

Health Education 6

Guide

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Health Education 6

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Prepared by the Department of Education and Early Childhood Development

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Health Education 6

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.

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Cataloguing-in-Publication Data

Contents



Outcome

1.1 Students will be expected to investigate the concept of sexuality and sexual health.

Elaboration

In grade 4 students learn about the physical and emotional changes that take place during puberty (Outcome 4.1.1), and in grade 5 they learn about the male and female reproductive systems, how they mature during puberty, and the process of reproduction (5.1.2). In junior high they will identify ways of maintaining sexual health.

Although students begin to discuss the changes associated with puberty and the process of reproduction in grades 4 and 5, this is the first time they will discuss the broader and more abstract concept of sexuality. Many students will likely have a very narrow view of sexuality and the challenge will be to broaden their understanding of this important topic.

Sexuality is about more than just sexual feelings, attractions, and behaviours. It is also about who we are as people, our sense of self as male and female, gender identity, and the human need for intimacy and meaningful relationships with others. Sexuality is influenced by personal and family values, religion, culture, and social norms. Sexuality begins at birth and continues until we die, and is a fundamental and natural part of being human. Human beings are born with the capacity to enjoy their sexuality throughout their life. Sexuality is a complex and multi-layered topic.

Sexual health is an important part of our overall health and well-being. The World Health Organization (WHO) defines sexual health as:

A state of physical, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.

Sexual health includes, but is broader than, the prevention of unintended pregnancies and the prevention of sexually transmitted diseases. It includes the development of positive self-concept and identity (body image, sexual orientation, gender identity), pleasure, healthy relationships and the prevention of intimate partner and sexual violence.

Conversations related to sex can be awkward and uncomfortable topics for many people to discuss in a classroom setting. However, students are generally very interested in this topic and 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.

According to the Public Health Agency of Canada, sexual health education is about helping students acquire the information, motivation, and skills they need to enhance sexual health and avoid negative

sexual health outcomes. The Public Health Agency of Canada also states that sexual health education is a right for all Canadians. (*Canadian Guidelines for Sexual Health Education 2008*).

In our fast paced, technological world, kids have immediate access to any information they want. They are surrounded by messages about sex from media, movies, television music, videos, advertising, internet, and peers, and much of it is inaccurate and misleading. Our challenge these days is not to determine if kids should or should not receive sexual health information, but rather to ensure that they are critical consumers of the vast amounts of information they are easily able to access and have access to reliable sexual health information.

The goals of sexual health education include helping young people develop a positive view of sexuality, as well as the appropriate knowledge and skills they need to navigate their environment and make informed decisions about their sexual health. The risks of withholding or providing inadequate information are serious. 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 such as STIs, unintended pregnancy, unhealthy relationships, abusive or exploitive experiences, shame and guilt and unsatisfying sexual relationships in adulthood.

Research demonstrates that youth who have access to comprehensive sexuality education from a young age are more likely to postpone sexual involvement until they're older and to be safer and healthier when they do become sexually active.

Sexual health education includes a wide range of topics, and should not be taught in isolation. Sexual health is connected to healthy relationships, communication skills, body image and self-esteem, gender, sexual orientation, personal values, biology, contraception, reproduction, and so much more. Some of these topics are the focus of other outcomes in the Healthy Living curriculum, and connections should be made among related outcomes whenever possible.

It is also important to recognize that there will be a range of family values with regard to 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. You may want to send a letter home to inform parents of the topics being covered in class and to encourage them to have follow-up conversations with their child.

Enduring Understandings

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

- sexuality is a fundamental and natural part of being human.
- sexual health is an essential part of overall health and well-being.
- There are positive and negative outcomes associated with sexual health.

Other Curriculum Connections

1.2 Students will be expected to describe the most common sexually transmitted infections for youth.

1.5 Students will be expected to identify and practice health enhancing ways to manage feelings and changes associated with the onset of puberty.

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 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.

Review Although students should have previously discussed puberty, reproductive systems, and the process of reproduction in grade 5, it is probably a good idea to review that information. **Module 3: Puberty and Reproductive Health in *Beyond the Basics*** (see Print Resources below) offers several lessons that could be used to support such a review. Also, the videos mentioned in the Resource section would also provide some review.

Discussion Write the word “sexuality” on the board. Invite students to brainstorm words that they think are related to this topic. If students are reluctant to share in a large group, ask students to write words on a piece of paper and then collect them. Write the words on the board and discuss. Be sure to discuss the difference between sex and sexuality. For background information to support the development of a broad definition of sexuality, refer to the Advocates for Youth activity called *Circles of Human Sexuality* mentioned in the Internet Resources below.

Graffiti Board Divide students into groups. Pass out the Graffiti Board (appendix 1) and ask students to brainstorm messages about sexuality they hear from each group (parents, friends, media, others). Alternately, assign each group of students one of the topic groups and then have them report to the

class. This is a good way to activate prior knowledge and to get students thinking about the different and often conflicting messages they receive about sexuality.

Sexual Health: Discuss reasons why a person might go to the doctor. Highlight reasons related to reproductive and sexual health. What are reasons that some people might not go to the doctor? List these on the board. Where can teens go for confidential information about sexual health or check-ups (family doctor, walk-in clinic, a local Sexual Health Centre, Kids Help Phone)? Sexual health concerns could include yeast infections, STIs, breast cancer, testicular cancer). Regular check-ups will keep people healthy and early treatment will cure or minimize the symptoms. Discuss gender differences in accessing help and stress the importance of everyone taking care of their sexual health.

Discussion: What is intimacy (close personal relationships with others that involve emotional and/or physical closeness)? Have students brainstorm examples of intimate behaviors (hugging, holding hands, sharing emotions, kissing, trusting someone with secrets, sexual touching, etc.) List these on the board. Circle those that are appropriate for grade 6 students.

Relationship Signs Students may become interested in dating relationships at this age, and some discussion of what constitutes healthy and unhealthy relationships is a good idea. Provide examples of good, bad, or warning signs in a relationship. Students discuss in small groups and decide the type of sign, then share with the class. See appendix 2 for some examples.

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.

Article Review Students choose 3 different articles to read from the *Puberty and Growing Up* section of the *Kids Health Website* (listed in the internet resources below) and write a response to each. See appendix 3 for an organizer.

3-2-1 Use this to gather some information about what students learned. See appendix 4 for an organizer

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 6. 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* "Circles of Human Sexuality" <http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/198?task=view> (*Advocates for Youth* 2008)
- *Advocates for Youth* "Creating Group Agreement" <http://www.advocatesforyouth.org/for-professionals/lesson-plans-professionals/221?task=view> (*Advocates for Youth* 2002)
- *Canadian Federation for Sexual Health* (CFSH 2011) "Your Sexual Health." Lots of good information about sexual health http://www.cfsh.ca/Your_Sexual_Health/
- *Growing Up Ok!* (Nova Scotia Health Promotion and Protection 2011) This is an excellent resource to introduce discussions about the physical and emotional changes that accompany puberty. Available online at: <http://novascotia.ca/dhw/healthy-development/documents/Growing-Up-OK!.pdf>
- *Halifax Sexual Health Centre* <http://www.halifaxsexualhealth.ca/> Located in Halifax, the centre offers clinical services, contraception, counselling, STI testing, and the website includes a wealth of online information.
- *Sexuality and U* (The Society of Obstetricians and Gynaecologists of Canada 2012) <http://www.sexualityandu.ca/> 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. Also, *Check the Research* button at the bottom of the home page includes links to fact sheets of current and relevant research.
- *Teaching Sexual Health* (Alberta Health Services 2013) <http://www.teachingsexualhealth.ca> This excellent Canadian site includes a teachers' portal with ready to use lesson plans, handouts, PowerPoints, demonstration videos, answers to common questions, etc. Organized by grade level and topic.

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.
- *It's Perfectly Normal* (Robie 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* (Robie 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.
- *Sex? A Healthy Sexuality Resource* (Healthy Sexuality Working Group 2012; NSSBB #: 24114) Although distributed to students in grade 7, this booklet includes current, accurate and reliable information about sexuality and sexual health. Teachers may view this resource online at: http://www.novascotia.ca/hpp/publications/11032_sexbook_en.pdf

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- *Sexual health education in schools: Questions & Answers, 3rd Edition* (SIECCAN 2010)
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* (Kelli 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>

- *Am I Normal?* (Sunburst Visual Media 2000) (Streamed, 10:06)
<http://www.learn360.com/ShowVideo.aspx?SearchText=sex&lid=17523857&Subject=9331276&GradeLevel=3360055&MediaFormat=3360062&ID=131746> A good review of the changes that occur during puberty and the fact that development happens at different rates for everyone. Teacher's guide is available. Online Video Library: 6-8.

Outcome

1.2 Students will be expected to describe the most common sexually transmitted infections for youth.

Elaboration

In grade 4 students learn about the physical and emotional changes that take place during puberty (Outcome 4.1.1), and in grade 5 they learn about the male and female reproductive systems, how they mature during puberty, and the process of reproduction (5.1.2). In junior high they will identify ways of maintaining sexual health.

Please refer to the “Elaborations” for outcome 1.1 as these two outcomes overlap. One important aspect of sexual health involves gathering the information and developing the skills necessary to avoid negative outcomes, such as sexually transmitted infections (STIs). Students may find this topic embarrassing and difficult to discuss; however, it is an important part of sexual health. Acknowledge that many people find these topics difficult to discuss. Reassure them that this is okay, that sometimes people giggle when they are embarrassed, but that you will not tolerate laughing at others or disrespectful comments.

Students must understand that sexually transmitted infections are very common, that there are often no symptoms, and that if left untreated, some infections can have some serious consequences. Students must also understand that sexually transmitted infections are easily prevented.

Sexual health education increases the likelihood that young people will postpone sexual involvement until they’re older and provides them with information to help them be safer and healthier when they do become sexually active.

Enduring Understandings

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

- STIs include those caused by bacteria (chlamydia, gonorrhea, syphilis) and those caused by viruses (HPV, herpes, HIV)
- STIs can be transmitted during oral, vaginal and anal sex.
- Some STIs are transmitted through the exchange of body fluids (semen, vaginal fluids, blood) and others through skin to skin contact. Some infections can also be caused by sharing needles, during childbirth or through breastfeeding.
- STIs are very common and teenagers young people aged 15-24 are in one of the highest risk groups.
- some STIs have no obvious symptoms.
- There are various ways to prevent or reduce the risk of STI infection, including abstinence and safer sex.

Other Curriculum Connections

1.1 Students will be expected to investigate the concept of sexuality and sexual health.

Teaching - Learning – Assessment

Group Norms/Safe Space Revisit group norms and remind students about agreements and expectations with regard to behaviour. See outcome 1.1 for some discussion of this.

KWL Use this type of activity to determine what students already know about a topic, what they want to know, and then revisit it after teaching to identify what they have learned. See appendix 5 for an organizer.

Define STIs (viral, bacterial/parasitic). STIs are infections that are spread primarily by close sexual contact and/or sexual intercourse with person who is infected.

Think Pair Share What STIs have you heard about? See appendix 6 for an explanation of this strategy.

Class Discussion List all the STIs students have heard about on the board. Identify the most common STIs for youth (HPV and Chlamydia are most common, also Genital Herpes and Trichomoniasis). See fact sheet about this at *Sexuality and U* under “Check the Research.”

Research: Students complete research independently (see appendix 7 for an organizer).

Jigsaw Activity: Divide student into small groups (as many groups as topics); these are their *home groups*. Students in home groups number off, then 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 the expert groups an article to read and discuss about their topic, 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 8) for all topics. See *Teens Health* “Sexual Health” for student-friendly info about STIs.

STD Basketball This is a fun activity that provides information about STIs, how they are contracted and how they affect health. It could be a fun review activity. See the lesson plan under *Advocates for Youth* in the Internet Resources.

3-2-1 Three symptoms of an infection, 2 most common STIs among teens, 1 good way to prevent getting a STI. See appendix 4 for an example.

Resources

Internet

- *Canadian Federation for Sexual Health* (CFSH 2011) http://www.cfsh.ca/Your_Sexual_Health/ “Your Sexual Health.” Lots of good information about sexual health

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- *Halifax Sexual Health Centre* <http://www.halifaxsexualhealth.ca/> Located in Halifax, the centre offers clinical services, contraception, counselling, STI testing, and the website includes a wealth of online information.
 - *Sexuality and U* (The Society of Obstetricians and Gynaecologists of Canada 2012) <http://www.sexualityandu.ca/> 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. Also, *Check the Research* button at the bottom of the home page includes links to fact sheets of current and relevant research.
 - *Sexuality and U "STIs-STDs"* (The Society of Obstetricians and Gynaecologists of Canada 2012) <http://www.sexualityandu.ca/stis-stds>
 - *Sexuality and U "What are the most common sexually transmitted infections affecting youth?"* (The Society of Obstetricians and Gynaecologists of Canada 2012) http://sexualityandu.ca/uploads/files/CTR_CommonSTIs.pdf
 - *Teaching Sexual Health* (Alberta Health Services 2013) <http://www.teachingsexualhealth.ca> This excellent Canadian site includes a teachers' portal with ready to use lesson plans, handouts, PowerPoints, demonstration videos, answers to common questions, etc. Organized by grade level and topic.

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 8 is about STIs and HIV.
- *It's Perfectly Normal* (Robie Harris 2009) (NSSBB # 25453) An excellent, teen-friendly book about puberty and sexual health.
- *Sex? A Healthy Sexuality Resource* (Healthy Sexuality Working Group 2012; NSSBB #: 24114) Although distributed to students in grade 7, this booklet includes current, accurate and reliable information about sexuality and sexual health. Teachers may view this resource online at: http://www.novascotia.ca/hpp/publications/11032_sexbook_en.pdf
- *Sexual health education in schools: Questions & Answers, 3rd Edition* (SIECCAN 2010) 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* (sexualityandu n.d.) <http://sexualityandu.ca/uploads/files/TeachingSexEdManual.pdf> This excellent Canadian resource includes background information and research, best practice strategies, teaching tools and lessons plans.

Outcome

1.3 Students will be expected to demonstrate an awareness that personal needs for physical activity may change for girls and boys as they develop physically and emotionally.

Elaboration

In grades 4 and 5 students begin to discuss the changes that take place during puberty (Outcome 4.1.1), as well as learning about the importance of regular physical activity for growth and development (4.1.5, 4.1.6 and 5.1.6). In junior high they will examine the impact that body image may have on one's participation in physical activity, and assess their level of activity and set personal goals to increase their activity.

For the most part, young children are naturally active. They run everywhere they go, and take great delight in chasing and playing active games. However, as they head toward adolescence, kids seem to lose some of this natural enjoyment of running around and being active. In fact, only 7% of Canadian kids are meeting the guidelines for 60 minutes of moderate to vigorous activity per day (2012 Active Healthy Kids Report Card on Physical Activity for Children and Youth).

The increased rate of growth that occurs during adolescence is second only to the rate of growth that occurs in the first year of a person's life. Youth go through many changes during this time, but the physical changes that occur are often dramatic as we witness children transform into young adults. All of these changes take a lot of energy, and teens must get the proper amount of sleep each night (about 9 hours), as well as proper nutrition and daily exercise.

Adolescence is a time when peer acceptance, appearances, and fitting in become increasingly important. In our Western culture, there is a lot of pressure to have a perfect body, and as a result, many young people struggle with their body image. For some, feeling self-conscious or awkward about their rapidly changing bodies and the fear of being teased may keep them from participating. Whatever the reasons, participation in physical activity declines for many young people as they enter adolescence, and it is important that they understand the importance and benefits of daily physical activity for lifelong physical and mental health.

As part of an adolescent growth spurt also comes increased strength and endurance, as well as increased lung and cardio capacities. It is important for teens to become more active as they grow, not less. Activities that are sustainable over a lifetime are ideal, such as walking, hiking, biking and dancing, and these activities require no specialized skills or equipment.

Have a look at the elaborations and suggested activities in the other curriculum outcomes that are related to this one.

Enduring Understandings

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

- it is normal for people to develop at different rates during puberty.
- their physical activity needs will change as they develop.

Other Curriculum Connections

1.5 Students will be expected to identify and practice health enhancing ways to manage feelings and changes associated with the onset of puberty.

1.7 Students will be expected to describe the role of physical activity and healthy eating in maintaining healthy weight and preventing chronic disease.

1.8 Students will be expected to assess total minutes of moderate and physical activity during school compared to after school and weekends.

Teaching - Learning – Assessment

Think Pair Share What are your favourite activities to do? Highlight the things on your list that require you to be physically active (see appendix 6 for an explanation of this strategy).

How does physical activity help our bodies? Our minds? Our moods? What are some of the benefits? (See *Physical Activity Line* in the Internet Resources for a list of some of the benefits).

Article Review Students read the article “Why Exercise is Cool” from the Kids Health website mentioned in the Internet Resource below and complete an article review (see appendix 3).

3-2-1 Three benefits of physical activity, 2 reasons why a teen may not want to participate in physical activity, 1 goal to increase your physical activity. See appendix 4 for an example.

Resources

Internet

- *Active Healthy Kids Canada* www.activehealthykids.ca/ This website includes some excellent information about physical activity and youth. In particular, the report card is a concise report of current figures.

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- *Active Healthy Kids Canada* “[The Active Healthy Kids Canada Report Card 2012](http://dvgdas9jty7g6.cloudfront.net/reportcards2012/AHKC%202012%20-%20Report%20Card%20Short%20Form%20-%20FINAL.pdf)”
dvgdas9jty7g6.cloudfront.net/reportcards2012/AHKC%202012%20-%20Report%20Card%20Short%20Form%20-%20FINAL.pdf
 - *Canadian Paediatric Society* “Healthy active living: Physical activity guidelines for children and adolescents.” (Canadian Paediatric Society 2012). <http://www.cps.ca/documents/position/physical-activity-guidelines> This article provides good background reading for teachers about the problem of childhood obesity, the decline in physical activity as young people age, and the need for increased physical activity for optimum health.
 - *Canadian Physical Activity Guidelines* (Canadian Society for Exercise Physiology 2014). www.csep.ca/english/view.asp?x=804 This site includes Canadian guidelines published in 2012. There are info sheets, sample log sheets, and blank log sheets available for download.
 - *Kids Health* (The Nemours Foundation 2014) <http://teenshealth.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.
 - *Physical Activity Line* (PAL) (Health and Fitness Society of B.C. 2014). <http://www.physicalactivityline.com/> This is British Columbia's primary physical activity counselling service and includes practical & trusted physical activity & healthy living information.
 - *Physical Activity Line* (PAL) (Health and Fitness Society of B.C. 2014). “Health Benefits of Physical Activity.”(Health and Fitness Society of B.C. 2014). http://www.physicalactivityline.com/pdf_files/pal-doc-healthbenefitsofphysicalactivity.pdf
 - *Physical Activity Line* (PAL) (Health and Fitness Society of B.C. 2014). “Mental and Emotional Benefits of Activity.”(Health and Fitness Society of B.C. 2014). http://www.physicalactivityline.com/pdf_files/pal-doc-mentalandemotionalbenefits.pdf
 - *Physical Activity: Tips for Youth* (Public Health Agency of Canada 2012) www.phac-aspc.gc.ca/hp-ps/hl-mvs/pa-ap/06paap-eng.php

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) <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. This important and easy to read data can be viewed online at:

Outcome

1.4 Students will be expected to recognize the signs and symptoms of major depressive disorder and attention deficit/hyperactivity disorders.

Elaboration

In grades 4 and 5 students begin to learn about the difference between ordinary feelings of anxiety and sadness, and when these feelings become more serious and a cause for concern (Outcomes 4.1.4 and 5.1.4. They also learn about the prevalence of mental illness among youth, as well as risk factors and protective factors (5.3.2). In junior high, students will learn about the warning signs of major depressive disorder, anxiety disorder and attention deficit disorder. They will also learn about the importance of early treatment and the implications of delaying treatment.

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, difficulties with employment, 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 are aware of the effects of delaying treatment, and know where they can go for help. Although few adolescents will seek help on their own, if their friends and classmates are aware of the symptoms, they may be able to encourage and support their friends to seek help.

Delaying treatment for mental illness can have significant impacts on a person's life, both in the short and long term. With regard to depression, if diagnosis and treatment begin early, 80 % or more may expect to get back to their regular activities (CMHA 2014). If left untreated, depression may become life threatening and lead to suicide. In addition, delaying treatment for ADHD may result in behaviour problems in school, lower academic achievement, and increased risk-taking behaviour that could follow a person for their whole life. Anxious responses that are left untreated become stronger and more difficult to treat, perhaps becoming overwhelming and debilitating. Students should be aware of these impacts in order to make informed decisions.

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 or anxiety, 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 personally experienced some of these negative assumptions. Be clear that these are *misperceptions*, and that you will be refuting with them factual information.

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

Note: See appendices 9, 10, 11 for background information on mental health, depression, and ADHD.

Enduring Understandings

By the end of this outcome, students should:

- recognize the signs and symptoms of depression
- recognize the signs and symptoms of attention deficit/hyperactivity disorders.

Other Curriculum Connections

3.2 Students will be expected to take age-appropriate action to present mental health issues faced among school-aged children in order to reduce the stigma that is often attached to mental health disorders.

Teaching - Learning – Assessment

What Do You Think? Ask students to agree or disagree with a series of statements before a learning activity and then again after. Make sure that students understand that they are not guessing the correct answer, but exploring their own thoughts and beliefs. Discuss any changes in their responses. See appendix 12 for an example.

Think-Pair-Share (see appendix 6 for an explanation of this strategy)

How do people *feel* when they are sad? (lonely, sad, angry, etc.).

How do people *behave* when they are sad? (want to be alone, cry, don't participate, etc.).

What kinds of *thoughts* do people have when they are sad? (why did this happen, life is not fair, etc.).

After each prompt, collect responses on the board. Point out that when we are sad, we feel, act and think differently than we normally do, but it generally passes. People who are depressed may need help for these feelings to pass.

Continuum Draw a straight line on the board. Put "feeling sad" at the left and "major depression" on the right. Explain that all of us will experience some degree of depression at some point in our lives. Give an example of a time when you felt depressed (death, major change or loss, relationship break-up, etc.). Put an "**X**" on the continuum where you felt it would be. Usually people recover from feelings of sadness on their own; however, if the symptoms persist for two or more weeks, the person should seek help from their doctor.

Think Pair Share What do the letters ADHD stand for? What do the words mean?

There are three subtypes of ADHD:

1. hyperactive and impulsive
2. Inattentive
3. Hyperactive, impulsive and inattentive (most common)

Student Research Students do some individual research using two different articles (there are some good links mentioned below). Once complete, those who researched the same topic can get together to present what they learned to their classmates. See appendix 13 for an organizer.

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

Exit Pass What is depression? How does it differ from just having “the blues” or feeling sad? See appendix 14 for an organizer.

3-2-1 Three signs of ADHD, two helpful treatments, 1 person or place where you can get more information. See appendix 4 for an example.

Note: Learning activities covered in this outcome may be used in order for students to share their learning with others in Outcome 3.2

Resources

Internet

- *AboutKidsHealth* (AboutKidsHealth 2014) <http://www.aboutkidshealth.ca/En/Pages/default.aspx>
This Canadian website is the world’s leading non-profit information source for children’s health, and the information is reviewed by leading doctors, scientists, and health professionals.
- *AboutKidsHealth* (Chaban and Tannock 2009) “Attention-Deficit/Hyperactivity Disorder (ADHD) Resource Centre.” <http://www.aboutkidshealth.ca/En/ResourceCentres/ADHD/Pages/default.aspx>
- *AboutKidsHealth* (McGrath 2014) “Depression.” Frequently Asked Questions-Teen Depression (Mood Disorders Association of Ontario n.d.) www.mooodisorders.ca/faq/teen-depression An excellent fact sheet about teen depression.
- *Guide to Understanding Adolescent Major Depressive Disorder* (Kutcher 2009) http://www.teenmentalhealth.org/images/resources/Guide_to_MDD_Booklet_Final.pdf
- *Help Guide* (HelpGuide.org n.d.) helpguide.org/index.htm This website offers a wealth of concise information related to a variety of mental health topics. Excellent source of background reading for teachers.
- *Depression* (About Kids Health 2014) <http://www.aboutkidshealth.ca/En/HealthAZ/ConditionsandDiseases/BehaviouralandEmotionalProblems/Pages/Depression.aspx>

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- *ADHD* (About Kids Health 2014) <http://www.aboutkidshealth.ca/en/resourcecentres/adhd/pages/default.aspx>
 - *Kids Health* (The Nemours Foundation 2014) <http://kidshealth.org/> 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.
 - *Kids Health* “ADHD Medicines.” (The Nemours Foundation 2014) http://kidshealth.org/kid/feel_better/things/ritalin.html
 - *Kids Health* “Depression.” (The Nemours Foundation 2014) <http://kidshealth.org/kid/feeling/emotion/depression.html>
 - *Kids Health* “Understanding Depression (for parents).” (The Nemours Foundation 2014) http://kidshealth.org/parent/emotions/feelings/understanding_depression.html
 - *Kids Health* “What is ADHD? (for parents).” (The Nemours Foundation 2014) <http://kidshealth.org/parent/emotions/behavior/adhd.html>
 - *Kids Health* “What is Hyperactivity?” (The Nemours Foundation 2014) http://kidshealth.org/kid/health_problems/learning_problem/adhdkid.html
 - *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* “Depression.” (Kids Help Phone 2014) <http://www.kidshelpphone.ca/Kids/InfoBooth/Feelings/Depression.aspx>
 - *Teen Mental Health* (teenmentalhealth.org 2014) www.teenmentalhealth.org/ This should be every educator’s first choice for online information about adolescent mental health issues. There are short, engaging videos at these links that provide excellent, easy to understand explanations of these illnesses. Sponsored in part by the IWK.
 - *Teen Mental Health* “ADHD” (teenmentalhealth.org) teenmentalhealth.org/for-families-and-teens/adhd-attention-deficit-hyperactivity-disorder/
 - *Teen Mental Health* “Depression” (teenmentalhealth.org) teenmentalhealth.org/for-families-and-teens/depression/
 - *The Disorder Named ADHD* (The National Resource Centre on ADHD 2004) www.help4adhd.org/documents/WWK1.pdf A fact sheet about ADHD.

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 facts and information for teachers. Also available online at: 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 (6.2) and ADHD (6.5). Note: This resource also includes lessons at the grade 5 level related to depression (5.1) and ADHD (5.4).

- *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.

Video

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

- *Identifying Depression, Preventing Suicide* (Sunburst Visual Media 2004) (Streamed, 22:53) <http://www.learn360.com/Search.aspx?SearchText=Identifying%20Depression%20%20Preventing%20Suicide%20%20&lid=17523857> Discusses the waning signs of depression and suicide, and explains the importance of recognizing the warning signs. Online Video Library: 6-8
- *Lost & Found: Young People Talk About Depression* (Film Ideas 2009) (Streamed, 22:00) <http://www.learn360.com/ShowVideo.aspx?SearchText=lost+and+found&lid=17523857&ID=678670> Youth discuss the sources, impact and aftermath of depression in their lives. They describe the effects of depression on their feelings, actions, conversation and even their choice of clothing. Topics touched upon include: abuse, alcoholism, suicide, terminal illness, death, adoption, self-esteem. Online Video Library: 6-12

Outcome

1.5 Students will be expected to identify and practise health enhancing ways to manage feelings and changes associated with the onset of puberty.

Elaboration

In grades 4 and 5 students will begin to learn about the physical and emotional changes that happen during puberty (Outcome 4.1.1 and 5.1.2). The focus in grade 6 is on learning healthy ways to deal with and manage the changes in their bodies and emotions. In junior high, many topics related to puberty are discussed in more detail.

It is very common for people to feel some degree of anxiety and stress around change, especially when it comes to big changes. Kids in grade 6 are about to go through one of the biggest periods of predictable change in their lives: the transition from childhood to adolescence coupled with the transition from elementary to secondary school. However, there are many things we can do to help youth navigate this time in their lives and make this transition a little easier.

Being knowledgeable and having a good sense of what to expect from change can make it a more manageable and less stressful process. Learning about the physical changes of puberty, as well as the mental, emotional and social changes will help young people understand what to expect and to realize that this is a process everyone must navigate. They are not alone. Also, having strong connections with family, friends, and their school community will provide some familiar and constant supports during an otherwise uncertain time in their lives.

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. These physical changes are also accompanied by changes in thinking (mental), changes in feelings (emotional) and changes in relationships (social).

Fluctuating hormones make some teens moody and irritable; their feelings become more intense and may swing back and forth easily. They may also experience romantic feelings for the first time. Many teens feel like they are on a roller coaster of moods and emotions.

Cognitive immaturity due to a still developing pre-frontal cortex makes it hard for teens to think things through and consider consequences. As a result, many teens are impulsive and often seem to lack sound judgement. Also, they are thinking about who they are, their values and beliefs, and how they are different from their parents.

Relationships and social interactions are also shifting at this time in a young person's life. Teens are seeking greater independence and responsibility, peer relationships are taking on increasing importance, and they are exploring romantic relationships, which may be short-lived but intense.

All of this change can take a toll on a young person's confidence and self-esteem. They may feel self-conscious about their changing appearance at a time in their lives when appearance and body image

seem important. This may be especially true for those kids who begin to experience these changes earlier than their friends, or later.

For some, school may be their only source of accurate and reliable information.

Puberty can be one of the toughest times of life, but with help and support, you will get through it. Remember...everyone goes through it.

The most important message that your students should receive is that the physical, mental, emotional and social changes they are going through are normal, that everyone goes through puberty, and that there is help and support available to them.

Enduring Understandings

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

- puberty is a time of tremendous social, emotional, and physical change
- puberty begins and progresses at different rates for different people
- it is normal to feel some confusion and uncertainty during puberty
- coping with change is easier if you know what to expect
- feeling attracted to someone or having sexual feelings is a normal part of puberty.
- feelings of attraction and sexual feelings can be enjoyed without acting on them.

Other Curriculum Connections

1.1 Students will be expected to investigate the concept of sexuality and sexual health.

1.2 Students will be expected to demonstrate an awareness that personal needs for physical activity may change for girls and boys as they develop physically and emotionally.

Teaching - Learning – Assessment

Think Pair Share What are some of the changes that happen during puberty. Consider changes to your body, to your feelings, to your thoughts and your relationships. See appendix 6 for an explanation of this strategy.

Changes Review the many changes (physical and emotional changes were introduced in grade 4 and reproductive systems in grade 5). Draw three columns on the board titled *boys*, *girls*, and *both*. Have students call out changes related to puberty and decide in which column it should go. Point out that

many of these changes are common to both boys *and* girls. The first lesson in Module 3 of *Beyond the Basics* (Print Resources) provides a good overview of changes associated with puberty.

Note: Students may not use the proper terms; this is okay. Encourage them to use the best words they know, then teach them the proper terms and expect them to use the proper terms from that point on.

Top five personal hygiene practices Pair students up and have them brainstorm good hygiene practices (showering, deodorant, brushing and flossing, clean clothing...). Students then rank the top five. Two pairs join together (now a group of 4) to share their lists, discuss, and come up with a top five list that both groups agree on. Two groups of four join and repeat. See if you can come up with a top five list that the whole class agrees on.

Discuss

- What are some physical responses to stress (headache, stomach ache, loss of appetite, not able to sleep, difficulty concentrating, etc.)?
- What are some emotional responses to stress (sadness, irritability, withdrawal, anxiety, etc.)?
- What are some healthy ways of dealing with change and stress (talk to a trusted friend or adult, cry, exercise, relax, ask for help, learn about your body...)

Pick a strategy: Distribute index cards. Ask students to choose a social, emotional, physical or mental change associated with puberty and write it down. The student then suggests a strategy they think would be helpful for coping with this change. Collect the cards and redistribute. Have students read these out loud.

Dear Abby Letters Students write a letter asking for information or advice about how to cope with a change associated with puberty. Collect the letters and redistribute them. Students then do some research at the Kids Health website (mentioned in Internet Resources below) and write a response to the letter they are given as if they are the advice columnist.

Stress busters/relaxation techniques: Have students brainstorm some ways to reduce stress (physical activity, eat well, talk with a trusted friend or adult, listen to music, dance, laugh, cry, do a hobby or activity you enjoy, sports, get a good sleep, read a book, yoga, deep breathing, smile, go for a walk outside...). Once you have a good list, ask students to choose something they have never tried before and make a commitment to do it every day for a week.

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.

3-2-1 List 3 ways you can cope with change and stress, 2 people you could talk to about your feelings, 1 person you could go to for advice. See appendix 4 for an example.

Exit Pass What is the most difficult thing about going through puberty? What is the best thing? See appendix 14 for an example.

Teaching Sexual Health (Internet Resources below) This site offers several great lesson plans for teachers under the topic of *puberty*.

Resources

Internet

- *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.
- *Teaching Sexual Health* (Alberta Health Services 2013) <http://www.teachingsexualhealth.ca> This excellent Canadian site includes a teachers' portal with ready to use lesson plans, handouts, PowerPoints, demonstration videos, answers to common questions, etc. Organized by grade level and topic.

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.
- *It's Perfectly Normal* (Robie 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* (Robie 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.
- *Sex? A Healthy Sexuality Resource* (Healthy Sexuality Working Group 2012; NSSBB #: 24114) Although distributed to students in grade 7, this booklet includes current, accurate and reliable information about sexuality and sexual health. Teachers may view this resource online at: http://www.novascotia.ca/hpp/publications/11032_sexbook_en.pdf
- *Sexual health education in schools: Questions & Answers, 3rd Edition* (SIECCAN 2010) 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* (sexualityandu n.d.) <http://sexualityandu.ca/uploads/files/TeachingSexEdManual.pdf> This excellent Canadian resource includes background information and research, best practice strategies, teaching tools and lessons plans.

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- *The Boy's Body Book: Everything You Need to Know for Growing up You* (Kelli 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>

- *Am I Normal?* (Sunburst Visual Media 2000) (Streamed, 10:06) Online Video Library: <http://www.learn360.com/ShowVideo.aspx?SearchText=sex&lid=17523857&Subject=9331276&GradeLevel=3360055&MediaFormat=3360062&ID=131746> A good review of the changes that occur during puberty and the fact that development happens at different rates for everyone. Teacher's guide is available. 6-8.
- *Caution: teenager under construction* (McIntyre Media 2007; LRTS #: 23692) (VHS/DVD, 20 min.) This program goes beyond the physical manifestations of puberty and discusses the emotional, social and developmental changes that occur. Online Catalogue. 6-8
- *We're Just Talking - For Boys and Girls* (Marsh Media 2007) (Streamed 16:58) Some friends listen to a radio show and learn about the biology of growing up, as well as useful advice for coping with adolescence. <http://www.learn360.com/ShowVideo.aspx?SearchText=coping+with+puberty&lid=17523857&ID=318402>

Outcome

1.6 Students will be expected to differentiate between internal and external cues of hunger and satiety and suggest techniques for mindful eating.

Elaboration

In grade 5 students learn about the basic nutrients found in food and the function they serve in the body (Outcome 5.1.5). In junior high they will examine industry's impact on body image and healthy eating, and they will consider the challenges to healthy eating and explore environments that are supportive.

Babies are born with an intuitive sense of when to eat and when to stop. They eat when they are hungry and stop when they are satisfied. At some point as we age, we learn to pay less and less attention to the internal cues that we are born with, and we begin to eat for a variety of reasons other than just being hungry. For many of us, re-learning how to pay attention to these cues and listening to what our bodies are telling us will require some practice and conscious effort.

As we pay less attention to these internal cues, we often get confused about the difference between hunger (physical) and appetite (social/psychological). Hunger is triggered by the hypothalamus which sends a signal to let our bodies know that it is time to eat. These internal cues may include stomach growling, stomach pains, irritability, headaches, tiredness, feeling weak, light-headedness, and lack of concentration. Hunger is a crucial signal that the body is in need of fuel. Satiety, or feeling satisfied, is also signaled by chemicals from the brain, as well as other factors such as hormones, nerves, expansion of the stomach, and blood sugar levels.

Appetite is not the same as hunger. Appetite is a desire or interest in food and is strongly connected to social and psychological situations. Things that trigger a person's *appetite* are external cues coming from the environment such as sight, smells, thoughts of food, social situations, advertising, emotions, boredom or stress.

Mindful eating can help us to become reacquainted with the internal cues of physical hunger and satiety. Mindful eating involves being more aware of the process of eating, slowing down, and savouring food. It means being aware of what, when, where, why, and how we eat, and looking for patterns. Mindful eating makes us more aware of our triggers, our responses to food, our body's signals, and the differences between internal and external cues of hunger and satiety.

Enduring Understandings

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

- Hunger is physiological
- Appetite is social/psychological

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- The brain (hypothalamus) is responsible for signalling hunger and satiety.
 - There are many reasons why people eat.
 - Being mindful of what and when we eat is good practice

Other Curriculum Connections

1.7 Students will be expected to describe the role of physical activity and healthy eating in maintaining healthy weight and preventing chronic disease.

Teaching - Learning – Assessment

Think Pair Share How does our body tell us that it is time to eat? How does our body tell us when we have had enough to eat? See appendix 6 for an explanation of this strategy.

Eating Habits Discussion How often does your family sit down together at the dinner table for meals? How often do you eat in front of the TV? What kinds of foods do you eat in front of the TV? How often do you eat when you are bored? How often do you eat breakfast? Do you read the nutrition labels? What kinds of snack food do you eat? What factors influence the *kinds* of foods you eat (culture, availability, taste, advertising, holidays, allergies...)? *Why* do you eat (bored, stress, hungry, smells good, time of day, social, advertising...). Consider what, how much, where, why and when you eat.

Hunger Awareness Scale Students develop a scale from 1-10 that describes states of hunger from ravenous to overstuffed. See the link below for an example; there are many other examples online. Discuss how we respond to food at various places along the scale. How might you respond if you eat when you are at a 1 or a 10? When is it best to eat? When is it best to stop? Reasons why we might choose to eat, reasons why we might choose not to eat

Triggers Either you are physically hungry, or there is some other “trigger.” What are some of your “triggers” for eating when you are not really hungry? What can you do about it? Why is it important to be aware of personal eating triggers?

Trigger Goal Identify one personal eating trigger other than hunger and select another activity to do instead of eating. Remind students that they *should* eat if they are physically hungry.

Mindfulness What do you think it means to be mindful? (being aware of something; focused on the moment, aware of thoughts, feelings, sensations; purposeful focused attention)

Mindful Eating Brainstorm some strategies about how to be more mindful of our eating habits and practices such as:

- notice where you are on the hunger scale before you eat
- try to eat on a regular schedule so you can learn to recognize your body’s signs

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- don't let yourself get extremely hungry because then people tend to overeat
 - when you feel like eating, ask the question "Why do I feel like eating right now?" Am I hungry, bored, stressed, want the taste...then *choose* how you will respond.
 - learn to recognize if it is your appetite talking or true hunger
 - give cravings 10 minutes and go do something else
 - don't eat and engage in other activities, focus on your meal not the TV, computer, book...
 - savor your food, notice the taste, texture, smell...
 - relax, eat more slowly (it takes about 20 minutes for your stomach to tell your brain that you are full)
 - put utensils down between bites
 - stop part way thorough your meal and check your hunger level (you don't have to clean your plate)
 - start with smaller portions then take more if needed
 - eat from smaller containers and dishes

Mindful Eating Goal Choose one thing that you will do to be more mindful of your eating habits (ex: using a hunger scale, pausing mid-meal, eating more slowly, using a smaller plate...) Track your goal for one week. See appendix 15 for an organizer.

Exit Pass Why is eating more slowly an excellent strategy for mindful eating? See appendix 14 for an example.

Resources

Outcome

1.7 Students will be expected to describe the role of physical activity and healthy eating in maintaining healthy weight and preventing chronic disease.

Elaboration

In grade 4 students learn that they need 30 minutes of vigorous activity and 60 minutes of moderate activity each day for optimal growth and development (Outcome 4.1.6). In grade 5 they begin to explore the social, mental, and emotional benefits of physical activity (5.2.4). In junior high students will explore how body image affects participation in physical activity, as well as assess their own level of activity to determine if they are active enough to achieve health benefits.

Being physically active, getting adequate and healthy nutrition, sleeping well at night and maintaining a healthy body weight is a good foundation for being healthy. Unfortunately, it seems that many of our young people are not active enough, do not eat well, and are overweight. Poor eating, inactivity and excess weight puts people at risk for many preventable chronic health problems, including Type 2 diabetes, heart disease, cancer and others.

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.

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 may enhance school performance.

However, physical activity alone is not enough to ensure healthy weight nor prevent chronic disease and poor mental health. In our fast paced, disposable culture, people must pay more attention to the nutritional value of what they put into their bodies. Also, they must learn that healthy portions are considerably smaller than what they see in the media. Students are going through tremendous growth and change during puberty and they must learn to eat a variety of foods from all food groups in order to ensure proper nutrition for normal growth and development.

Personal weight is a sensitive topic with many misconceptions from our home, community and society. Some youth may be—or know someone—struggling with underweight, overweight or obesity. Further, weight alone does not always indicate whether a person has healthy or unhealthy practices. Class activities should not assess or monitor the students' personal weights. If teachers refer to body mass index (BMI), not although it is the most commonly used measurement for population studies, it is not a suitable measurement for individual-use, particularly without supervision by a health professional.

Being physically active does not mean eating unhealthy will not come without consequence. Eating too little is not a tactic to make up for not doing physical activity. Eating too much or unhealthy foods cannot be 'undone' with the average physical activity. Healthy food in moderate portions fuels us for physical activity; energetic physical activity triggers an appetite. Balancing the two helps us manage weight, the visible result. What we do not always see or feel is how it affects the function over our organs, muscles, brain and all other body elements which relate to good and poor health. Establishing good habits around physical activity and nutrition at an early age will help students reap lifelong benefits of improved physical, mental health and wellbeing.

Enduring Understandings

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

- physical activity, healthy eating and adequate sleep contribute to maintaining a healthy weight; hereditaries and having a disorder or illness can affect weight
- physical activity and healthy eating help prevent certain chronic disease.
- Being physical activity and healthy eating together provide the most benefits; practicing only one does not compensate for the other omitted practice.

Other Curriculum Connections

1.3 Students will be expected to demonstrate an awareness that personal needs for physical activity may change for girls and boys as they develop physically and emotionally.

1.6 Students will be expected to differentiate between internal and external cues of hunger and satiety and suggest techniques for mindful eating.

1.8 Students will be expected to assess total minutes of moderate and vigorous activity during school compared to after school and weekends.

Teaching - Learning – Assessment

Think Pair Share What are healthy eating practices? (eat breakfast, don't skip meals, don't overeat – portion control, avoid sugary drinks, eat a variety from all food groups, drink plenty of water, avoid fad diets, balance calorie intake with physical activity, limit junk foods...) See appendix 6 for an explanation of this strategy.

Canada's Food Guide Ask students what they know about healthy eating. Discuss Canada's Food Guide and the recommendations for teens. Students create their own personalized food guide found at the *Health Canada Food and Nutrition* link under *Internet Resources* below.

Food Log Record foods eaten for an entire day. Record food in the correct food group and estimate serving size. See appendix 16 for an organizer.

How Do You Measure Up? Compare your results with the Canada Food Guide recommendations for your age group. Are you on track, over, or under the recommendations? How many "foods to limit" (see link below) did you eat? Set a goal. See appendix 17 for a handout.

Graph Students present the actual amounts eaten compared to the recommended daily serving sizes on a bar graph.

Debate: Children should be allowed to eat whatever they want.

Healthy Fast Food? Is it possible to make healthy choices at fast food restaurants? Students choose one fast food restaurant and explore the nutritional information available. Present findings to the class. Include the most healthy and least healthy items available.

Think Pair Share What are the benefits of physical activity? (strengthens the heart, strengthens muscles, improves endurance, increases energy, helps maintain healthy weight, improves mood, helps with stress, strengthens bones, improved quality of sleep, improved self-esteem and confidence, helps prevent some chronic diseases. See appendix 6 for an explanation of this strategy.

Physical Activity Log Record physical activity for a day, from the time you get up until you go to bed (See appendix 18 for a log).

How Do You Measure Up? Compare actual activity to recommended guidelines for your age group. How do you compare? Are you getting the recommended 60 minutes of daily activity? How much time do you spend in sedentary activities? Set a goal. See appendix 17 for a handout.

Graph Students graph their actual activity level compared to the recommended guidelines on a bar graph.

Article Review Using the Kids Health website mentioned below, students choose one article related to nutrition and one related to physical fitness to read and review. See appendix 3 for an organizer.

Exit Pass What did you learn that you didn't know before? How will you apply this information to making healthy choices in your life? See appendix 14 for an example.

Resources

Internet

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

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.iKlQLcMWJtE/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 and includes healthy eating information. 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.

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- *Active Healthy Kids Canada Report Card 2012* (AHKC 2012) dvqdas9jty7g6.cloudfront.net/reportcards2012/AHKC%202012%20-%20Report%20Card%20Short%20Form%20-%20FINAL.pdf
- *Canadian Physical Activity Guidelines* (Canadian Society for Exercise Physiology 2014). www.csep.ca/english/view.asp?x=804 This site includes Canadian guidelines for physical activity and sedentary behaviour published in 2012. There are info sheets, sample log sheets, and blank log sheets available for download.
- *Handbook for Canada's Physical Activity Guide to Healthy Living* (Public Health Agency of Canada n.d.) <http://www.physicalactivityplan.org/resources/CPAG.pdf> This guide is designed to help

students make wise choices about physical activity. It outlines how much activity to strive for and how to get started. It also lists the many benefits of physical activity and the health risks of inactivity.

- *Highlights from the 2013 Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth* (Active Healthy Kids Canada 2013) <http://dvqdas9jty7g6.cloudfront.net/reportcard2013/AHKC-2013-Fact-Sheet-FINAL.pdf>
- *Kids Health* (The Nemours Foundation 2014) <http://teenshealth.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.
- *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.

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 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. 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>

Outcome

1.8 Students will be expected to assess total minutes of moderate and vigorous activity during school compared to after school and weekends.

Elaboration

In grade 4, students learn that they need a minimum of 60 minutes of moderate to vigorous activity each day for optimal growth and development (Outcome 4.1.6). In grade 5 they begin to explore the social, mental, and emotional benefits of physical activity (5.2.4). In junior high students will explore how body image affects participation in physical activity, as well as assess their own level of activity to determine if they are active enough to achieve health benefits.

Given that youth spend 6-7 hours every day in school, often sitting, it is reasonable to expect they would be more active after school and on the weekends. Most students in grade 6 would have an additional 5-6 hours of time every day after school and approximately 10-12 hours on each weekend day to do physical activity. Extensive research in Nova Scotia over a decade shows us children and youth are not doing a lot of moderate to vigorous physical activity in the afterschool period (3 pm to 6 pm) on average. In 2009-2010, children in Grade 3 averaged 39 minutes while in the older grades, the averages range between 19 minutes (Grade 7 boys) and 8 minutes (Grade 11 girls). Overall, girls obtained significantly less minutes of moderate to vigorous physical activity in the afterschool time period than boys. This reflects Canada's rate of children and youth spending an average of 107 minutes (92%) in the same after school period doing either light activity (e.g., walking less than 3.2 km/hr) or sedentary pursuits (e.g., motorized transport, screen time). Children and youth do an average of 7 hours and 48 minutes of screen time per day; with the most hours on weekend days (Active Healthy Kids Report Card, 2010).

This disturbing trend of physical inactivity among youth leads to being inactive in adulthood and subsequently increases probability of being chronically unhealthy. Children who become physically active at a young age are more likely to continue to be physically active adults, and this is essential in order to achieve and maintain health throughout a person's lifespan.

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. Research suggests children and youth who are physically active after school tend to be more active throughout the day. Moderate and vigorous physical activity can be done in one period or accumulated over the day; light activity should be done throughout the waking part of the day to counteract sedentary activity. This outcome aims to have youth think critically about what they do with their leisure time (outside of school work) and how they will incorporate physical activity. Whereas using communication, entertainment and information technology is so prevalent, this will involve discussing how they can reduce screen time.

Enduring Understandings

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

- they need to participate in a minimum of 60 minutes of moderate to vigorous physical activity *each* day; and less than two hours of screen time per day to grow healthy.
- there are many fun ways to be active after school, on weekends and other school breaks to break from using digital games, internet, television and digital communication.

Other Curriculum Connections

1.3 Students will be expected to demonstrate an awareness that personal needs for physical activity may change for girls and boys as they develop physically and emotionally.

1.7 Students will be expected to describe the role of physical activity and healthy eating in maintaining healthy weight and preventing chronic disease.

Teaching - Learning - Assessment

Find Someone Who... This is a fun way to get students thinking about the topic, as well as the variety of activities they could participate in. See appendix 19 for an organizer.

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?

Canadian Physical Activity Guidelines Share these with students and discuss the [physical activity guidelines](#) and the [sedentary behaviour 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 (Week) Record the number of minutes of moderate and vigorous activity for 7 days. Total the minutes *during* school hours and *outside* of school hours (after school and weekends). See appendix 20 for a log sheet.

Let's Compare Turn the total minutes of physical activity into percentages and compare. Are students more active *during* school hours, or *outside* of school hours? See appendix 21.

Graph Represent the data on a bar graph (*during* school, *outside* of school.) Collect and graph data from the whole class and consider mean, median, mode and range.

Goals What are some things you can do to increase your physical activity? Choose one and set a goal. Track your goal for a week. See appendix 22 for an organizer.

3-2-1 Three health problems related to inactivity, two benefits of being physically active, 1 new activity you would like to try. See appendix 4 for an example.

Resources

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- *Kids Health* (The Nemours Foundation 2014) <http://teenshealth.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.
- *Kids Health "It's Time to Play"* (The Nemours Foundation 2014) http://kidshealth.org/kid/stay_healthy/fit/what_time.html?tracking=K_RelatedArticle#cat120
- *Kids Health "What if I Don't Like Sports?"* (The Nemours Foundation 2014) http://kidshealth.org/kid/stay_healthy/fit/no_sports.html?tracking=K_RelatedArticle#cat120
- *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.

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Outcome

2.1 Students will be expected to practise communication skills that keep relationships in their lives healthy.

Elaboration

Discussions about relationships have been part of the curriculum since primary, with a focus on family relationships and friendships. In grade 4 students identify the components of a healthy relationship (Outcome 4.2.1), and in grade 5 they learn about relational aggression and positive ways to cope with it (5.2.3). In junior high they will learn about positive and negative peer influence, healthy and unhealthy relationships, communication, and assertiveness skills.

When we think about communicating, many of us think about conveying a message through speech. However, communication with others involves sending *and* receiving a message. Speaking is only one mode of communication.

Effective communication is a dynamic and complex activity that involves speaking, listening, tone of voice, facial expressions, and body language. However, perhaps two of the most important aspects of effective communication include active listening and assertive speech. Being an active listener involves much more than simply the passive reception of information; it includes paying careful attention, reflecting, asking clarifying questions, and checking for understanding. Active listening involves both parties in verbal and in non-verbal ways. Assertive communication is the honest expression of your own feelings, needs, and wants while respecting those of others.

However, many of us struggle with effective communication. Being a good listener requires focus and concentration, and many of us are easily distracted, or we are thinking about what we need to get done, or what we want to say next. Also, most of us find it difficult to be assertive and to ask clearly for what we want and need. Fortunately, there is good news. With some practice, almost anyone can learn effective communication skills.

There are many benefits to developing good communication skills including fewer misunderstandings and conflicts, increased self-confidence, stronger relationships, greater empathy, more productivity, and greater success in school and employment.

As students begin adolescence, learning about healthy relationships is crucial. While friendships are becoming more and more important, students may also begin to think about romantic relationships for the first time. Also, it is not uncommon for adolescents to experience conflict with their parents as they strive toward greater independence. Regardless of the type of relationship, effective communication skills are essential to developing and maintaining healthy relationships throughout a person's life.

Enduring Understandings

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

- effective communication is essential to healthy respectful relationships
- communication is a shared responsibility and includes sending and receiving a message
- assertiveness is an important part of good communication
- communication skills are learned through practice or people can learn effective communication skills
- disagreements in relationships may occur because of poor communication
- there are many forms of communication (verbal, non-verbal, written, on-line)

Other Curriculum Connections

2.2 Students will be expected to create a personal value code of ethics on relationships within their lives.

Teaching – Learning - Assessment

Telephone Game Sit in a circle. Whisper a phrase to the next person. Speak clearly as you may only say it once. The person receiving the message cannot ask any questions; they must pass along what they heard. Discuss how the phrase changed. What makes this difficult (not being able to ask for clarification)? What are the dangers (misunderstanding, rumours, conflict...)?

Draw and Listen Students sit in pairs back to back. Give student A 2 minutes to draw a simple picture. Student A then describes the picture to student B who must try to recreate it. Student B may not speak or ask any questions. Students turn around and compare pictures. Switch roles (student B draws a picture), but this time student A may ask clarifying questions. Compare pictures and discuss.

What is communication? (conveying a message from one person to another through writing, speech, tone of voice, facial expressions, body language, touch...) Did anyone mention listening? Can good communication happen without good listening skills?

Think Pair Share Think of a person you consider to be a good listener. What does this person do when listening? See appendix 6 for an explanation of this strategy.

Listening Skills Demonstration Choose a fairly confident student who likes to talk to help you with this demonstration. Sit together at the front of the class and ask the student to talk for a couple of minutes about anything at all. Listen for the first 30 seconds or so, and then look around the room, check your watch, fidget, slouch in the chair, interrupt with totally irrelevant comments, anything to

show that you aren't interested. Repeat and demonstrate *active* listening skills (good eye contact but don't stare, sit up and lean slightly forward, short words of encouragement, open-ended or clarifying questions, summarize...).

Group Brainstorm Create a T-Chart on the board. *Effective Listening Skills* on one side, and *Poor Listening Skills* on the other.

Think Pair Share What is the difference between *hearing* and *listening*? (hearing refers to the physical ability to receive sound, listening is what happens when we interpret and assign meaning to the sounds. It is possible to hear sounds without consciously engaging in the process of understanding what the sounds mean.)

Effective listening makes the speaker feel heard *and* understood. The listener not only understands the content, but understands how the speaker *feels* about what they are saying. "It sounds like you feel..." try to identify the main emotion.

Listening Trios The *speaker* will choose a topic they can talk about for 2-3 minutes. The *listener* will practice effective listening skills: paying attention, reflecting back, using body language and gestures, making eye contact, asking clarifying questions, etc. The *observer* will make notes about the listener's skills (see appendix 23 for an organizer). Rotate roles and repeat until each person has had a turn.

Article Review Students read one or both of the articles at the Kids Health website mentioned below. See appendix 3 for an organizer.

"I" Message Scenarios Practice communicating thoughts and feelings through the use of "I" messages. Explain that people are less likely to feel defensive, and are more likely to respond in a positive way to "I" messages (see appendix 24 for some sample scenarios).

I feel (state your emotion) when (describe specific action that causes your emotion) because (explain why the behaviour makes you feel this way). You could also offer a suggestion for a solution.

I feel (hurt/sad/ignored...) when (you don't talk to me at school) because (I like hanging out with you). Could we talk about this later?

3-2-1 Three things you learned, 2 Listening skills you already do well, 1 Listening skill you will work on. See appendix 4 for an example.

Resources

Video

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

- *Character: Communication Basics* (Learning Zone Express 2009) (Streamed, 16:21) <http://www.learn360.com/Search.aspx?SearchText=character%20%20communication%20basics&lid=17523857> Discusses the importance of body language and non-verbal communication, as well as active listening, non-verbal communication, and how we communicate online. 6-8
- *Student Workshop: Communication: A Key to Resolving Conflict* (Sunburst Visual Media 2007) (Streamed 17:54) <http://www.learn360.com/Search.aspx?SearchText=Student%20Workshop%20%20Communication%20%20A%20Key%20to%20Resolving%20Conflict%20&lid=17523857> Watch this dramatization of essential communication skills.
- *Standing Tall: learning assertive skills* (McIntyre Media 2006; LRTS #: [23689](#)) Helps students learn about assertiveness and speaking up. Online Catalogue.

Outcome

2.2 Students will be expected to create a personal value code of ethics on relationships within their lives.

Elaboration

Discussions about relationships have been part of the curriculum since primary, with a focus on family relationships and friendships. In grade 4 students identify the components of a healthy relationship (Outcome 4.2.1), and in grade 5 they learn about relational aggression and positive ways to cope with it (5.2.3). In junior high they will learn about positive and negative peer influence, healthy and unhealthy relationships, communication, and assertiveness skills.

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 teachers, co-workers, employers, and others. For most of us, there will also be several significant romantic relationships.

A relationship involves a bond or connection with another person; however, when students think about relationships, they will likely assume romantic relationships. It is important to point out the range of relationships we are involved in, and that all of these relationships help us to develop interpersonal skills, and provide opportunities for us to learn how to deal effectively with our emotions.

At this time in their lives, students may be starting to an express interest in romantic relationships, which are also built on the skills learned in earlier relationships. For many adolescents, their first romantic relationships may be short-lived, intense, and sometimes emotionally painful, but there are important lessons to be learned as they develop the capacity for long term adult relationships. In order for teens to develop positive, healthy relationships they need to be able to identify when relationships are *unhealthy*.

There are numerous characteristics of healthy and unhealthy relationships, and many of them are clearly one or the other. However, there are some that are ambiguous and might depend on the situation or the circumstances. For instance, at what point does being concerned and protective and become controlling? What if someone lies to spare your feelings? Asking students to think about which positive relationship qualities are most important to them, and which ones are deal-breakers, is a process of determining importance and identifying priorities that will help shape their relationships in the future.

If students have not experienced healthy relationships in their homes, they may not be aware of these characteristics, and as a result of these discussions, some students may come to identify some of their

own relationships as unhealthy. Consequently, this may be a sensitive topic for some students. 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:

- people have rights as well as responsibilities in their relationships
- all people are deserving of positive, healthy relationships

Other Curriculum Connections

2.1 Students will be expected to practise communication skills that keep relationships in their lives healthy, safe, and productive.

Teaching - Learning – Assessment

Group Brainstorm What do you know about relationships? In discussion, 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 may be positive or negative.

Relationship Benefits Why are relationships important to us? What are the benefits of relationships? (happier, someone to do things with, support and encouragement, help you solve problems, affection, self-esteem, fun, safety, sense of belonging, shared interests...)

Healthy vs. Unhealthy Relationships Create a T-Chart and sort characteristics. (see *Kids in the Know*, Lesson 4 for a lesson plan related to this. Also, see appendix 25 for a list of healthy and unhealthy relationship characteristics).

Relationship Signs What constitutes healthy and unhealthy relationships? Provide examples of good, bad, or warning signs in a relationship. If you used appendix 2 for Outcome 1.1, you could revisit it here, or come up with new examples. Students discuss in small groups then share with the class. You might also see *Kids Health for Educators* in the links below for a lesson plan related to this.

Consolidation Brainstorm: Rights and Responsibilities Each student brainstorms a list of 10 *rights* that people have when they are involved in a relationship. Next have students pair up with one other

person, discuss, and consolidate their ideas into one list of 10 rights they both agree on. Join pairs into groups of 4 and consolidate again. Use the group lists to discuss and come up with one list for the whole class. Have students rank the items on the class list in order of importance (top three or four).

Repeat the above procedure to create lists of 10 *responsibilities* that people have when they are involved in a relationship

Article Review Students may choose one or more of the articles from the *Kids Health* Website to read and review. See appendix 3 for an organizer.

Relationship Code of Ethics A code of ethics is a list of “rules for behaviour” in a particular setting. Many organizations have a code of ethics that guide how they will operate or conduct business. What are your “rules” for how you will behave in relationships? See appendix 26 for an organizer.

Resources

Print

- *Kids in the Know Grade 6: Personal Safety Program* (Canadian Centre for Child Protection 2011; NSSBB #: 1000795) Lesson 4: Relationships. This lesson discusses the differences between healthy and unhealthy relationships.

Outcome

3.1 Students will be expected to identify responsibilities of global citizenship and take age-appropriate action to address a global health issue.

Elaboration

This is the first time that students will have discussed anything of a global nature in Healthy Living. In grade 9 they will examine how people support healthy communities locally as well as globally.

Global Citizenship is about:

- Interconnectedness
- Human rights
- Valuing and respecting diversity
- Caring about social injustice
- Taking action

Global citizenship is a large and complex topic, just like the world we live in. However, the fundamental principles of global citizenship are pretty easy to grasp. Perhaps the most important principle is that no matter where we live in the world, we are all *interconnected*. The food we eat, the clothing we wear, the products we buy and use every day come from all over the world. What we do in our own communities does indeed have an impact around the globe. It is also important for students to understand that as humans, we are all entitled to and should receive the same basic *human rights*, but that not everyone can access these rights. Global citizenship is also fundamentally about *valuing and respecting diversity*, and this is something that students have been learning about and discussing since primary.

By grade 6, students are moving toward becoming more abstract thinkers. They are able to recognize that issues are not always clear-cut, that information is presented with a bias, and may also be interpreted in many different ways. At this age, students are also starting to connect actions to consequences, and beginning to understand that what they do now may have long-term effects. It is also around this time that children are beginning to develop a stronger sense of individual morals and values. They are thinking about right and wrong, and often get quite indignant about things they consider unfair. These developmental characteristics fit nicely with this topic because a global citizen is also someone who *cares about social injustice*, and *takes action* to make things better.

For many people, the *taking action* part of being a global citizen is where they get stuck. We wonder what we can do to make a difference in the life of someone on the other side of the world. However, with the advances in technology, the other side of the world is not so far away and there are many things we can do in our own lives and communities that will have a positive effect in the lives of people in developing countries. Also, being a global citizen might mean working toward making the world a

better place right in your own community. Students must believe that what they do matters, and that they can make a difference.

Enduring Understandings

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

- No matter where a person happens to be born, all people have the same basic human rights
- as people living on this planet, we have responsibilities that go beyond our own communities.
- we can make a positive difference in the lives of others, both locally and globally.

Other Curriculum Connections

Teaching - Learning – Assessment

Class Brainstorm and Discussion What is a citizen (a member of a community with rights and responsibilities)? What does it mean to be a *good* citizen (taking responsibility for one’s actions, respecting others, obeying rules and laws...)? What are the characteristics of a *global* citizen (cares about social injustice, tries to make their community and world a better place, respects and values diversity, conserves, recycles, raises awareness of global issues...)? Discuss

Wants vs. Needs In pairs, have students make a list of wants and needs. Next, pairs join to make a group of four and compare and discuss lists. Make a class list of results on the board. Encourage students to think about those things that they really need to live. What things do all children have a right to? See *Oxfam* listed under Internet Resources below for links to related lesson plans.

The Convention on the Rights of the Child These rights are about what children should be allowed to do, and about what the people who care for children must do to ensure they are happy, healthy and safe. Introduce students to the protections granted in the Convention. Which ones do they think are most important? Do they think all children get these rights? Discuss. See *Oxfam* listed under Internet Resources below for links to related lesson plans.

Discussion What does it mean to “walk a mile in another’s shoes?” Introduce the idea of empathy.

For Every Child Read aloud this beautifully illustrated picture book about the rights of children. See Print Resources below.

Class Art Work Each student chooses one of the rights to illustrate in a way that conveys the meaning without using words. Display as a class collage.

Water Shortage This is something that many of us take for granted. We turn on a tap and it is there. What do we use water for every day (drinking, bathing, laundry, flushing toilets, brushing teeth, cooking, watering plants...)? Imagine when you go home that the water has been shut off and will not be turned back on. Divide students into groups to create a diagram of the chain of consequences that might result. For example: No water - dirty dishes pile up - mold and germs grow and so on.

Home Water Audit How much water is used in your home every day? Track your family's water use for a day and add it up. What can you do to conserve water in your family? Create your own audit or find one online. See the internet links below (*Water Use It Wisel*) for examples.

In the News Search "news for kids" on Google to find appropriate websites for kid-friendly news. Ask students to find and print a news item to share and discuss with the class about a human rights or global issue that interests them. Post the articles on a bulletin board and mark where these stories take place on a map.

Article Review Students complete a review of their news article. See appendix 3 for an organizer.

Research Choose an issue that affects children in a developing country (Food, water, school, housing, safety, health care, child labor, child soldiers, gender equity...). The class could choose one issue that they would like to explore together, the research could be done in small groups, or individually.

Action What can you do to be a global citizen? Brainstorm some ideas. See appendix 27 for a list of possibilities.

Action Planner Students choose an action they can do and make a commitment to complete it. See appendix 28 for an organizer.

Quotes about Global Citizenship Discuss

- We must create a society where people matter more than things. ~ Desmond Tutu
- If you are not a part of the solution, you are a part of the problem. ~ Eldridge Cleaver
- How wonderful it is that nobody need wait a single moment before starting to improve the world. ~ Ann Frank
- Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has. ~ Margaret Mead

Lesson Plans There are some excellent lesson plans and resources at *Oxfam*, *Unicef*, *Ryan's Well Foundation*, and *We Day* mentioned in the *Internet Resources* below.

Resources

Internet

- *100 People: A World Portrait* (100 People n.d.) <http://www.100people.org/index.php> This excellent site includes a wealth of information about global issues around the world.

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- *Kids Health* (The Nemours Foundation 2014) <http://teenshealth.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.
 - *Kids Health* “A Kid’s Guide to Giving” (The Nemours Foundation 2014) http://kidshealth.org/kid/talk/kidssay/freddie_story.html#
 - *Kids Health* “Be a Green Kid” (The Nemours Foundation 2014) http://kidshealth.org/kid/watch/house/go_green.html
 - *Kids Health* “Be a Volunteer” (The Nemours Foundation 2012) <http://kidshealth.org/kid/feeling/thought/volunteering.html>
 - *Kids Health for Parents* “Battling Infant Mortality” (The Nemours Foundation 2013) <http://kidshealth.org/parent/positive/-issues2014/global-issues-infants.html>
 - *Kids Health for Parents* “Clean Water for All” (The Nemours Foundation 2013) <http://kidshealth.org/parent/positive/-issues2014/global-issues-water.html>
 - *Kids Health for Parents* “Education for Every Girl” (The Nemours Foundation 2013) <http://kidshealth.org/parent/positive/-issues2014/global-issues-education.html>
 - *Kids Health for Parents* “Fighting Poverty” (The Nemours Foundation 2013) <http://kidshealth.org/parent/positive/-issues2014/global-issues-poverty.html>
 - *Kids Health for Parents* “Wiping Out Polio” (The Nemours Foundation 2013) <http://kidshealth.org/parent/positive/-issues2014/global-issues-polio.html>
 - *Oxfam Education* “Children’s Rights” <http://www.oxfam.org.uk/education/resources/childrens-rights> A collection of downloadable lesson plans to help introduce students to children’s rights.
 - *Oxfam Education* “Education for Global Citizenship: A Guide for Schools” http://www.oxfam.org.uk/~media/Files/Education/Global%20Citizenship/education_for_global_citizenship_a_guide_for_schools.ashx This document provides information about what global citizenship is, why education about global issues is important and examples of classroom activities.
 - *Oxfam Education* “The Big Picture” <http://www.oxfam.org.uk/education/teacher-support/the-big-picture> This is Oxfam's annual magazine for teachers that's packed with inspiring ideas, activities, and classroom resources. Each issue focuses on a different main topic and are free to download.
 - *Oxfam Education* <http://www.oxfam.org.uk/education> This site includes a wealth of information and resources for teachers and students including activities searchable by age, topic, type and more.
 - *Ryan’s Well Foundation* <http://www.ryanswell.ca/> This website is an excellent resource for teachers and students. It includes stories, videos, free resources, school challenges, ideas for ways to get involved, and much more.
 - *Ryan’s Well* <http://www.readersdigest.ca/magazine/ryans-well> An easy to read article. (Cook, Reader’s Digest 2001).
 - *Teach Unicef* <http://teachunicef.org/> This site provides lesson plans related to global issues that are searchable by topic, grade and type. The lessons on Global Citizenship are for grades 3-5, but would also be suitable for grade 6.
 - *Water Use It Wisely* “Home Water Audit” (Park & Co 2014) <http://wateruseitwisely.com/100-ways-to-conserve/home-water-audit/> Online version

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- *Water Use It Wisely* “Home Water Audit” (Park & Co 2014)
 - <https://www.mwcoq.org/environment/water/watersupply/downloads/Home%20Water%20Audit.pdf> Printable PDF
 - *We Day* (Free the Children 2014) <http://www.weday.com/> Click on *We Act Resources* to find *Classroom Resources and Lesson Plans* and lots of other great resources on the drop down menu.

Print

- *Craig Kielburger* (Pezzi 2007; NSSBB #: 17788) This engaging book includes stunning visuals and offers a first-hand account of this young man’s life and his work on global justice issues.
- *Down to Earth: How Kids Help Feed the World* (Tate 2013; NSSBB #: 1002238) This book looks at the many facets of farming and how children from all over the world help grow, care for, and harvest the best and freshest products for the family table and the market.
- *For Every Child* (Castle 2000) This beautifully illustrated book highlights fourteen of the most important rights guaranteed by the United Nations Convention on the Rights of the Child.
- *Free the Children* (Kielburger 2010) At 12 years old, Craig Kielburger was shocked to learn about the realities of child labor and convinced his parents to let him travel to South East Asia where he learned first-hand about the disparity among children in developing countries.
- *Give a Goat* (West Schrock 2008; NSSBB #: 1000208) After hearing how the girl's life in Uganda was changed forever by the gift of a goat, a class of fifth graders raises funds to make a similar donation to someone in need.
- *Mimi’s Village* (Smith Milway 2012) Mimi Malaho and her family help bring basic health care to their community. By making small changes like sleeping under mosquito nets and big ones like building a clinic with outside help, the Malahos and their neighbors transform their Kenyan village from one afraid of illness to a thriving community.
- *One Hen: How One Small Loan Made a Big Difference* (Smith Milway 2008; NSSBB #:18374) This book shares what happens when a little help makes a big difference. This help comes in the form of a microloan, a lending system for people in developing countries who have no collateral and no access to conventional banking.
- *One Peace: True Stories of Young Activists* (Wilson 2008; NSSBB #: 1000130) This is a beautifully illustrated, fact-filled book that boasts the "power of one." It celebrates the accomplishments of today's young heroes, children from around the globe who have worked to promote world peace.
- *One Well: The Story of Water on Earth* (Strauss 2007; NSSBB #: 18311) This engaging and beautifully illustrated book presents the water of Earth as a global well. The importance of the global well is emphasized and the responsibility of people to conserve and protect it is stressed.
- *Pedal It!* (Mulder 2013; NSSBB #: 1002243) This book shows how bikes can make the world a better place. Not only can bikes be used to power computers and generators, they can also reduce pollution, promote wellness and get a package across a crowded city—fast!
- *Ryan and Jimmy and the Well in Africa That Brought Them Together* (Shoveller 2006; NSSBB #: 18307) This is the tender story of incredible determination and compassion on the part of a six-year-old Canadian boy who raised money to build a well for a community in Uganda.
- *Take Action: A Guide to Active Citizenship* (Kielburger and Kissock 2009; NSSBB #: 17341) This book provides practical and "hands-on" suggestions as to how students can take actions to change their community, province, country, and world.
- *The Good Garden* (Smith Milway 2010) This inspiring read-aloud tells the story of one struggling farming family in Honduras and their journey to growing enough food to meet their needs. Based on

the real story of farm transformation underway in Honduras and many other countries, this book offers children ways they can be part of the movement to grow "good gardens" and foster food security.

- *This Child, Every Child: A Book about the World's Children* (Smith 2011) This beautifully illustrated, ground-breaking book uses statistics and stories to draw kids into the world beyond their own borders and provide a window into the lives of their fellow children around the world. This book is part of the CitizenKid collection that informs children about the world and how to be better global citizens.
- *Three Cups of Tea, Youth Edition* (Mortenson 2009; NSSBB #: 1000222) A remarkable story inspired by the experiences of the author and his campaign to build schools in developing countries. This story educates children about how their actions can make an impact on a global scale.

Video

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

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

- *Hannah's Story* (National Film Board 2007; LRTS #: 23899) (VHS/DVD, 29 min.) This engaging documentary is about an 11 year old girl who started a foundation that has raised over a million dollars to help people who are homeless and lacking life's basic needs. Online catalogue; available for loan.
- *Strength to Strength* (World Vision Canada 2006) (Streamed, 20:26)
<http://www.learn360.com/ShowVideo.aspx?SearchText=strength+to+strength&lid=17523857&ID=129478> There is perhaps no more serious global health crisis than the HIV/AIDS epidemic. This video shares the story of teenagers in Africa and Romania who face the serious and deadly challenges this disease presents. 6-12.
- *Working for Change: Active Global Citizenship* (World Vision Canada 2004) (Streamed 17:34)
<http://www.learn360.com/ShowVideo.aspx?SearchText=working+for+change&lid=17523857&ID=129476> This program considers how consumer decisions affect people on the other side of the world, and how young people are working for freedom and fairness in the developing world. 6-12

Outcome

3.2 Students will be expected to take age-appropriate action to present mental health issues faced among school-aged children in order to reduce the stigma that is often attached to mental health disorders.

Elaboration

In grades 4 and 5 students learn to distinguish between ordinary feelings of anxiety, sadness and worry, and when these feelings may become something more serious (Outcomes 4.1.4 and 5.1.4). In junior high students learn the warning signs of major depressive disorder, anxiety disorder and attention deficit disorder. Students also learn that mental health is just one component of overall health and that there is no shame in seeking help. They also learn about the implications of delaying treatment, and the negative impact that stereotyping and stigma have on help-seeking behaviour.

More than likely, all of us will be affected by mental illness at some point in our lives. Either we will struggle with a mental illness personally, or we will know a family member or friend who does. According to the Canadian Mental Health Association, approximately 20% of all Canadians will personally experience a mental illness in their lifetime. We also know that only 1 out of every 5 children in Canada who needs mental health services actually gets it (CMHA 2014).

Stigma is a collection of negative attitudes and mistaken beliefs that are often widely held by the general public, and which frequently lead to prejudice and discrimination. Stigma causes many problems for people who struggle with mental illness, but perhaps one of the most serious is that it prevents many people from seeking help and receiving treatment. This is a major problem because mental illnesses are treatable; however, they are considerably easier and more effectively treated if there is an early diagnosis.

Negative stereotypes of people with mental illness are just as inaccurate and hurtful as negative stereotypes about women, racial groups, or people with disabilities. For many people who live with mental illness, the stigma they experience is harder to deal with than the disease. Besides creating significant barriers to receiving treatment, the negative effects of stigma may include making people feel unhappy and afraid, putting stress on families, making it difficult to make and keep friends, to build long-term relationships, to focus in school, or to find a job.

Nobody is born prejudiced. Stereotypes are learned from a variety of sources, which are then reinforced and perpetuated by mass media. These beliefs are fuelled by lack of knowledge, misinformation and fear. However, the good news is that whatever can be learned can also be unlearned and learned differently. Mental illness is a biological illness, no different than diabetes or heart disease. Education has the power to change how people view and understand mental illness and we must work toward the day when people won't think any harder about seeking treatment for a mental illness than they would for cancer.

Teachers should 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 or anxiety, 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 personally experienced some of these negative assumptions. Be clear that these are *misperceptions*, and that you will be refuting with them factual information.

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

Enduring Understandings

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

- Stigma is a collection of negative attitudes and mistaken beliefs held by the general public that lead to prejudice and discrimination against others; it is a widely held negative stereotype.
- Stigma is a significant obstacle to people seeking help for mental health issues.
- Mental illness is a biological illness, just like diabetes, heart disease or cancer.

Other Curriculum Connections

1.4 Students will be expected to recognize the signs and symptoms of major depressive disorder and attention deficit/hyperactivity disorders.

Teaching - Learning – Assessment

Note: Learning activities covered in Outcome 1.4 may be used in order for students to share their learning with others.

See appendix 9 for some fact about Mental Illness from CMHA.

Three Words Have students write down three adjectives that describe someone with a mental illness, three adjectives that describe someone with breast cancer, and three words that describe a friend. Collect words from all students on the board. Notice the type of words used for the three different people. Very likely the majority of words used to describe a person with mental illness are negative. Discuss the differences in the words used. Why do they think that is and where do those perceptions come from? You may like to refer to appendix 29 for information about myths related to mental illness.

Brainstorm *What comes to mind when you think about mental illness?* Tell students to write responses on a piece of paper and *not* to sign their name. Collect papers and redistribute. Have students share what is written on the paper they receive and collect responses on the board. Likely the majority of the responses will be negative. Discuss.

Discussion

- What is stigma?
- Why do you think people with mental illness are stigmatized? (people are uninformed, think people with mental illness are different, are afraid of what they don't understand, believe myths about people with mental illness being dangerous...)
- What other groups of people have been stigmatized in the past? (people of African heritage, unwed mothers, LGBTQ people, divorced women, people with AIDS, etc.)
- What do you think changed public perception of these groups of people? (public policy, legislation, education, research, public awareness...)
- How do you think stigma affects people with mental illness? (unhappy, afraid, unable to get a job or housing, lose friends, prevent them from seeking help...)
- How can we reduce stigma? (educate yourself, be aware of attitudes and behaviour, choose words carefully, educate others, be supportive, don't isolate people, get to know someone with a mental illness, support organizations that help...)

Action to reduce stigma. Students choose one action to complete that will help reduce stigma. They could create a poster, a children's picture book, a radio ad to be shared with the school, a video, a short presentation, a petition, a letter to the editor, or anything else that will share their message. Students should be assessed on completing and sharing their action with an audience.

Positive Language Pledge Recognizing that attitudes and values are conveyed through our language, invite students take a pledge to eliminate hurtful language from their vocabulary. See appendix 30 for an organizer.

Exit Pass What is one thing you will do to help end stigma related to mental illnesses? See appendix 14 for an example.

Resources

Internet

- *Fighting Stigma* (teenmentalhealth.org 2014) <http://teenmentalhealth.org/understanding-mental-health/fighting-stigma/>
- *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.
- *Stigma and Mental Illness* (IWK Health Centre 2012) http://www.youtube.com/watch?v=LTIZ_aizzyk This video is a joint project of the IWK Health Centre and the Mental Health Commission of Canada (MHCC).

Print

- *He Shoots! He Scores!* (Grass 2010; NSSBB #: 1000448) Available online at: <http://www.iristhedragon.com/uploads/1/2/9/7/12974496/ebook-he-shoots-he-scores.pdf> A children's picture book dealing with child and youth mental health challenges and stigma" is the sequel to the book, "Catch a Falling Star." This book addresses the topic of self-stigma and family stigma and helps the reader understand the challenges that a child faces with a mental health disorder.
- *I Can Fix It!* (Grass, 2009) Available online at: <http://www.iristhedragon.com/uploads/1/2/9/7/12974496/ebook-i-can-fix-it.pdf> This book tells the story of a child with Asperger Syndrome, the teasing and bullying she experiences from her classmates, and the resilience she displays in overcoming those obstacles.
- *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).

Outcome

3.3 Students will be expected to respond to **marketing and** advertising of and communication about the use of alcohol, tobacco, gambling, caffeine, medicines, food, and natural/alternative health products and communicate these ideas within the school community.

Elaboration

In grade 3 students distinguish between media messages that promote health and those that are industry driven (Outcome 3.3.3). In grade 4 they develop an awareness of the toy industry and how this connects to consumer behaviour (4.3.2). In grade 5 students examine the ways in which the media promote gendered messages about body image (5.3.3). In junior high students will examine the way media portrays sexual orientation, promotes the consumption of unhealthy products, as well as industry's impact on body image and healthy eating.

With the advent of the internet and social media, marketing and advertising seems to have exploded into our personal lives. In fact, it seems nearly impossible to get away from it or to avoid the powerful impact it has on our attitudes and values.

Marketing is a business, with the sole purpose to sell products and make money for corporate shareholders. Marketers make many claims about what their product can do for you, but don't often include the negative implications of using products like tobacco, alcohol, or junk foods. Is it okay for advertisers to be misleading, deceitful or unethical? Is it okay to advertise to children who do not have the skills to be critical thinkers? Is it okay for advertisers to convince people that buying their product will change their life? What do the ads neglect to show? Does the competitive nature of the business world make profit at all cost acceptable?

Children and teens are no longer a demographic that is ignored by advertisers. With the majority of children connected to the internet through social media and online games, they are targeted constantly by online advertisements. With spending power of their own, and the ability to influence their parents, kids have become a highly sought-after target group. Also, marketers work hard to develop brand recognition and product loyalty in children so they might become their consumers of the future.

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 the purpose of marketing is to convince the consumer that they need their product, that they must have it, that they will be more beautiful, more popular, and more perfect if they would only buy this product. The purpose of advertising is to manipulate the consumer and to make a profit, and as the consumer becomes better educated the advertisers will adapt. Critical thinking and media awareness are essential life skills for all people.

Enduring Understandings

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

-
- Marketing and advertising is manipulative
 - Marketing and advertising is motivated by profit
 - Children and youth are targeted by marketers and are vulnerable to marketing messages.
 - Marketing practices of many industries (tobacco, alcohol, food and beverage) play a significant role in the prevalence of chronic disease and injury because they encourage unhealthy consumption of unhealthy products.
 - Marketing perpetuates consumerism and can impact environmental sustainability

Other Curriculum Connections

Teaching - Learning – Assessment

Discuss What is the purpose of advertising? (almost solely to make money) Can you think of any exceptions to this? (public service ads intended to educate).

Understanding Media Tricks Teach students about the tricks that advertisers use to hook the consumer. See *Media Smarts* lesson “Advertising All Around Us” mentioned in the links below.

Analyze Ads. Find a couple of ads that you can share and analyze with the whole class to help them prepare to analyze ads on their own. Use Google images to find lots of examples online.

Debate Should advertising directed at kids under 13 be banned? Some countries and the province of Quebec have banned advertising that targets children claiming that it is manipulative and unethical. Read aloud the Toronto Globe and Mail article “Why are we still debating kidvertising? Ban it. Now” and discuss. See Internet Resources below for a link to this article.

Advertising Research Divide students into 7 groups and assign each group one of the following topics: alcohol, tobacco, gambling, caffeine, medicine, food, health products. Each group should gather ads related to their topic and then choose one to analyze. Students then present their research to the class/school. Some things to consider might include:

- What “tricks” are being used by the advertiser?
- What claims are made about the product? How do you know if these claims are true?
- What do you think the advertiser wants you to believe about their product?
- What do the facial expressions of the people suggest about how they feel?
- Who do you think is the intended audience? Why do you think so?
- What does the advertiser NOT tell you about their product?
- Besides the product, what other messages are being “sold?”
- What does the ad say about gender relations?
- How does the ad make you feel?
- What lifestyle is associated with the ad?

Also examine some other forms of marketing (eg. Sponsorships, give aways, product packaging, placement, etc)

Honest Ads Students create an ad that includes the information about the product that advertisers purposely leave out. Would these ads sell products? Why or why not?

Resources

Internet

- *Marketing and Consumerism* <http://mediasmarts.ca/marketing-consumerism/marketing-and-consumerism-overview> This link provides an overview of the topic and useful background reading. It also provides links to many lesson plans. Some you might like to consider include:

- Advertising All Around Us
- Kids, Alcohol and Advertising 1
- Alcohol Myths
- Freedom to Smoke
- Junk Food Jungle
- Looking at Food Advertising
- Looks Good Enough to Eat
- Thinking Like a Tobacco Company
- You've Gotta Have a Gimmick

- *Don't Buy It: Get Media Smart* <http://pbskids.org/dontbuyit/> (PBS 2004) This website includes some fun interactive activities for kids to learn about advertising tricks and marketing, including a link for teachers.
- *Media Literacy 101* <http://mediasmarts.ca/media-literacy-101> (MediaSmarts) An excellent collection of short videos and accompanying short lesson plans designed to teach elementary students the key ideas of media literacy.
- *Media Literacy Fundamentals* <http://mediasmarts.ca/digital-media-literacy-fundamentals/media-literacy-fundamentals> Important reading for teachers, this section covers a definition of media literacy, why it is important, key concepts, and tips for teaching.
- *Media Smarts* <http://mediasmarts.ca/> This excellent Canadian website provides resources for digital and media literacy. The goal is to help youth develop critical thinking skills to engage with media as active and informed digital citizens. The site includes a wealth of resources searchable by province, subject, grade, topic, and type.

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- *Why are we still debating kidvertising? Ban it. Now* <http://www.theglobeandmail.com/globe-debate/why-are-we-still-debating-kidvertising-ban-it-now/article15779530/> (Gordon 2013). The article discusses the author's position on advertising to kids, claiming that it is unethical to target kids who do not have the critical thinking skills to understand that they are being manipulated or to say no.
 - Department of Health and Wellness, Marketing Primer: <http://novascotia.ca/dhw/healthy-communities/documents/Marketing-to-Children-and-Youth-A-Public-Health-Primer.pdf>

Print

- *Don't Get Hooked: Tobacco Awareness and Prevention Activities* (Cowan and Palomares 2011) This valuable resource helps young people develop the skills and attitudes that will prevent them from getting hooked on tobacco products. Sections cover: Learning about nicotine; Media Influences; Refusal Skills.
- *Made You Look* (Shari Graydon 2013) This is a lively, thought-provoking book designed to shed light on the sometimes questionable practices of marketing and advertising. It explores the impact advertising has on teens and helps teach them how to become more informed consumers.

Video

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

- *Advertising, the Media and Your Health* (Human Relations Media 2007; LRTS #: 23915) (VHS/DVD, 20 min.) This program examines how different forms of media encourage young consumers to smoke more, drink more, eat more unhealthy foods, and take greater risks with sexual behaviour. Real teens deconstruct ads to expose the emotional hooks used to encourage teens to buy unhealthy products. Online Catalogue.
- *Cracking the Advertising Code* (Learning Zone Express 2006) (Streamed 17:40) <http://www.learn360.com/Search.aspx?SearchText=crack%20the%20advertising%20code&lid=17523857> Viewers will learn how to make good buying decisions by spotting advertising ploys including: celebrity endorsement, customer testimony, emotional appeal, unproven claim, surgency and more. 6-12.
- *Media Literacy* (Schlessinger Media 2004; LRTS #: 23648) (VHS/DVD, 23 min.) By examining media examples from advertising, news, entertainment and political arenas, students will discover many techniques and motives behind media messages, and how to develop their own interpretations and opinions. Online Catalogue.
- *Smoking Out the Truth* (Cambridge Educational 2006) (Streamed 24:09) <http://www.learn360.com/Search.aspx?SearchText=smoking%20out%20the%20truth&lid=17523857> Use this video to show teenagers how to see through Big Tobacco marketing schemes and dead-end peer pressure. 6-12.

Outcome

3.4 Students will be expected to identify personal safety strategies to use when home alone and/or babysitting.

Elaboration

Students should have participated in learning about ways to be safe during sports and recreation, but this will be the first time they have learned about strategies for being safe when home alone. In junior high they will revisit safety during recreation as well as safety in the workplace.

For many families, child care is one of their biggest expenses, and getting to a place where children are able to stay home alone for an hour or two after school may provide some much needed financial relief. However, how do families and kids decide when the time is right?

There is no one law across Canada that says how old a child must be to stay home alone or to babysit. The Canada Safety Council recommends that children under 10 years of age should not be left alone, and children under 12 should not be allowed to babysit. In any case, a child should only be left alone if they feel confident and ready for this responsibility.

Before staying home alone, families should go over back-up plans and *what if* scenarios so that children are prepared to deal with things that may come up. Being home alone is a step toward greater independence for kids and although it can be exciting, it can also be a little scary. Children should be able to follow important rules, be comfortable being alone, and know what to do in an unexpected or emergency situation. Some practice being alone for short periods of time is a good way to begin.

Youth who feel ready to babysit younger children should take a certified babysitter's course where they will learn basic first aid, how to properly care for children, things to do to entertain children, how to create a safe environment, and how to respond to emergencies.

The bottom line is that the child must feel confident and ready to accept this responsibility. He or she must also be prepared, and must know how to respond in a variety of situations.

Enduring Understandings

By the end of this outcome, students should understand:

- that being home alone or babysitting is a big responsibility
- what to do to keep themselves and children they are caring for safe

Other Curriculum Connections

Teaching - Learning – Assessment

Think Pair Share How do you know if a child is ready to stay home alone? See appendix 6 for an explanation of this strategy.

Article Review Have students read one or more of the articles from the *Kids Health* website (mentioned in the Internet Resources) and complete an article review. See appendix 3.

Home Alone Checklist See appendix 31. Pass this out and discuss.

Kids in the Know Lesson 9: Babysitter’s Safety (mentioned in the Print Resources).

Scenarios Divide students into pairs and have them write a paragraph that describes a realistic scenario for being home alone or babysitting. Collect the scenarios and redistribute. Each group reads the new scenario and writes a good safety response to the situation. Each group then shares the scenario and their response with the whole class. Discuss.

What’s Wrong? Watch the PSAs from the American Red Cross (mentioned in the You Tube links below). List all the things the babysitters do wrong.

Babysitter Course The Canadian Red Cross and St. John’s Ambulance offer a babysitter course to school groups for a fee. See the links below for more information.

Exit Pass What is the most important thing you learned? What is one question you have? See appendix 14 for an example.

Getting Home Safely: Remind students that getting to and from a babysitting job safely is something to consider. Review strategies for getting home safely if the babysitting employer has been drinking. Invite discussions on options.

Resources

Internet

- *Canadian Red Cross Babysitting Course* <http://www.redcross.ca/what-we-do/first-aid-and-cpr/first-aid-at-home/first-aid-training/babysitting> Basic first aid and caregiving skills for youth 11–15 years old. Participants learn how to provide care to younger children in a variety of age groups, and how to prevent and respond to emergencies.
- *Kids Health* (The Nemours Foundation 2014) <http://teenshealth.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.

- *Kids Health* “How to Use 911.” (The Nemours Foundation 2013)
<http://kidshealth.org/kid/watch/er/911.html#cat117>
- *Kids Health* “What to do in a Fire.” (The Nemours Foundation 2014)
http://kidshealth.org/kid/watch/er/fire_safety.html#cat117
- *Kids Health* “When It’s Just You after School.” (The Nemours Foundation 2013)
<http://kidshealth.org/kid/watch/house/homealone.html#cat115>
- *Kids Health* “When it’s Just You in an Emergency.” (The Nemours Foundation 2014)
<http://kidshealth.org/kid/watch/er/emergency.html>
- *Saint John’s Ambulance Babysitting Course* <http://www.sja.ca/English/Courses-and-Training/Pages/Course%20Descriptions/Family-Children-Youth.aspx> Teaches the skills necessary to care for infants, toddlers and pre-schoolers. It emphasizes safety, dealing with emergencies, and first aid basics.
- *Teens Health* “Babysitting Emergencies” (The Nemours Foundation 2011)
http://kidshealth.org/teen/safety/safebasics/babysit_emergencies.html#cat20823
- *Teens Health* “Babysitting: Stay Focused and Stay Safe” (The Nemours Foundation 2013)
http://kidshealth.org/teen/babysitting_center/getting_started/babysit_focus.html#cat20823

Print

- *Kids in the Know Grade 5: Personal Safety Program* (Canadian Centre for Child Protection 2011; NSSBB #: 1000794) Lesson 8: Home Alone. This lesson helps students identify personal safety strategies to use when home alone.
- *Kids in the Know: Grade 6 Personal Safety Program, Second Edition* (Canadian Centre for Child Protection, Inc. 2010; NSSBB #: 1000795) Lesson 9: Babysitters’ Safety.
- *Risk Watch: An Injury Prevention Program, Grades 5 and 6* (Fire Safety Canada 2005; NSSBB #: 18043) a comprehensive injury-prevention program that teaches and encourages children to assess the risk in situations and use their knowledge to make good injury-prevention decisions.

Video

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

- *Teen Safety: When You Are Alone* (Learning Zone Express 2008) (Streamed 20:08)
<http://www.learn360.com/Search.aspx?SearchText=teen+safety++when+you+are+alone&lid=17523857&MediaFormat=3360062&> This video offers some good advice, although the focus on preventing abductions or sexual violence may be frightening for some. The video offers tips for teens that are home alone, babysitting, walking or driving alone.

Outcome

3.5 Students will be expected to demonstrate an awareness of health issues related to the overuse of networking devices and video gaming, and assess signs of concern in oneself or others.

Elaboration

In grades 4 and 5 students learn about various forms of gambling, including video games (Outcome 4.3.1). They also learn about the risks of sharing personal information and pictures online, how to assess sources of information on the internet for reliability and safety, and ways to be safe online (5.3.1). In junior high students will analyze social networking and the use of mobile devices

Between smart phones, computers, tablets, and online gaming, kids rack up a lot of screen time every day. It is easy enough for time to slip by unnoticed, and if kids are not consciously aware of the amount of time they spend on these activities, it may become a problem before they even realize.

There are positive and negative effects of internet use, but it is important that people are able to balance their online and offline time so that internet use doesn't become problematic in their lives. Students should understand the potential consequences for their physical and mental health. They should also understand what to do if internet use is becoming a problem.

Some people argue that networking and internet use are simply the technology of today, not really any different than the advent of the telephone or the TV. Extended use of anything new and exciting is part of the adaptation process, and this should be taken into consideration when determining if the behaviour is a problem.

Nevertheless, there is some concern about the amount of time that people spend engaged in networking and online activities, and whether this will have some serious implications for people's health and real-life relationships.

So far, there hasn't been a lot of research on this emerging topic; however, many professionals consider problematic internet use as a symptom of another problem such as loneliness, depression, or anxiety. On the other hand, there is some indication that online activities may help some teens get through the challenges of adolescence.

Networking and the internet allow for unprecedented opportunities to be connected with people around the world. This allows families who may be geographically separated to remain connected, and presents tremendous opportunities for global learning and connection with people around the world. The internet has made global interconnections more visible and evident.

Also, technology use in education is still in its infancy, and we are only seeing the tip of the iceberg when it comes to the benefits and the ways in which networking and technology will enhance learning.

Like most things that people become engaged with, using networking devices is about finding a balance between online and offline activities, and learning new etiquette with regard to these new ways of communicating and interacting.

Overuse and addiction are not the same. An addiction occurs when a person's ability to function normally is disrupted, whereas overuse may not interfere with a person's day to day life. Nevertheless, overuse may lead to back, neck and shoulder pain, and problems with posture at a time when youth are still developing physically. Also, frequent use of networking devices may lead to carpal tunnel syndrome which causes pain in the hands and wrists, eye strain, and headaches. In addition, the lack of physical activity, rising obesity rates and the related health issues among our youth are a big concern, and without a doubt, kids who are spending lots of time on networking devices are not as active as they should be.

However, if time on networking devices is causing an individual to neglect things like homework, friends, personal hygiene, or sleep, then there is definitely cause for concern.

Some signs of *excessive or problematic* use might include:

- Complaints of neck, back and shoulder pain
- Eye strain or headaches
- Staying up late at night to be online
- A decline in academic performance
- Withdrawal from social activities
- Problems with time management
- Telling lies about time online
- Preoccupation with online activities

Will all this time on social media and networking devices have a negative impact on youth? The jury is still out about that. Some argue that there will be long term negative effects and others argue that our brains will adapt and become better and more efficient. For now, it is probably best to follow the advice of Ralph Waldo Emerson, "Moderation in all things, especially moderation."

Enduring Understandings

By the end of this outcome, students should understand:

- the health concerns related to the overuse of networking devices
- the importance of balancing online activities with offline activities
- when the use of networking devices is a cause for concern

Other Curriculum Connections

Teaching - Learning – Assessment

Think Pair Share How much time online is too much? See appendix 6 for an explanation of this strategy.

Graffiti Brainstorm Pros and cons of time spent online (smart phones, laptops, tablets, gaming systems...) This is a group brainstorming activity to activate prior knowledge and perhaps precede a discussion. Write a word in the centre of a large sheet of paper and circle it. Then divide the paper into four sections and provide headings related to the word in the centre. In small groups, students brainstorm responses. After some time, collect student responses on the board and discuss (see appendix 32 for a graffiti board organizer).

Poster Have students create a poster that illustrates some of the possible concerns of spending too much time online.

Technology Audit Students estimate spent using technology in an average week. See appendix 33 for an organizer.

Technology Audit Reflection

- Were you surprised by anything on your audit?
- How much time do you spend using technology for school work? For entertainment?
- Do you spend too much time using technology? Do you balance technology use with other activities?
- Do you need to make any changes? What? Why?

24 Hour Technology Free Challenge What if you woke up tomorrow and there was no more internet, no more cell phones? Can you go for 24 hours with no cell phone, no internet, no online games, no TV, no technology at all? Keep a journal of your day. How did you spend your time? How often did you think about technology? Was it harder than you thought or easier? Did you sneak in some technology?

Watch TEDxYouth video (see YouTube Internet links) After students try the *24 Hour Technology Free Challenge*, watch this video of a 7th grader who talks about his addiction to technology and his experiment to go for a whole week without technology. He asserts that there is nothing wrong with being a technology addict, and that this is the new normal. Do you agree? Is there a point at which technology use becomes a problem? Discuss.

Persuasive Essay Take a position either for or against the use of networking devices. Read a student example titled “Social Networking: Overused?” at the *Teen Ink* link under Internet Resources below.

Voluntary Digital Sabbatical: Invite students to take a digital sabbatical (time away from the internet, video games). Through conversation or written reflection invite comments on what they noticed during this time. Can student comments on things like patterns of use? Quality of interactions? Differences in relationships? Their mental health? Sleep patterns?

Resources

Print

- *Kids in the Know: Grade 6 Personal Safety Program, Second Edition* (Canadian Centre for Child Protection, Inc. 2010; NSSBB #: 1000795) Lesson 7: Internet Safety.

Internet

- *Concerns About Video Games* (Media Smarts n.d.) <http://mediasmarts.ca/video-games/concerns-about-video-games> Good background reading for teachers.
- *Excessive Internet Use* (Media Smarts n.d.) <http://mediasmarts.ca/excessive-internet-use> Good background reading for teachers.
- *Social Networking: Overused?* (Teen Ink n.d.) <http://www.teenink.com/nonfiction/all/article/210316/Social-Networking-Overused/> On opinion piece written by a teen. The website is national teen magazine devoted entirely to teenage writing, art, photos, and forums. Newton, MA



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