note: This resource also includes lessons at the grade 6 level related to depression (6.2) and social anxiety (6.3) and panic (6.4).
- *Hole in One: A Children's Book Dealing with the Topic of Anxiety Disorder* (Grass 2008, NSSBB #: 1000291) This books address anxiety and stress the need for early identification and the building of a support network to help alleviate the long-term effects of a mental illness.

## Video

**Learning Resources and Technology Services** Videos listed below are available online, or for loan.

<http://medialibrary.ednet.ns.ca/search-videos>



- 
- *Taking Care of Me* (Marlin Motion Pictures 2004) (DVD/VHS, 24 min; LRTS #: 23619) This program explores the many influences and experiences that shape a person's emotional health, as well as specific tools for managing stress and maintaining a positive self-image. Available for loan.

---

## Outcome

---

3.3 Students will be expected to analyze gendered media messages and how they may impact body image, create expectations about gender roles and affect how we express our gender.

## Elaboration

---

*In grade 3 students differentiate between media messages that promote health and those that are industry driven (Outcome 3.3.3), and in grade 4 they learn about gender roles and gender identity (4.1.2). In grade 6 students examine the advertising of products like tobacco, alcohol, food, medicine, caffeine, and more (6.3.3).*

The media industry operates through a wide variety of mediums such as music, television, film, radio, the internet, print media, and advertisements. Our lives are saturated with media in many forms that exert a powerful influence over the creation and maintenance of social values.

Media and social values are in a reciprocal relationship; the images and message we receive shape our values and beliefs, and also reflect them. How a group is represented in the media is how they are perceived and affects how they are treated. For example, the objectifying way in which women are typically portrayed in media is linked with the issue of violence against women. Hypermasculine media portrayals that associate aggression with what it means to be a boy or a man are also linked with interpersonal violence. All forms of media, even the news, are socially constructed by individuals with values, and those values are embedded in the product. We often consume media products without consciously thinking about these embedded values and the impact they may have on our personal values, attitudes and behaviours.

For pre-teens and teens who are beginning to develop their own sense of identity, and for whom a sense of belonging is a powerful need, media has a significant effect on their self-esteem and body image. Poor self-esteem may be connected to a variety of problems including lack of assertiveness, greater likelihood of being bullied, lowered academic achievement, involvement in unhealthy or exploitive relationships and disordered eating habits, all of which may have a far-reaching impact on a person's entire life.

For these reasons, it is essential that young people develop the skills to critically analyze the media with which they are bombarded daily. Young people must understand that all forms of media, even the News, are socially constructed products that are the result of someone's idea about what is beautiful, valuable or important. Kids must understand that advertising and fashion media include digitally altered images that are not real and are unattainable. They also must understand that advertisers prey on people's insecurities in order to convince them that they are imperfect and that the use of their product will remedy that and that children and youth are targeted for marketing because of their ability to influence family spending decisions and to develop lifetime brand loyalty.

---

Historically women have been objectified in the media, reduced to body parts, pressured to be thin and beautiful, and sexually available for men. This is still common place today and in fact exposure to this media has increased in part due to our use of technology and social media. All of this creates an environment that is conducive to interpersonal and sexual violence. More and more, males are also being objectified in the media, with messages about male beauty, being muscular, athletic, tough, aggressive and macho. As a result, we are seeing more and more males suffering from disordered eating habits and adopting hypermasculine gender roles.

It is essential that students understand that the tall, thin body type represented in the media is not the norm, and that those images have been changed and altered to make the models and actors appear perfect. Media does not represent the wide range of human body types that exist, and by representing only one type, they imply that tall and thin is what all people should strive toward. Students must understand that for the majority of people, this ideal is unattainable and even unhealthy.

Media education has been shown to reduce the negative effects of media on confidence and self-esteem, and is considered a successful strategy to counter negative body image and disordered eating among youth. Media education and awareness is a life skill.

## Enduring Understandings

---

By the end of this outcome, students should understand that:

- media representations of bodies and gender are narrow, unrealistic and unhealthy
- the media has a strong influence on attitudes, behaviour, body image and self-esteem, especially among teenagers
- a person's value is not determined by their appearance
- media often presents stereotypical gender roles and can perpetuate gender inequality

## Curriculum Connections

---

This outcome aligns well with outcome 1.1 and 2.2.

## Assessment, Teaching, and Learning

---

**Body Silhouettes** Divide students into small groups to brainstorm the physical characteristics of an ideal male and an ideal female body. Write their descriptions inside the body shape.

**Think Pair Share** See appendix 1 for an explanation of this strategy.

*What is a stereotype?* (A narrow idea or belief about a group of people that isn't always true).

*Where do our ideas about gender and body shape and size come from?* (Can be learned from the people in our lives, but also strongly reinforced by media: TV, toys, advertising, music...)

---

**Stereotypes** Brainstorm a list of stereotypes related to gender and body image. Discuss how these stereotypes might affect how people think, feel and behave? Ask students to identify a quality or characteristic that describes them, but that is usually associated with the opposite gender.

**Gender Poem** by Nancy R. Smith. Read this poem (link below). Discuss how gender roles are learned; invite students to contribute examples about how boys and girls learn to behave accordingly.

**Media Images of Beauty-** Students find an image from a magazine (or printed off the internet) of someone who is beautiful (male or female). In small groups, students examine the images and write down words to describe the people. Share the words with the whole class. What words come up again and again? (Thin, tall, white, happy, healthy, having fun, athletic...) What is the predominant body type that is represented? Is this realistic? How do the images make you feel? Do students know real people who look this way? How do you think models look when they wake up in the morning? Is sexual orientation implied in these images? How does this link with homophobia? How does this influence our expectations and beliefs about sexual orientation?

**Article Review** Students read one of the *Kids/Teens Health* articles mentioned in the Internet Resources below and complete a review. See appendix 8 for an organizer.

#### **Colbie Caillet**

- Ask students if they know who she is? Watch the video for *Bubbly* and ask students what they think. What can they tell about her from the video? Do you think she has good body image or not? Why?
- Share the article “Colbie Caillat Is Tired of Being Photoshopped: Here’s What She Did about It” (see Internet Resources below). What does she find hard about being female? Why doesn’t she like Photoshop? Discuss in what ways she is able to resist the pressures of media and the music industry.
- Watch the video for *Try* (see YouTube links below). Discuss. Do you think celebrities have a responsibility to challenge media and present more realistic images?

**Discuss:** Are media messages and images harmful to young people’s body image and self-esteem, or are they harmless? Do you think that bias against people because of their body size and shape is acceptable?

**Lesson Plans** There are several excellent, ready to go lesson plans mentioned under the Resources below at *Common Sense Media*, and *Media Smarts* (see the links under Internet Resources).

**Body Positive Messages** Students create a campaign to spread positive body messages in the school. It could be a poster campaign, brochures, announcements, a social media campaign, etc.

**Exit Pass** See appendix 16 for an example.

- How does gender role stereotyping impact people’s lives?
- What can you do to challenge gender roles, especially those related to body image?
- What could the media industry do to make sure they are not contributing to people developing an unhealthy body image?

---

# Resources

---

## Internet

- *Colbie Caillat Is Tired of Being Photoshopped: Here's What She Did About It.* (Elle 2014) [http://www.elle.com/news/beauty-makeup/colbie-caillat-try-video-makeup-transformation?src=soc\\_fcbks](http://www.elle.com/news/beauty-makeup/colbie-caillat-try-video-makeup-transformation?src=soc_fcbks) Colbie talks about where the idea came from for her song and video "Try" and why she wrote it.
- *Common Sense Media* (Common Sense Media Inc. 2014) <http://www.commonsensemedia.org/> This excellent site is dedicated to providing trustworthy information and tools related to media and technology. Included are reviews of the latest apps, games, movies, websites and more. Also, lesson plans and related videos to use for educators.
- *Common Sense Media Lesson Plans* (Common Sense Media Inc. 2014) <http://www.commonsensemedia.org/educators/scope-and-sequence> Includes ready to go lesson plans with short (2-4min) videos embedded in most. Scroll down the page to find lessons for different grade levels, especially these two:
  - Picture Perfect- In this lesson students learn how photos can be altered digitally. They will consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.
  - Selling Stereotypes- Students explore how the media can play a powerful role in shaping our ideas about girls and boys. They practice identifying messages about gender roles in two online activity zones for kids
- *Gender Poem* Adapted from "For Every Woman." (Nancy R. Smith 1973) [www.crimethinc.com/tools/posters/gender\\_subversion\\_front.pdf](http://www.crimethinc.com/tools/posters/gender_subversion_front.pdf)
- *Media Smarts: Body Image* <http://mediasmarts.ca/body-image> This site includes excellent background information for parents and teachers, including tip sheets and several excellent lesson plans related to body image and media. Check out the following lessons found on the right hand side of the above link under *Resources for Teachers*:
  - Gender Stereotypes and Body Image- This lesson helps students become aware of the dangers of gender stereotyping and the media's role in perpetuating gender stereotypes.
  - Prejudice and Body Image- This lesson explores how the media pressures us to conform to gendered standards of beauty and how media images may lead to prejudice against those who don't conform to these standards.
  - Media Kids- students deconstruct gender portrayal and depictions of boys and girls in the media, and compare these representations to their own life experiences.
  - The Anatomy of Cool – In this lesson, students will be encouraged to discuss how media images have influenced their lives, from their perception of what defines cool, to their feelings about their own bodies.
- *The Geena Davis Institute on Gender and Media* (The Geena Davis Institute on Gender in Media 2014) [www.thegeenadavisinstitute.org/index.php](http://www.thegeenadavisinstitute.org/index.php) The mission of this organization is to work within

---

the entertainment industry to alter how girls and women are reflected in media. The site includes links to research and lesson plans.

*The Canadian Federation of Sexual Health also has a media literacy resource Youth Talk Back:*  
[http://www.cfsh.ca/resources/educational\\_and\\_training\\_tools/youth-talk-back.aspx](http://www.cfsh.ca/resources/educational_and_training_tools/youth-talk-back.aspx)

## Print

- *Body Talk: The Straight Facts on Fitness, Nutrition, and Feeling Great about Yourself!* (Douglas and Douglas 2006; NSSBB #: 2000018) This light-hearted book offers valuable information about some of the many physical changes that occur during puberty, including fitness, nutrition and body image.
- *Too Perfect* (Ludwig 2009) This read-aloud story explores the relentless and destructive drive of perfection and the freedom that comes from accepting oneself.

## Video

**Learning Resources and Technology Services** Videos listed below are available online, or for loan.  
<http://medialibrary.ednet.ns.ca/search-videos>

- *Having a Positive Body Image* (Sunburst Visual Media 2004) (Streamed 10:36)  
<http://www.learn360.com/Search.aspx?SearchText=Having+a+Positive+Body+Image&lid=17523857&MediaFormat=3360062&> This program provides a good introduction to body image and the influence of the media. It also talks ways to maintain good body image. Online Video Library 3-5
- *Boys and Body Image* (Common Sense Media 2013)  
[https://www.youtube.com/watch?v=LiY8WSzY\\_xQ](https://www.youtube.com/watch?v=LiY8WSzY_xQ) A parent tip about helping boys develop a healthy body image.

Note/Caution to teachers: there are many media literacy and body image resources available on the internet. Some are produced by for-profit companies who have a vested interest in selling their products and creating a positive association with their brand by providing information on a social or health issue. Use caution and critical thinking when selecting resources for the classroom so as not to unintentionally expose children to marketing or create the perception that the school endorses a particular product.

---

# References

- Academy of Nutrition and Dietetics. 2014. "Water: go with the flow."  
[www.eatright.org/kids/article.aspx?id=6442470651](http://www.eatright.org/kids/article.aspx?id=6442470651)
- Active Healthy Kids Canada. 2014. *Active Healthy Kids Canada*. Toronto, ON: Active Healthy Kids Canada.  
[www.activehealthykids.ca](http://www.activehealthykids.ca).
- . 2012. "2012 Active Healthy Kids Report Card on Physical Activity for Children and Youth."  
Toronto, ON: Active Healthy Kids Canada.  
[www.dvqdas9jty7g6.cloudfront.net/reportcards2012/AHKC%202012%20-%20Report%20Card%20Short%20Form%20-%20FINAL.pdf](http://www.dvqdas9jty7g6.cloudfront.net/reportcards2012/AHKC%202012%20-%20Report%20Card%20Short%20Form%20-%20FINAL.pdf)
- Advertising Standards Canada. 2012. *Advertising Standards Canada*. Toronto, ON.  
<http://www.adstandards.com>
- Advocates for Youth. 2008. *For Professionals*. Advocates for Youth. Washington, DC.  
[www.advocatesforyouth.org/for-professionals](http://www.advocatesforyouth.org/for-professionals)
- . 2002. "Creating Group Norms." Advocates for Youth. Washington, DC.  
[www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/221?task=view](http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/221?task=view)
- . 2005. "Introduction to Sexual Orientation." Advocates for Youth. Washington, DC.  
[www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/237?task=view](http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/237?task=view)
- Alberta Health Services. 2013. *teachingsexualhealth.ca*. Alberta Health Services.  
[www.teachingsexualhealth.ca/](http://www.teachingsexualhealth.ca/)
- . 2014. "Fetal Development Lesson 1." *teachingsexualhealth.ca*. Alberta Health Services.  
[www.teachers.teachingsexualhealth.ca/wp-content/uploads/Grade-6-Fetal-Development-Lesson-1.pdf](http://www.teachers.teachingsexualhealth.ca/wp-content/uploads/Grade-6-Fetal-Development-Lesson-1.pdf)
- . n.d. *Nutrition Resource Kits-Grade 5-Lesson Plans*. Government of Alberta.  
[www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-nr-kit-gr5.pdf](http://www.albertahealthservices.ca/SchoolsTeachers/if-sch-nfs-nr-kit-gr5.pdf)
- Bahr, Mary, 1992. *The Memory Box*. Park Ridge, Illinois: Albert Whitman and Company.
- Beck, Leslie. 2005. *Healthy Eating for Preteens and Teens*. Toronto, ON: Penguin. (NSSBB #: 25584)
- Biegel, Gina. 2009. *The Stress Reduction Workbook for Teens: Mindfulness Skills to Help You Deal with Stress*. Oakland, CA: New Harbinger Publications. (NSSBB #: 2000220)
- Big Ten Network. 2012. *Denard Robinson Kickoff Luncheon Speech*. Chicago, IL: Big Ten Network.  
<http://www.youtube.com/watch?v=N9ELCF6xFIM>

- 
- British Columbia Ministry of Education. 2014. *Erase Bullying*. BC Ministry of Education.
- Caffeine Informer. 2014. *Caffeine Informer*. Caffeine Informer. <http://www.caffeineinformer.com/>
- Canadian Centre for Child Protection. 2010. *Kids in the Know Grade 5: Personal Safety Program*. Winnipeg: Canadian Centre for Child Protection, Inc. (NSSBB # 1000794)
- . 2013. *Cybertip*. Winnipeg: Canadian Centre for Child Protection, Inc. [https://www.cybertip.ca/app/en/internet\\_safety#internet\\_safety-for\\_children](https://www.cybertip.ca/app/en/internet_safety#internet_safety-for_children)
- . 2013. "The Door that's Not Locked." Winnipeg: Canadian Centre for Child Protection, Inc. <http://www.thedoorthatsnotlocked.ca/app/en/>
- Canadian Federation for Sexual Health. 2013. "Your Sexual Health." Ottawa, ON: Canadian Federation for Sexual Health. [www.cfsh.ca/Your\\_Sexual\\_Health](http://www.cfsh.ca/Your_Sexual_Health). (NSSBB #: 18447)
- . 2005. *Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education*, 2<sup>nd</sup> ed. Ottawa, ON: Canadian Federation for Sexual Health.
- Canadian Mental Health Association. 2014. "The Benefits of Good Mental Health." Calgary, AB: CMHA. [http://calgary.cmha.ca/mental\\_health/benefits-of-good-mental-health/#.U9pxuWPQpLM](http://calgary.cmha.ca/mental_health/benefits-of-good-mental-health/#.U9pxuWPQpLM)
- Canadian Paediatric Society. 2012. "Healthy active living: Physical activity guidelines for children and adolescents." Ottawa, ON: Canadian Paediatric Society. <http://www.cps.ca/documents/position/physical-activity-guidelines>
- Canadian Society for Exercise Physiology. 2014. *Canadian Physical Activity Guidelines*. Canadian Society for Exercise Physiology. Ottawa, ON: CSEP. [www.csep.ca/english/view.asp?x=804](http://www.csep.ca/english/view.asp?x=804).
- Canadian Teachers' Federation. 2002. *Seeing the Rainbow*. Ottawa, ON: CTF. (NSSBB #: 16987)
- . 2013 *Child and Youth Mental Health*. Ottawa, ON: CTF [http://www.ctf-fce.ca/Research-Library/HillDay2013\\_MentalHealth.pdf](http://www.ctf-fce.ca/Research-Library/HillDay2013_MentalHealth.pdf)
- Centre for Addiction and Mental Health. 2009. *Can I Catch it Like a Cold?: Coping with a Parent's Depression*. CAMH. (NSSBB #: 1000304)
- . 2011. *Caffeine*. CAMH. [http://www.camh.ca/en/hospital/health\\_information/a\\_z\\_mental\\_health\\_and\\_addiction\\_information/caffeine/Pages/default.aspx](http://www.camh.ca/en/hospital/health_information/a_z_mental_health_and_addiction_information/caffeine/Pages/default.aspx)
- Centers for Disease Control and Prevention. 2007. *Science Ambassador*. "Myth Busters: HIV Transmission." Atlanta, GA: CDC. [http://www.cdc.gov/excite/ScienceAmbassador/ambassador\\_pgm/lessonplans\\_hiv.htm](http://www.cdc.gov/excite/ScienceAmbassador/ambassador_pgm/lessonplans_hiv.htm)
- Cobb, Vicki. 2009. *Your Body Battles a Cold*. Collingwood, ON: J.Appleseed. (NSSBB #: 1000998)



- 
- Common Sense Media. 2014. *Common Sense Media*. San Francisco, CA: Common Sense Media.  
<http://www.common sense media.org/>
- . 2013. *Boys and Body Image*. San Francisco, CA. You Tube.  
[https://www.youtube.com/watch?v=LiY8WSzY\\_xQ](https://www.youtube.com/watch?v=LiY8WSzY_xQ)
- . 2013. *Girls and Body Image*. San Francisco, CA. You Tube.  
<https://www.youtube.com/watch?v=97p6LHCYGD0>
- . 2014. *Lesson Plans*. San Francisco, CA: Common Sense Media.  
<http://www.common sense media.org/educators/scope-and-sequence>
- . 2014. *Digital Footprint*. San Francisco, CA: Common Sense Media.  
<http://www.common sense media.org/videos/digital-footprint>
- Companies Committed to Kids. 2014. *Long Live Kids*. Toronto, ON. <http://longlivekids.ca/>
- Douglas, A., and Douglas, Julie. 2006. *Body Talk: Straight Facts on Fitness, Nutrition, and Feeling Great about Yourself!* Toronto, ON: Maple Tree Press. (NSSBB #: 2000018)
- Dunham, Kelli. 2007. *The Boy's Body Book: Everything You Need to Know for Growing up You*. Kennebunkport, ME: Applesauce Press. (NSSBB #: 18650)
- . 2008. *The Girl's Body Book: Everything You Need to Know for Growing up You*. Kennebunkport, ME: Applesauce Press. (NSSBB #: 18651)
- Elle. 2014. "Colbie Caillat Is Tired of Being Photoshopped: Here's What She Did About It." New York, NY.  
[http://www.elle.com/news/beauty-makeup/colbie-caillat-try-video-makeup-transformation?src=soc\\_fcbks](http://www.elle.com/news/beauty-makeup/colbie-caillat-try-video-makeup-transformation?src=soc_fcbks)
- Ellis, Deborah. 2010. *We Want You to Know: Kids Talk About Bullying*. Regina, SK: Coteau Books. (NSSBB # 1000298)
- Estes, Eleanor. 2004. *The Hundred Dresses*. New York, NY: Harcourt, Inc.
- Ferguson, Addy. 2013. *Stand UP—Bullying Prevention: What Can You Do to Stop Bullying?* New York, NY: Rosen Publishing Group. (NSSBB #: 1002270)
- Fleitas, Joan. 2009. *Band-aides and Blackboards*. Bronx, NY.  
<http://www.lehman.cuny.edu/faculty/jfleitas/bandaides/>
- Garrett, Leslie. 2002. *The Story of Muhammad Ali*. St. Louis, MO: Turtleback Books. (NSSBB #: 13526)
- Gay Lesbian Straight Educators Network. 2012. GLSEN. <http://glsen.org/>
- . 2008. "[thinkb4youspeak](http://www.thinkb4youspeak.com/)." New York, NY: GLSEN. <http://www.thinkb4youspeak.com/>

---

Government of Alberta. 2014. *Caffeine: The Stimulating Facts*. Government of Alberta.  
<http://www.healthyalberta.com/1182.htm>

Government of Nova Scotia. n.d. *Anti-bullying*. Government of Nova Scotia.  
<http://antibullying.novascotia.ca/>

———. n.d. *Cyber Safety Act*. Government of Nova Scotia. <http://antibullying.novascotia.ca/cyber-safety-act>

Grass, Gayle. 2010. *Hole in One*. Perth, ON: Iris the Dragon, Inc. (NSSBB #: 1000291)

Harris, Robie. 2002. *It's So Amazing: A Book about Eggs, Sperm, Birth, Babies, and Families*. Somerville, MA: Candlewick Press. (NSSBB #: 18723)

———. 2009. *It's Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health*. Somerville, MA: Candlewick Press. (NSSBB #: 25453)

Hartman, B., Steckel, R., and Steckel, M. 2011. *Wise at Heart: Children and Adults Share Words of Wisdom*. Toronto, ON: Kids Can Press. (NSSBB #: 1002204)

Health Canada. 2012. *Caffeine in Foods*. Health Canada.

<http://www.hc-sc.gc.ca/fn-an/securit/addit/caf/index-eng.php>

———. 2009. 2007. *It's Your Health: Caffeine*. Health Canada. [www.cg.cfpsa.ca/cg-pc/Comox/SiteCollectionDocuments/EN/Health%20Promotion/WW\\_Additional\\_Handouts/70%20-%20Caffeine\\_EN.pdf](http://www.cg.cfpsa.ca/cg-pc/Comox/SiteCollectionDocuments/EN/Health%20Promotion/WW_Additional_Handouts/70%20-%20Caffeine_EN.pdf)

Issac, Michael. 2010. *How the Cougar Came to be Called the Ghost Cat*. Black Point, NS: Fernwood Publishing Co. Ltd. (NSSBB #: 1000435)

Joint Consortium for School Health. 2014. Summerside, PEI: JCSH. [www.jcsh-cces.ca](http://www.jcsh-cces.ca)

———. n.d. "The Benefits of Physical Activity." Summerside, PEI: JCSH. <http://www.jcsh-cces.ca/images/Physical%20Activity%20Fact%20Sheet%20The%20Benefits%20%20FINAL%20Eng.pdf>

Kids Help Phone. 2014. Kids Help Phone. Toronto, ON. <http://www.kidshelpphone.ca/Kids/Home.aspx>

———. 2012. "Anxiety-When you worry a lot." Toronto, ON.  
<http://www.kidshelpphone.ca/Kids/InfoBooth/Feelings/Anxiety.aspx>

———. 2012. "Depression-Feeling sad most of the time." Toronto, ON.  
<http://www.kidshelpphone.ca/Kids/InfoBooth/Feelings/Depression.aspx>

- 
- . 2012. "Sadness is Healthy." Toronto, ON.  
<http://www.kidshelpphone.ca/Kids/InfoBooth/Feelings/Sadness/Sadness-is-healthy.aspx>
- . 2014. "Worry Rockets." Toronto, ON. ) <http://www.kidshelpphone.ca/Teens/YourSpace/Worry-Rockets.aspx>
- Kristiansson, Leif. 2006. *Not My Fault*. Chicago, IL: Heryin Books, Inc. (NSSBB #: 18495)
- Lauria-Horner, Bianca. 2008. *Healthy Mind. Healthy Body: A Mental Health Curriculum Supplement for Use with the Nova Scotia Department of Education's Health Education Curriculum: Grades 4-6*.
- Learning Zone Express. 2005. *Nutrient Basics*. Learn 360:  
<http://www.learn360.com/Search.aspx?SearchText=Nutrient%20Basics&lid=17523857>
- Lesbian, Gay, and Bisexual Youth Project. 2014. LGBYP. <http://youthproject.ns.ca/>
- . 2005. *Homophobia Hurts: A Teacher's Resource Guide for Dealing with Lesbian, Gay and Bisexual Issues in the Classroom*. Halifax, NS: LGBYP
- Ludwig, Trudy. 2005. *My Secret Bully*. Berkeley CA: Tricycle Press. (NSSBB #: 18402)
- . 2006. *Just Kidding*. Berkeley CA: Tricycle Press. (NSSBB #: 1000044)
- . 2008. *Too Perfect*. Berkeley CA: Tricycle Press. (NSSBB #: 1000116)
- . 2008. *Trouble Talk*. Berkeley CA: Tricycle Press. (NSSBB #: 18752)
- . 2010. *Confessions of a Former Bully*. Berkeley CA: Tricycle Press.
- . 2013. *The Invisible Boy*. New York, NY: Knopf Books.
- Madaras, Lynda. 2003. *Ready, Set, Grow!: A "What's Happening to My Body?" Book for Younger Girls*. New York, NY: William Morrow Paperbacks. (NSSBB #: 18714)
- . 2008. *On Your Mark, Get Set, Grow!: A "What's Happening to My Body?" Book for Younger Boys*. New York, NY: William Morrow Paperbacks. (NSSBB #: 18712)
- Madison, Lynda. 2002. *The Feelings Book: The Care and Keeping of Your Emotions*. Georgetown, ON: Georgetown Publications, Inc. (NSSBB #: 18384)
- Marlin Motion Pictures. 2005. *Taking Care of Me*. Mississauga. (LRTS # 23619).

---

Manson, Ainslie. 2007. *Boy in Motion: Rick Hansen's Story*. Toronto, ON: Greystone Books. (NSSBB #: 1000098)

Marsh Media. 2008. *A Baby is Born (New Edition)* Learn360:

<http://www.learn360.com/Search.aspx?SearchText=a%20baby%20is%20born&lid=17523857>

———. 2009. *Blood Borne Pathogens and Other Germs* Learn360:

<http://www.learn360.com/Search.aspx?SearchText=Blood%20Borne%20pathogens%20and%20other%20germs&lid=17523857>

———. 2009. *Blood vs. Germs: News You Can Use* Learn360:

<http://www.learn360.com/ShowVideo.aspx?SearchText=Blood+vs++Germs+news+you+can+use&lid=17523857&ID=318206>

Mazzarella Media. 2010. *What is a Bully? Why Do Kids Do It?* Southington, CT: Mazzarella Media.

[McIntyre Media. 2006. Nutrition. Orangeville, ON.](#) (LRTS #: V2800)

———. [2006. Understanding HIV and AIDS. Orangeville, ON.](#) (LRTS #: 23388)

———. [2007. Nutrition and You. Orangeville, ON.](#) (LRTS #: 23892).

Media Smarts. n.d. *Media Smarts*. Ottawa, ON: Media Smarts. <http://mediasmarts.ca/>

———. 2013. "Winning the Cyber Security Game." Ottawa, ON: Media Smarts.

[http://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson\\_Winning\\_Cyber\\_Security\\_Game.pdf](http://mediasmarts.ca/sites/default/files/pdfs/lesson-plan/Lesson_Winning_Cyber_Security_Game.pdf)

———. 2013. "CyberSense and Nonsense: The Second Adventure of the Three CyberPigs." Ottawa, ON:

Media Smarts. <http://mediasmarts.ca/game/cybersense-and-nonsense-second-adventure-three-cyberpigs>

———. 2013. *Internet and Mobile*. Ottawa, ON: Media Smarts. <http://mediasmarts.ca/internet-mobile>

———. 2013. "Privacy Playground: The First Adventure of the Three CyberPigs." Ottawa, ON: Media

Smarts. <http://mediasmarts.ca/game/privacy-playground-first-adventure-three-cyberpigs>

———. n.d.. *Kids on the Net: Nine- and Ten-Year-Olds*. Ottawa, ON: Media Smarts.

<http://mediasmarts.ca/backgrounders/kids-net-nine-and-ten-year-olds>

---

Meridian Education Corp. 2009.

<http://www.learn360.com/ShowVideo.aspx?SearchText=sex&lid=17523857&Subject=9331276&GradeLevel=3360055&MediaFormat=3360062&ID=131746>

Mitchell, Karen and Upjohn, Rebecca. 2010. *Patrick's Wish*. Toronto, ON: Second Story Press. (NSSBB #: 1002223)

National Film Board. 2001. *Sticks and Stones*. Montreal, QC: NFB.

———.2003. *Apples and Oranges*. Montreal, QC: NFB. (LRTS #: 23803)

Nova Scotia. 2011. *Growing Up Ok!* NS: Public Health Services.

Nova Scotia Department of Health and Wellness. 2010. "Active Kids Healthy Kids." NS Department of Health and Wellness. <http://novascotia.ca/dhw/pasr/akhk-keeping-pace.asp>

———.2010. "Keeping Pace – Volume 2, Issue 2, Interpersonal Supports." NS Department of Health and Wellness. <http://novascotia.ca/dhw/pasr/documents/Keeping-Pace-Volume-2-Issue-2-Interpersonal-Supports-%282010%29.pdf>

OPHEA. n.d. *Connect(ED):Real Life Online*. Toronto, Ontario. <http://www.reallifeonline.ca/home.aspx>

Pacer Center. 2014. *Kids Against Bullying*. Bloomington, MN: Pacer Center, Inc. <http://www.pacerkidsagainstbullying.org/#/home>

Polacco, Patricia. 2007. *The Lemonade Club*. New York, NY: Philomel. (NSSBB #: 1000126)

———. 2009. *In Our Mothers' House*. New York, NY: Philomel. (NSSBB #: 1000103)

———.2014. *Bully*. New York, NY: Putnam Juvenile.

Poll Everywhere. n.d. *Poll Everywhere*. San Francisco, CA: Poll Everywhere. <http://www.polleverywhere.com/>

Pride Education Network. 2014. *Pride Education Network*. <http://pridenet.ca/>

———. 2014. *Pride Education Network. Challenging Homophobia in Schools: A Handbook for Educators*. Pride Education Network. <http://pridenet.ca/wp-content/uploads/challenging-homophobia.pdf>

———. 2014. *Pride Education Network. Homophobic Bullying*. Children's Services and Education Alberta. <http://pridenet.ca/wp-content/uploads/homophobic-bullying-facts.pdf>

Promoting Relationships and Eliminating Violence Network. 2014. *PREVNet*. Kingston, ON: PREVNet. [www.prevnet.ca/](http://www.prevnet.ca/)

---

Public Health Agency of Canada. 2008. *Canadian Guidelines for Sexual Health Education*. [Ont: Public Health Agency of Canada.](#)

———. 2010. *Questions & Answers: Gender Identity in Schools*. Ont: Public Health Agency of Canada.

———. 2010. *Questions & Answers: Sexual Orientation in Schools*. Ont: Public Health Agency of Canada.

———. 2011. *Physical Activity*. ON: Public Health Agency of Canada. <http://www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/index-eng.php>

———. n.d. *Handbook for Canada's Physical Activity Guide to Healthy Living* ON: Public Health Agency of Canada. <http://www.physicalactivityplan.org/resources/CPAG.pdf>

———. n.d. *Against the Growing Burden of Disease*. ON: Public Health Agency of Canada. <http://www.ccgh-csih.ca/assets/Elmslie.pdf>

Piccsy.com. 2012. *ReciteThis*. <http://recitethis.com/>

Richards, Melissa. 2006. *I Didn't Know I Was a Bully*. Warminster, PA: Marco Products Inc.

Sex Information and Education Council of Canada. 2010. *Sexual health education in schools: Questions and Answers, 3<sup>rd</sup> Edition*. SIECCAN. [http://www.sieccan.org/pdf/she\\_q&a\\_3rd.pdf](http://www.sieccan.org/pdf/she_q&a_3rd.pdf)

Shapiro, Lawrence E. and Sprague, Robin K. 2008. *The Relaxation and Stress Reduction Workbook for Kids: A Workbook for Children to cope with Stress, Anxiety, and Transitions*. Oakland, CA: New Harbinger Publications. (NSSBB #: 18996)

Shapiro, Lawrence. 2008. *Learning to Listen, Learning to Care: A Workbook to Help Kids Learn Self-Control and Empathy*. Oakland, CA: New Harbinger Publications. (NSSBB #: 1000112)

Smith, Nancy. 1973. *Gender Poem* adapted from "For Every Woman." [www.crimethinc.com/tools/posters/gender\\_subversion\\_front.pdf](http://www.crimethinc.com/tools/posters/gender_subversion_front.pdf)

Stop A Bully. 2014. *Stop A Bully*. BC. [www.stopabully.ca/](http://www.stopabully.ca/)

Sunburst Visual Media. 2000. *Student Workshop-Stress: You Can Handle It!* Hawthorne, NY: Sunburst Visual Media. Learn 360: <http://www.learn360.com/Search.aspx?SearchText=Student%20Workshop%20-%20Stress%20%20You%20Can%20Handle%20It%20&lid=17523857>

———. 2002. *Building Healthy Relationships*. Hawthorne, NY: Sunburst Visual Media. Learn 360: <http://www.learn360.com/Search.aspx?SearchText=Building%20Healthy%20Relationships&lid=17523857>

———. 2002. *If It Happens to You: Dealing With Abuse*. Hawthorne, NY: Sunburst Visual Media. Learn 360:

---

<http://www.learn360.com/Search.aspx?SearchText=Harassment%20Hurts%20%20Gossiping%20%20Taunting%20%20and%20Bullying&lid=17523857>

———. 2003. *Harassment Hurts: Gossiping, Taunting, and Bullying*. Hawthorne, NY: Sunburst Visual Media. Learn 360:  
<http://www.learn360.com/Search.aspx?SearchText=If%20It%20Happens%20To%20You%20%20Dealing%20With%20Abuse&lid=17523857>

———. 2004. *Having a Positive Body Image*. Hawthorne, NY: Sunburst Visual Media. Learn 360:  
<http://www.learn360.com/Search.aspx?SearchText=Having+a+Positive+Body+Image&lid=17523857&MediaFormat=3360062&>

TEDx Talks. 2011. "TEDxOrlando-Wendy Suzuki-Exercise and the Brain." TEDx Talks.  
<http://www.youtube.com/watch?v=LdDnPYr6R0o>

The Geena Davis Institute on Gender in Media. 2014. *The Geena Davis Institute on Gender and Media*. Marina Del Rey, CA. [www.thegeenadavisinstitute.org/index.php](http://www.thegeenadavisinstitute.org/index.php)

The Ophelia Project. 2010. "Boys Relational Aggression Curriculum." Erie, PA: The Ophelia Project.  
<http://www.opheliaproject.org/BoysRA/Boys45.pdf>

———. 2010. "Girls Relational Aggression Curriculum." Erie, PA: The Ophelia Project.  
<http://www.opheliaproject.org/GirlsRA/Girls45.pdf>

———. 2010. "Teacher Resources." Erie, PA: The Ophelia Project.  
<http://www.opheliaproject.org/teacher.html>

———. 2012. "Role Playing: Trying out Intervention Strategies." Erie, PA: The Ophelia Project.  
<http://www.opheliaproject.org/GirlsRA/Girls45.pdf>

———. 2012. "The Language of Aggression." Erie, PA: The Ophelia Project.  
<http://www.opheliaproject.org/language.html>

———. 2013. "True Stories From Teens." Erie, PA: The Ophelia Project.  
<http://www.opheliaproject.org/stories.html>

The Psychology Foundation of Canada. 2014. *"Kids Have Stress Too!"* Toronto, ON: PFC.  
<http://psychologyfoundation.org/index.php/programs/kids-have-stress-too/>

———. 2014. *Stress Lessons*. Toronto, ON: PFC.  
<http://www.psychologyfoundation.org/index.php/programs/stress-lessons/educators/>

The Society of Obstetricians and Gynaecologists of Canada. 2012. *Sexuality and U*. The Society of Obstetricians and Gynaecologists of Canada. Ottawa, ON. <http://www.sexualityandu.ca/>

———. 2012 "Puberty." The Society of Obstetricians and Gynaecologists of Canada. Ottawa, ON.  
<http://www.sexualityandu.ca/teachers/classroom-presentations/puberty>

- 
- . n.d. "Teaching Sexual Health Education: A Primer for New Teachers, A Refresher for Experienced Teachers." The Society of Obstetricians and Gynaecologists of Canada. Ottawa, ON.  
<http://sexualityandu.ca/uploads/files/TeachingSexEdManual.pdf>
- Thompson, A.M. and Wasdworth, L.A. 2012. *Keeping Pace: Physical Activity and Healthy Eating Among Children and Youth, Key Findings from the 2009-2010 Study*. Government of Nova Scotia.  
<http://novascotia.ca/dhw/pasr/documents/Keeping-Pace-Physical-Activity-and-Healthy-Eating-Among-Children-and-Youth-Key-Findings-from-the-2009-2010-Study.pdf>
- Time, Inc. 2013. Time for Kids "Caffeine Craze." Time, Inc. [www.timeforkids.com/news/caffeine-craze/134086](http://www.timeforkids.com/news/caffeine-craze/134086)
- Twisted Scholar. 2006. *Gum in my Hair*. Seattle, WA: Twisted Scholar. (LRTS #: 23879)
- United Nations Human Rights. 2013. "The Riddle: new anti-homophobia message from UN Human Rights office." *YouTube*. <http://www.youtube.com/watch?v=sYFNfW1-sM8>
- WebMD. 2014. "How Exercise Benefits Your Whole Body." Atlanta, GA: WebMD.  
<http://fit.webmd.com/kids/move/article/exercise-helps-body>
- Woodson, Jacqueline. 2012. *Each Kindness*. New York, NY: Nancy Paulsen Books.