

**842560**

# **Health Education Curriculum**

## **Grade 7**

**New  Brunswick**

**Department of Education  
Educational Programs & Services Branch**

March 2005

Retired as of June 2022



# Please Note

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The Health Education Curriculum Grade 7 document developed by the Educational Programs & Services Branch of the Department of Education is intended for use by the teachers who will be delivering the health curriculum in their school.

The expectation of the curriculum is that students will achieve the Outcomes as detailed in the curriculum document.

The *Learning and Teaching Suggestions*, and *Appendices* that support the Outcomes, provide options from which the teacher may select. As with delivery of all provincial curricula, teachers will exercise professional judgement in the selection of learning activities and tailor them to the needs of their students. The appendices will be selected and used in a manner the teacher deems appropriate for his/her class and community.

This document is not a text book for use by students. It is a document that teachers are expected to use to guide the delivery of the Middle School Health Education Curriculum.

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## ACKNOWLEDGMENTS

The Department of Education acknowledges, with appreciation, the many dedicated educators who gave their time and energy to develop this curriculum. Without their input, this document would not be as rich and locally meaningful.

Elizabeth Nowlan	School District 02
Anne-Marie Duguay	School District 06
Norma Shaw	School District 14
Jean MacIntyre	School District 17
Donna Dawkins	School District 18
Silvy Moleman	Workplace Health, Safety and Compensation Commission
Mark Holland	Department of Education
Dianne Kay	Department of Education
Margie Layden-Oreto	Department of Education
Keith McAlpine	Department of Education
Maureen MacIntosh	Public Health Nurse, Healthy Learners Program
Nancy McKeil-Perkins	Public Health Nurse, Healthy Learners Program
Marlien McKay	Department of Health and Wellness
Dr. Mary McKenna	University of New Brunswick

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## VISION FOR HEALTH EDUCATION

*"Students will leave public education both understanding and practising wellness, by making wise lifestyle choices which contribute to the development of not only a healthy, caring individual but also to the community."*

(From "Desired Outcomes for Health Education in NB Schools," developed by the Health Foundation Group, 1997)

### RATIONALE

As family structures continue to change, health and social delivery systems need to adopt new roles. "While schools alone cannot be expected to address the health and related social problems of youth, they can provide, through their climate and curriculum, a focal point for efforts to reduce health-risk behaviours and improve the health status of youth." ("Health Is Academic," 1996, p. 9)

This curriculum contributes to fostering improved health, recognizing that there are many factors that promote health at every stage of a child's development. Every child should be encouraged to maximize his/her health.

Healthy children are more productive and capable students. Positive health habits adopted early in life decrease the risk of disease among adults. While there are many children with positive health profiles in New Brunswick, there are also significant health concerns.

### INTRODUCTION

#### Purpose of the Document

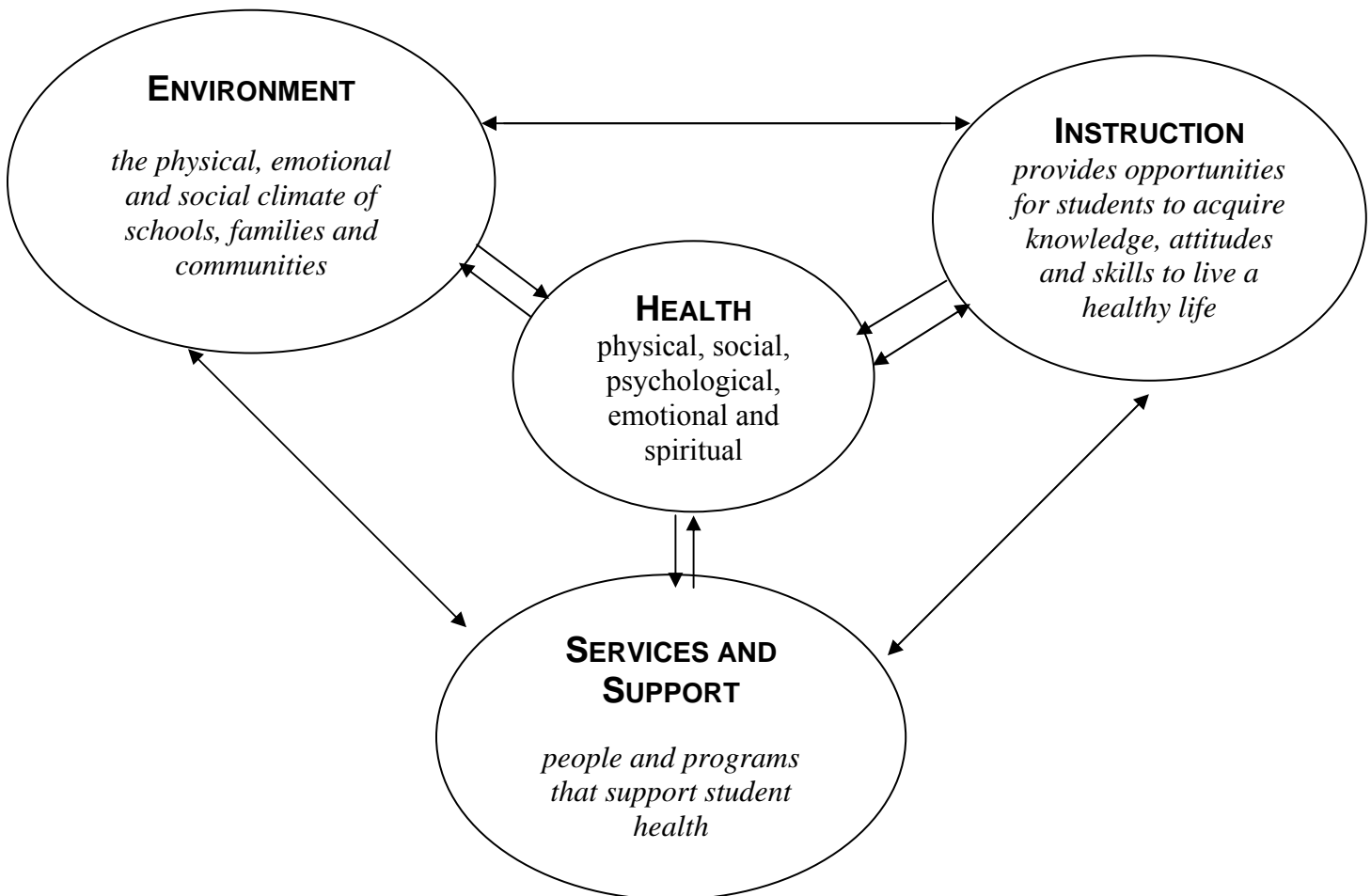
During the 1996-97 school year, the Department of Education convened a group representing many different sectors. This group designed a foundation for Health Education in English schools; this health curriculum document has been based on this foundation. The New Brunswick Department of Education collaborated with the University of New Brunswick to conduct parallel surveys of teachers, parents, middle school students and high school students concerning their ideas about sexual health education. The survey results are available at [www.gnb.ca/0000/pub\\_alpha-e.asp](http://www.gnb.ca/0000/pub_alpha-e.asp) under the titles *New Brunswick Parents' Ideas About Sexual Health Education*, *New Brunswick Students' Ideas About Sexual Health Education* and *New Brunswick Teachers' Ideas About Sexual Health Education*.

This document gives detailed information about the curriculum for Health Education in New Brunswick schools: outcomes for knowledge, skills and attitudes; suggestions for learning and assessment activities, and resources. It is expected that students will have the opportunity to reach learning outcomes for health at each level between grades six and eight.

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## Comprehensive School Health (CSH)

This document is intended to support the implementation of the Comprehensive School Health model in the public schools of New Brunswick. CSH is an integrated approach to health that incorporates instruction, services and supports, and the school environment. This model extends curriculum further than has traditionally been the case. Students are expected to fully meet their individual potential, contribute to community and pursue wellness. They will acquire knowledge, skill development, and the development of attitudes and behaviours that are supported by activities and services within the schools and their communities. This curriculum is developed in recognition that health is a shared responsibility among individuals, families, schools and communities.



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## **Curriculum Focus**

There are many factors that promote health at every stage of a child's development. The following four strands in this curriculum were chosen to represent and to organize diverse factors.

- Caring for Yourself, Your Family and Your Community
- Personal Wellness
- Use, Misuse and Abuse of Materials (emphasizing Media Literacy)
- Physical Growth and Development

Throughout the curriculum students are encouraged to be positive and proactive in maintaining a physical, emotional, and psychological well-being. These strands allow students to consider their development both at a personal level and within the context of their communities.

As with the Comprehensive and Developmental Guidance Program, it is important to provide each student with the skills to analyse a set of circumstances and plan a course of action to achieve a goal. It is impossible to study every potential circumstance in which students may find themselves, but it is essential to provide students with the tools to make healthy choices. It is desirable for a student to appreciate conditions, plan action, determine possible consequences and make a decision with respect to a given health issue.

Research indicates that individuals build improved conceptual understanding by blending new knowledge with prior knowledge and experience. Understanding and decision-making skills are improved when study takes place in a meaningful context.

This curriculum is intended to be taught in an inclusive co-educational setting; however, in certain situations flexible grouping options may be considered.

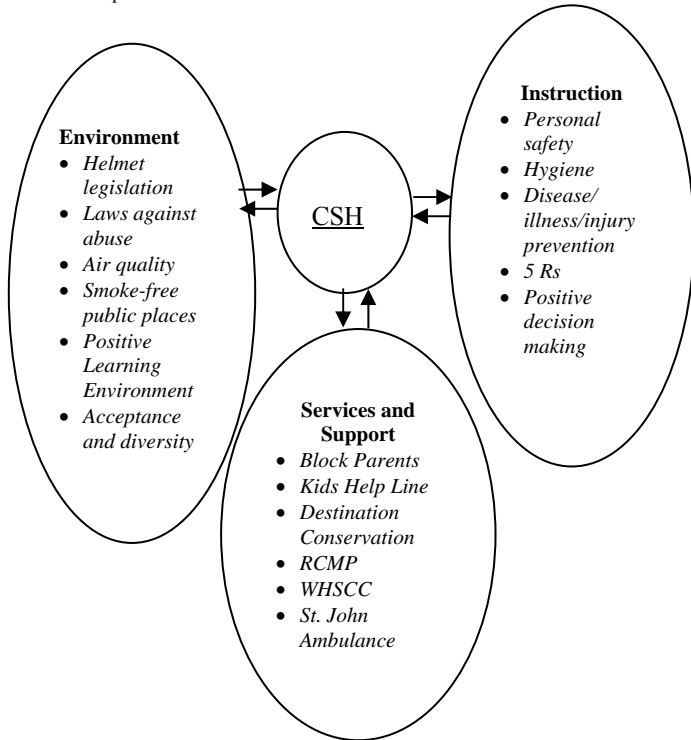
### **Abstinence Statement**

The Growth and Development strand of the New Brunswick Health Education Curriculum emphasizes that abstinence from all sexual activity that involves risk is the best and only truly safe health choice for adolescents. Students who do decide to become sexually active now or in the future need information about the effective use of protection against pregnancy and sexually transmitted infections. Classes do not encourage students to become sexually active nor do they include teaching about sexual techniques.

The following diagram illustrates the integration of **Comprehensive School Health (CSH)** and the four strands of the Health Curriculum. The areas listed under “Environment” and “Services and Support” are intended as examples to illustrate potential connections using this model.

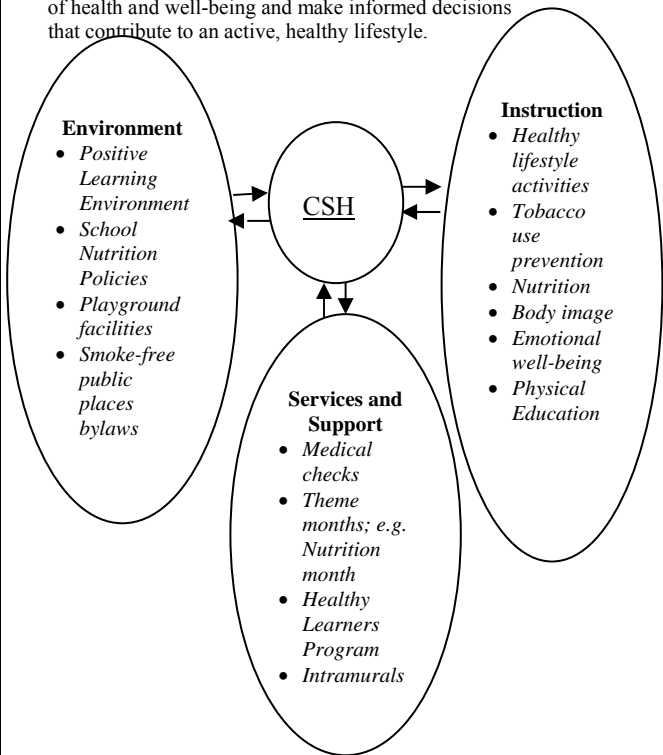
**Caring for Yourself, Your Family and Your Community**

Students will demonstrate an understanding of and practise skills to enhance personal safety, prevention of illness, the safety of others and protection of the environment.



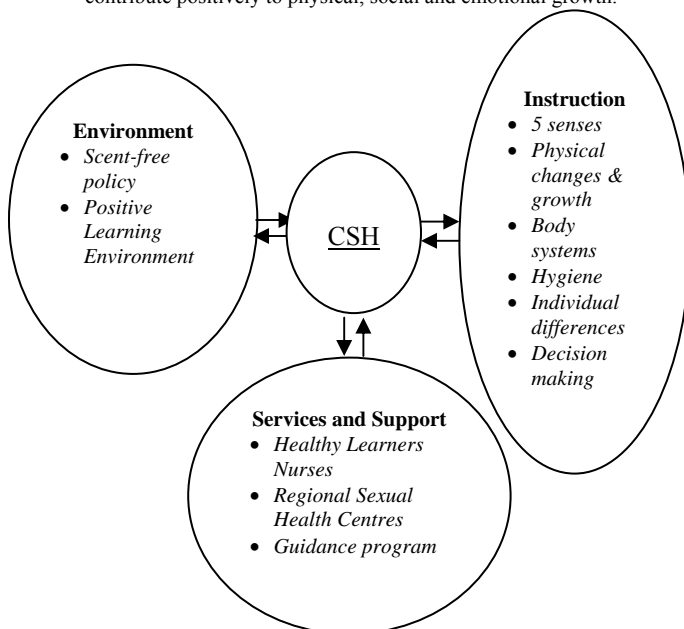
**Personal Wellness**

Students will demonstrate an understanding of all dimensions of health and well-being and make informed decisions that contribute to an active, healthy lifestyle.



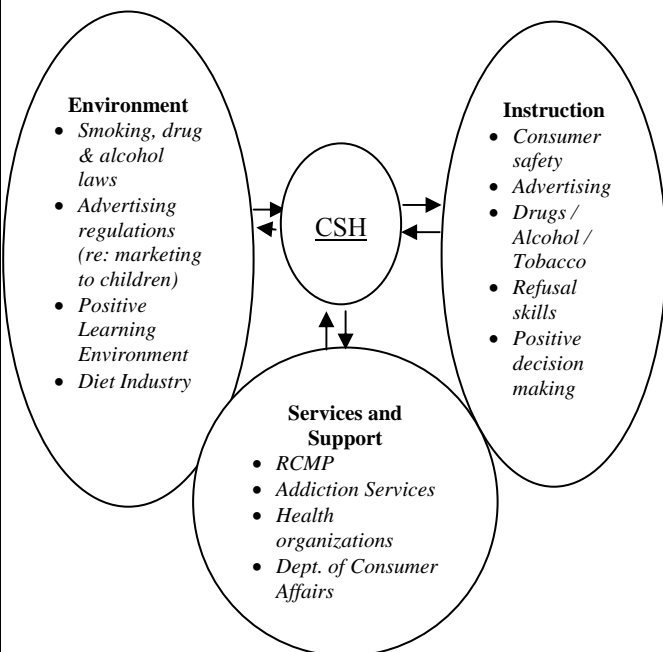
**Growth and Development**

Students will demonstrate an understanding of body systems, growth and development, and apply this knowledge in ways that contribute positively to physical, social and emotional growth.



**Use, Misuse and Abuse of Materials (emphasizing Media Literacy)**

Students will understand the effects of substance use and misuse (media literacy) and make healthy, well-informed decisions.



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## OUTCOMES

### Essential Graduation Learnings (EGLs)

Atlantic Canada has defined six essential learnings by which graduates of public education will be able to demonstrate knowledge, skills and attitudes.

The essential learning related to personal development requires that students be able to continue learning and pursue an active, healthy lifestyle. It can be argued that young adults who have a poor understanding of wellness and whose physical and psychological health is compromised are less able to enjoy success with other essential learnings. It is intended that students demonstrate abilities related to aesthetic expression, citizenship, communication, problem solving and technological competence. People differ in talents, abilities and interests; however, recent brain research indicates that any child will realize improved thinking and motor skills when he/she is provided with good nutrition, experiences daily physical activity and is given the opportunity to practise new tasks and skills.

#### *Aesthetic Expression*

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

#### *Citizenship*

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

#### *Communication*

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

#### *Personal Development*

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

#### *Problem Solving*

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

#### *Technological Competence*

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

## Health Curriculum at a Glance: Summary of Learning Outcomes for 6-8

Grade	Caring for Yourself, Your Family and Your Community	Personal Wellness	Use, Misuse and Abuse of Materials (emphasizing Media Literacy)	Growth and Development
6	<p>Students will be able to</p> <p>A1) identify injuries that are prevalent in the community</p> <p>A2) identify and describe various environmental factors that affect our health</p>	<p>Students will be able to</p> <p>B1) describe the domains of wellness and identify strategies for promoting their own wellness</p> <p>B2) identify strategies for promoting nutrition and physical activity</p> <p>B3) identify how environments influence health choices</p> <p>B4) identify how advertisements are used to promote health</p>	<p>Students will be able to</p> <p>C1) demonstrate knowledge of and respect for people with sensitivities or allergies</p> <p>C2) explain the use and misuse of substances which may assist weight loss or body building</p> <p>C3) define what is meant by addictive behaviours and discuss why some individuals are more prone to addictions</p>	<p>Students will be able to</p> <p>D1) understand the changes that occur in the body during puberty</p> <p>D2) understand the structures and functions of male and female reproductive systems</p> <p>D3) understand that sexuality is an expression of one's "femaleness" or "maleness"</p>
7	<p>A1) define the role of community members (including self) in promoting safety and injury prevention</p> <p>A2) describe selected examples of infectious and non-infectious disease, identifying their detection and prevention</p>	<p>B1) identify strategies for promoting their own wellness</p> <p>B2) identify needs pertaining to student wellness in school</p> <p>B3) describe the process required to implement and evaluate a change that improves student wellness in school</p>	<p>C1) identify and describe the negative effects of alcohol and drugs</p> <p>C2) identify, describe and practise refusal skills in order to take personal responsibility</p> <p>C3) identify and analyse influences, especially from peers and media/promotions, that impact on choices regarding healthy or unhealthy behaviours (eg. smoking, drinking, dieting)</p>	<p>D1) understand that sexuality integrates many aspects of each of our lives</p> <p>D2) review the structure and the function of the male and female reproductive systems</p> <p>D3) describe fertilization, pregnancy and childbirth</p> <p>D4) recognize and evaluate different kinds of relationships</p>
8	<p>A1) identify the relationship between high-risk behaviours and resulting consequences</p> <p>A2) identify and describe how to promote safety and prevent injury or illness</p>	<p>B1) identify strategies for promoting their own wellness</p> <p>B2) identify factors that enhance health or that cause illness</p> <p>B3) identify stressors in students' lives and strategies for coping with stress</p>	<p>C1) understand what an addiction is and how it can make a person keep doing something unhealthy or destructive</p> <p>C2) practice positive decision-making as it relates to self and others</p> <p>C3) identify and value themselves as positive role models</p> <p>C4) recognize that most adolescents do not engage in unhealthy behaviours or activities</p>	<p>D1) understand the role of the media in establishing feelings and attitudes about ourselves and relationships with others, including dating and becoming sexually active</p> <p>D2) understand the choices and realize both the long- and short-term consequences and responsibilities that exist with becoming sexually active</p> <p>D3) discuss sexual orientation issues</p>

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## General Curriculum Outcomes for Health Education

Three General Curriculum Outcomes connect the framework to specific learning outcomes at each grade level. Experiences at any stage of the learning continuum will contribute to achieving the general curriculum outcomes, which comprise knowledge, skills and attitudes about health and wellness.

### ***Knowledge***

As children develop, it becomes important that they understand what changes they will experience personally and those they will see in others. An awareness of potentially harmful factors, and ways to minimize risk, is knowledge that promotes wellness.

### ***Skills***

Knowledge alone is insufficient to develop good health. Decision making is a skill emphasized throughout this curriculum. In order to minimize risk (from harm) it is important that students identify information, assess that which is relevant, then act on the basis of an informed decision. Wisdom is based on experience, which suggests students need simulations through which to practise decision-making skills and the assessment and evaluation of the consequences. As Dewey stated, "Children learn by doing."

### ***Attitudes***

Each person develops attitudes and beliefs that are shaped by personal experience and family/cultural background. In a democratic society, people enjoy freedom of beliefs but share a responsibility to ensure that pursuing one's beliefs and actions does not harm other members of society. Learning outcomes in health encourage students to appreciate a range of beliefs and attitudes and the impact they may have for an individual and for society. This curriculum is designed to assist students in developing attitudes which benefit both themselves and their community.




Elaborations are intended to provide examples to clarify the outcomes. They are not all-encompassing.

The chart below represents the two-page format found in this document. This format is consistent throughout all four strands; however, the Growth and Development strand has extensive support material provided as appendices. This additional material is provided to facilitate ease and consistency of delivery.

<b><u>Left Page</u></b>		<b><u>Right Page</u></b>	
Specific Curriculum Outcome Statement	Suggestions for Learning and Teaching	Suggestions for Assessment	Resources

**Legend**

In order to assist teachers with class preparation, the following symbols on the left, when used in the curriculum document, alert the teacher to the information on the right.

	Sensitive Topic
	Resources included in the Teacher's Kit
The information is printed in <i>Italics</i>	Teacher Note
	Link To Another Curriculum



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## SAMPLE

### Information Letter for Families Printed on School Letterhead

Dear Families:

We are pleased to inform you that we will be teaching the prescribed *Health Education Curriculum, Grade 7*. The curriculum consists of four strands shown on the attached page entitled Health Curriculum at a Glance: Summary of Learning Outcomes for Grades 6-8. For more information on the curriculum documents, please go to the following links: [Grade 6 Health](#); [Grade 7 Health](#) or [Grade 8 Health](#).

Keeping children safe and healthy is of great importance to both parents and educators. Healthy students are better learners and are more likely to grow up to be healthy, happy adults. The intent of the curriculum is to assist and support parents in teaching their children knowledge and skills to promote health. All of the information is developmentally appropriate for children and builds on what they have learned in previous grades. The curriculum supports the development of skills to make healthy choices.

Families play an integral role in their child's education, and this is particularly important when the learning involves sexuality and sexual health. Schools address these topics to ensure that all learners have access to factual, accurate information about health and well-being and learn the skills to make safe and responsible decisions. This curriculum will not replace the role of parents/guardians in educating their children on sexuality and sexual health.

I encourage you to talk with your children about what they are learning in class and to contact me (insert contact info here) if you require further information. Your interest and support are greatly appreciated.

Appreciatively,

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# Grade 7 Outcomes



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## SETTING THE SCENE - GRADE 7

This introductory lesson is intended to set the stage for Health Education in Grade 7.

*The correct terminology for all parts of the body should be used. If students use alternative terms, teachers are advised to clarify the discussion by relating the correct terminology.*

The following are questions to guide teacher and student reflection when using the curriculum. The discussion should focus on adolescent health.

What is health?

What are the components of health?

What does it mean to be healthy?

What are the short-and long-term benefits of being healthy?

What influences our health?

What does it mean to promote health?

Who in our society is responsible for health and for health promotion?

What actions can individuals and groups take to promote health?



What careers are available in the health cluster?

### Day One – How To Get Started






Outcome	Learning and Teaching Suggestions
Students will be able to identify how belonging to a group can influence one's health in a positive and/or negative way.	<p>The teacher leads a discussion and, using an example such as a “youth group,” the class discusses the potential influence the group has regarding the members’ health.</p> <p>Using the Trading Card Technique, the class generates ideas on how belonging to a group can influence one’s health in a positive (relationships, experience safe environments) and/or negative (gang allegiance, peer pressure and risky behaviours) way. The teacher provides each student with two index cards. On one card each student will identify a group and its positive influence on health. On the second card each is to identify a group and its negative influence on health. Students are not to put their names on the cards; anonymity works well when you think an individual may have reasons not to disclose information to the entire group.</p> <p>The teacher collects the cards, shuffles them and redistributes the cards to the class. Working in small groups, students discuss the information on the index cards and identify what makes a group healthy versus unhealthy. One person reports to the entire class or places information on class flip chart.</p>

***Reminder: A sample letter to parents is included in the introduction***


**Grade 7 – A. Caring for Yourself, Your Family and Your Community**

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 7, students will be expected to</i></p> <p><b>A1) define the role of community members (including self) in promoting safety and injury prevention</b></p> <p><i>Elaboration</i> Identify risky behaviours and consequences; encourage personal responsibility; develop community support; consider accessibility of facilities (for those with exceptionalities); consider volunteering in the community.</p>	<p>Consider a class discussion of risky behaviours and their consequences. Have students share an example of risky behaviour and their perception of the risk factor. It is important to emphasize the broad consequences of personal choices (on self and others). Encourage students to help peers recognize that some behaviours are high risk.</p> <p>Brainstorm with students to generate a list of potential community members who are involved in the promotion of safety. Include such issues as how safe are buildings for persons with exceptionalities. Students could investigate such buildings for the effectiveness and safety of accessibility modifications (ramps, fire exits, sidewalks, doors, washroom facilities). Once a list has been generated, schedule personal or telephone interviews with these resource people. Have students create career and workplace profiles of these individuals. Alternatively, students can create a mural with pictures or phone directory.</p> <p>Selfless Acts (Health Issues 8, pp.134-138, Teacher’s Resource Guide)</p>  <div style="border: 1px solid black; padding: 2px; display: inline-block;">Personal Development and Career Planning Curriculum</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Technology Curriculum (MSTE)</div>
<p><b>A2) describe selected examples of infectious and non-infectious diseases, identifying their detection and prevention</b></p> <p><i>Elaboration</i> Discuss non-infectious diseases, such as asthma, allergies, diabetes, heart disease, cancer, and infectious diseases such as food-borne illness, measles, chicken pox, SARS, the common cold, West Nile Virus, e-coli.</p>	<p>Conduct a class discussion of risky behaviours and their consequences. Generate and identify potential safety issues within the school setting (buses, grounds, the building). Share this list with the School Joint Health and Safety Committee.</p> <p>Focus on the diseases outlined by the <i>elaboration</i> (A2), develop a definition, identify its symptoms, and research the long term effects on the body.</p> <p>Two activities related to food safety illustrate common examples of disease prevention:</p> <p style="padding-left: 40px;"><i>Fight Bac! For Food Safety</i> resource – Activity #5 (Proper Pattie)  <i>Fight Bac! For Food Safety</i> Resource – Activity #6 (Yeast Balloon Blowup)</p>  <div style="border: 1px solid black; padding: 2px; display: inline-block;">Science Curriculum</div> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Technology Curriculum</div> <p>Students create a project on ways to prevent disease and maintain optimal health. For example, a collage could incorporate pictures of healthy lifestyle choices, including healthy food choices, pictures related to the physical environment, and behaviours such as sun safety.</p> <p>The school might also sponsor a “Health Fair” in which health professionals and people from health awareness groups present information about various diseases and their prevention to students and the community. Students could develop a questionnaire for use at each booth.</p>

**Grade 7 – A. Caring for Yourself, Your Family and Your Community**



Assessment Suggestion	Resources
<p>Role-Play ♥ For a given risky behaviour, have students role-play the conversation about the risk and ways to improve choices of behaviour.</p> <p>Presentation Individually, or in groups, present the results of interviews and career-workplace profiles. Students should place copies in their “Linking to the Future: Career and Educational Portfolio Planning.”</p> <p>Written Write a letter of congratulations/suggestions to community leader(s) about the safety of accessibility modifications of buildings for people with exceptionalities. Write a letter identifying school safety issues to principal/school safety committee. Health Issues 8, Teacher’s Resource Guide</p>  <div style="border: 1px solid black; padding: 2px; display: inline-block;">Language Arts</div>	<p>Consult your local telephone directory for community resources/organizations such as St. John Ambulance, Red Cross.</p> <p>School or district Positive Learning Environment representative</p> <p>Choices For Life, Health and Safety Activities - (Section B,D,E,F); Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) </p> <p>1-800-442-9776</p> <p>Videos: <i>How Safe is Enough?</i> 700478, 20 min, 1983 <i>Kidszone 2 Super Safety</i> 704124VH, 20 min, 1983</p> <p>Health Issues 8, Student Book </p> <p>Health Issues 8, Teacher’s Resource Guide </p>
<p>Written ♥ Write a story about twins, one healthy and the other unhealthy. Describe the lifestyle that each leads and the consequences of this lifestyle over time.</p> <p>Build a personal file that describes vaccinations and other medical procedures designed to increase your protection from infection.</p> <p>Project Evaluate collage.</p>	<p>Videos: <i>The Respiratory System</i> 705465VH, 24 min, 1997</p> <p>Fight Bac! For Food Safety Available by contacting Public Health Central Office (506-444-3161) <a href="http://www.canfightbac.org">www.canfightbac.org</a> One English and one French resource will be provided <b>per school</b> upon request. </p> <p>Family physicians</p> <p>Public health nurses</p> <p>Local community organizations e.g. NB Lung Association, Heart and Stroke Foundation</p>

**Grade 7 – B. Personal Wellness**

<b>Outcomes</b>	<b>Learning and Teaching Suggestions</b>
<p><i>By the end of grade 7, students will be expected to</i></p> <p><b>B1) identify strategies for promoting their own wellness</b></p>	<p>Students complete the Wellness Wheel, <b>Appendix 7.1</b>, and compare it with their results from the previous year which are found in students’ Linking to the Future: Career and Educational Portfolio Planning binder.</p> <p><i>Presenting information on eating disorders has been shown to increase the incidence of the development of eating disorders in youth. If there is a concern that a student may be suffering from or at risk of developing an eating disorder, contact the school guidance counsellor for appropriate intervention.</i></p> <p>♥ Students discuss an example of health imbalance, using healthy and unhealthy bodies as examples. <u>Privately</u> students journal as many words as possible to describe their body (e.g. height, weight, hair colour, skin, teeth, hands, feet). Students draw a circle around the words that are positive. If needed, have students generate positive adjectives. Discuss the questions Do you think society pressures young people to have an ideal body? What is the “ideal “ body that is promoted for boys/girls? What are the possible consequences of such expectations? Are they realistic? Why or why not? Discuss strategies for resisting pressure. Identify and practise self-esteem boosters (e.g. (1) spend time with people who appreciate me as I am and do things that make me feel worthwhile (2) listen carefully to others without judging, and (3) be realistic about what I can do; trying to be perfect and comparing myself with other people can damage my self-esteem). Ask students to write self-esteem boosters to help themselves and their peers avoid the ideal image trap.</p> <p>Students interview a person who shows evidence of caring for his/her health and well-being (e.g. a parent, sibling, coach, relative, friend). Interview questions focus on healthy lifestyle, positive body image and the other domains of wellness. Students can audio/video tape interviews for presentation.</p>
<p><b>B2) identify needs pertaining to student wellness in school</b></p>	<p>Conduct a needs assessment on a specific aspect of the school environment as it pertains to wellness, for example: a body positive environment, healthy food choices, quantity of homework, physical activity time, smoking, playground equipment, bullying. Review the steps involved in a needs assessment: (1) Determine its purpose and scope. (2) Gather and analyse data (existing data and/or data collected for the assessment). (3) Prioritize issues and develop a plan for a class project (consider sub-dividing tasks) that describe the main problem or issue to be addressed, including a time line, identifying helpers and resources, and including a system for monitoring progress and evaluation. (4) Present the results of the assessment to relevant stakeholders if possible.</p> <div style="text-align: center;">  <span style="border: 1px solid black; padding: 2px;"><b>Mathematics Curriculum</b></span> </div>
<p><b>B3) describe the process required to implement and evaluate a change that improves student wellness in school</b></p>	<p>Students implement, monitor, and evaluate their action plan as a group project. The teacher explains community advocacy and discusses how <u>collective action</u> to improve the school environment to make the “healthy choice the easy choice” makes it easier for <u>individuals</u> to make healthier choices. <i>Community advocacy is a process by which the people of the community become involved in the institutions and decisions that will have an impact on their lives. It has the potential for creating more support, keeping people informed, influencing decisions, activating non-participants, improving service, and making people, plans and programs more responsive.</i> Discuss the process of collaboration and the type of skills needed to work effectively in groups.</p> <p>Examples: a body-positive environment, healthy food choices, amount of homework, physical activity time, smoking and playground equipment.</p> <p>“Lunch-time Cruisers” – have a group of students or a staff member who is a role model provide non-food reward to students who choose healthy food items at lunch or for snack.</p>





**Grade 7 – B. Personal Wellness**

Assessment Suggestions	Resources
<p>Students place the completed wheel in their Linking to the Future: Career and Educational Portfolio Planning.</p> <p>Evaluate presentation or report of interview.</p> <p>Assess completion of journal entry.</p>	<p>Wellness Wheel, <b>Appendix 7.1</b></p> <p>Definitions of Personal Wellness Domains, <b>Appendix 7.1</b></p> <p>Health Issues 8, pp.13-21 </p> <p>Health Issues 8 Teacher’s Resource Guide, pp. 34-40 </p>
<p>Presentation of needs assessment data.</p>	<p>Healthy Food Choices Handout <b>Appendix 7.2</b></p> <p>Canadian Cancer Society’s Fibre Scoreboard</p> <p>Dietitians of Canada Website</p> <p><a href="http://www.dietitians.ca/english/frames.html">www.dietitians.ca/english/frames.html</a> { Virtual Kitchen Nutrition Challenge Let’s Make A Meal</p>
<p>Evaluate presentation of the action plan.</p>	<p>Focus on Bullying <a href="http://www.safeschools.gov.bc.ca">http://www.safeschools.gov.bc.ca</a></p>


**Grade 7 – C. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)**

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 7, students will be expected to</i></p> <p><b>C1) identify and describe the negative effects of alcohol and drugs</b></p> <p><i>Elaboration</i> includes prescription (e.g. ritalin, steroids) and over the counter drugs (gravol, caffeine) as well as nicotine, illegal drugs and misuse of such substances as antifreeze, solvents, or colognes</p>	<p>This experiment should be conducted outside the school. Experiment – effect of cigarette smoke on respiratory system. Materials – cigarette, transparent plastic syringe, cotton balls, matches, lighter. Procedure – Fill syringe with cotton balls. Insert end of syringe into filter. Light cigarette and pull back on plunger to draw smoke into the barrel of syringe. Discuss what happens to cotton balls (black particles are deposited.) Discuss effect of smoking several cigarettes multiplied by many years.</p> <p><i>Could be prepared in advanced and displayed at school.</i></p> <p>Calculate the cost of smoking and relate to the cost of other things they may want to do/have or may need. Alternatively, have students calculate the amount of time the average smoker spends actually smoking. Consider the impact of public-place smoking regulations that require people to go outside to smoke.</p> <p>Ask students to interview someone about why he/she chooses not to smoke.</p> <p>“The Real Scoop on Tobacco Activity”. (<b>Appendix 7.3</b>)</p> <p>Brainstorm various types of drugs and medications and list them on the board. Select the substances to be studied in depth. Charts are created with various headings (type, description, reasons for its use and the effects of the substance.) Students may use various resources and work together to complete the chart. Variation - Each group selects or is assigned a substance to study in depth. The information is presented by the groups to the class in the form of a news report.</p> <p>Review local and regional newspapers and youth magazines for articles related to drugs and alcohol. Identify the drug involved and the issues presented in the article, describing the impact of its use, be it positive or negative. <i>The topic of drugs and alcohol presents an opportunity for community guest speakers to discuss issues related to drug use with the class. Consider the legal implications of underage alcohol consumption and misuse of other drugs.</i> (No Means No <b>Appendix 7.4</b>)</p> <p>The Sobering Pressure on a 19 year old (Health Issues 8, pp.40-44, Teacher’s Resource Guide)</p>

**Grade 7 – C. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)**

Assessment Suggestions	Resources
<p>Charts may be evaluated.</p> <p>Newspaper/magazine</p> <p>Review activity.</p> <p>Health Issues 8, Teacher’s Resource Guide</p>	<p>Local police or RCMP - programs</p> <p>Videos:  <i>Alcohol</i> 704572 VH, 16 min, 1993  <i>Drugs</i> 704578 VH, 16 min, 1993  <i>Tobacco</i> 704591 VH, 16 min, 1993</p> <p>Skills For Adolescence            (Lions-Quest Program)</p> <p><i>Your Life: Your Choice – An Educational Resource for Teaching Young Teens About Alcohol</i>  <a href="http://www.schoolnet.ca/alcohol/e/mainmenu/">www.schoolnet.ca/alcohol/e/mainmenu/</a></p> <p>Guest speakers from groups such as TATU (Teens Against Tobacco Use), TADD (Teens Against Drunk Driving), and MADD (Mothers Against Drunk Driving).</p> <p>Health Issues 8, Student Guide </p> <p>Health Issues 8, Teacher’s Resource Guide </p>


**Grade 7 – C. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)**

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 7, students will be expected to</i></p> <p><b>C2) identify, describe, and practise refusal skills in order to take personal responsibility</b></p>	<p>Review steps for refusal skills. Encourage students to appreciate that each and every person has a right to refuse and a right to choose. Students design posters to display the steps in making a decision, the rights of choice, respecting personal choice, and the positive and negative consequences resulting from choices.</p> <p> <a href="#">Personal Development and Career Planning Curriculum</a></p> <p>In small groups, students create (or are provided with) various scenarios that relate to personal decision making (Scenarios, <b>Appendix 7.5</b>). The teacher may wish to provide each group with a similar list of scenarios. The scenarios can be related to drug and alcohol use in the context of relationships, safety, and other health-related issues. As a group, students review all the different choices that can be made and the consequences that follow each decision. A class discussion follows for review and reflection.</p>


**Grade 7 – C. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)**

Assessment Suggestions	Resources
<p>Groupwork</p> <p>Scenarios: Evaluate choices and consequences.</p> <p>Assess student participation in discussion.</p> <p>Students write their own scenarios.</p>	<p>Local police or RCMP - programs</p> <p>It's Up To Me - A Kit on Dating Violence (Coalition Against Abusive Relationships, a binder of activities, including refusal skills)</p> <p>Skills For Adolescence (Lions-Quest program)</p> <p><i>Your Life: Your Choice – An Educational Resource for Teaching Young Teens About Alcohol</i>  <a href="http://www.schoolnet.ca/alcohol/e/mainmenu/">www.schoolnet.ca/alcohol/e/mainmenu/</a></p> <p>Guest speakers from groups such as TATU (Teens Against Tobacco Use), TADD (Teens Against Drunk Driving), and MADD (Mothers Against Drunk Driving)</p>

**Grade 7 – C. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)**

Outcomes	Learning and Teaching Suggestions
<p><b>C3) identify and analyse influences, especially from peers and media promotions, that effect on choices regarding healthy or unhealthy behaviours (e.g. smoking, drinking, dieting)</b></p>	<p>“Take a Tobacco Tour Through Town”– (<b>Appendix 7.6</b>)            Have students do an audit of tobacco promotions at various retailers. Encourage them to visit a variety of retailers. Provide students with pre-printed sheets for collecting data. Sometimes it is useful to provide questions which can be checked yes or no. Allow space for comments and observations.            “Thinking Like a Tobacco Company” activity (<b>Appendix 7.7</b>)</p> <p> <b>Mathematics Curriculum</b></p> <p>Students analyse ads or vignettes (tobacco, alcohol, diet pills, etc) by comparing their stated and unstated messages with the “true story” of health effects. What do you see in this ad or vignette? What don’t you see? What associations are being made (i.e. hidden messages)? Students could also think back to a recent video or movie they watched in which a teen celebrity was smoking or drinking.  <i>Hidden messages can be classified as the 6 “S”s:</i>  <b>SLIM</b> – <i>You’ll be slim and fashionable. Ads use thin models.</i>  <b>SEXY</b> – <i>You’ll be more romantically or sexually attractive. Ads show couples enjoying each other’s company.</i>  <b>SPORTY</b> – <i>You’ll be a better athlete and have more fun. Ads show people doing active things often outdoors.</i>  <b>SOCIAL</b> – <i>You’ll be more popular. Ads show groups of people having fun.</i>  <b>STRONG</b> – <i>You’ll be stronger and muscular. Ads show big rugged men.</i>  <b>SOPHISTICATED</b> – <i>You’ll be grown up and sophisticated. Ads show such things as jazz music.</i></p> <p>Have students design an “honest” ad or vignette for cigarettes or alcohol.</p> <p><b>NOTE TO TEACHER:</b>  <i>Advertising can come in many shapes and forms. Advertising messages are used to promote the use of goods/services, improve public image or advance a point of view. In NB it is interesting to note that tobacco advertising expenditures increased between 1995 and 1998 from \$81,100 to \$350,000.</i></p> <p><i>Some ways companies promote their products:</i></p> <ul style="list-style-type: none"> <li>• <i>sponsoring major events (use of colours/logos/names of their product or brand</i></li> <li>• <i>newspaper/magazine advertisements (although Canada has banned almost all cigarette advertising, students are still exposed to ads in US magazines)</i></li> <li>• <i>Billboards</i></li> <li>• <i>Promotion of the behaviour through portrayal in movies/videos/TV (product placement is often paid for by the company)</i></li> <li>• <i>Lifestyle advertising (association between the product and certain lifestyle)</i></li> <li>• <i>Creating an image associated with their product</i></li> <li>• <i>Retail point-of sale promotions (Canadian companies paid retailers \$60 million in display allowances in 1996. Source: Physicians for a Smoke-Free Canada)</i></li> </ul>

**Grade 7 – C. Use, Misuse and Abuse of Materials (emphasizing Media Literacy)**

Assessment Suggestions	Resources
<p>Advertisement/vignette analysis</p> <p>Application of decision-making model</p> <p>Tobacco Tour Audits</p>	<p>Choices for Life, Health and Safety Activities; Workplace Health, Safety and Compensation Commission (WHSCC) (available to all schools free of charge) 1-800-442-9776 (Binder of activities) </p> <p>Videos: <i>Alcohol: Its Not For Me</i> 706022, 8min., 1998</p> <p><i>Why? The Psychological Triggers of Tobacco</i> 800182, 25 min., 1998</p> <p><i>Lorne's Big Decision</i> 706032, 16 min., 1997</p> <p><a href="http://www.media-awareness.ca">www.media-awareness.ca</a></p>

**Grade 7 – D. Growth and Development**

<b>Outcomes</b>	<b>Learning and Teaching Suggestions</b>
<p><i>By the end of grade 7, students will be expected to</i></p> <p><b>D1) understand that sexuality integrates many aspects of each of our lives</b></p> <p><i>Elaboration</i> Definition of sexuality. Sexuality touches upon the physical, emotional, spiritual, and interpersonal development of every person.</p> <p>Sexuality influences thoughts, feelings, actions, interactions, and thereby our mental and physical health.</p> <p>Within every community, there is a diversity of personal and social moral beliefs, values and ethics related to sexuality. The role of sexuality changes throughout the stages of an individual's life.</p>	<p>See <b>Appendix 7.8</b> Teaching Tips for information pertinent to Growth and Development strand.</p> <p>Introductory activity – “Your Identity – Many Parts Make You Strong” (<b>Appendix 7.9</b>). Encourage students to check off all the descriptions that apply to them. As males and females, they each have talents and strengths, which make them healthier. Ask them to consider not only the things they know they do well, but also the things they do well but that they don't necessarily enjoy and things they haven't attempted yet, but would like to try in the future.</p> <p><b>Discussion:</b> Be sure to emphasize that everyone has a variety of skills to offer; some things we can change or improve, whereas some things we are born with; how we look makes up a small part of our identity, our worth cannot be measured by comparisons to others.</p> <p><i>This activity sheet should be included in “Linking to the Future: Career and Educational Portfolio Planning.”</i></p> <p>Alternative activity – “ME” (<b>Appendix 7.10</b>) Students describe themselves and their personal ambitions. Emphasizing that there is the INSIDE me and the OUTSIDE me leads to good discussion. Students write a poem or story, make a video or commercial, or create a collage about themselves.</p> <p>Discuss the statement “Sexuality is an integral part of a personality of everyone: man, woman and child. It is a basic need and aspect of being human that cannot be separated from other aspects of life.”</p>




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## Grade 7 – D. Growth and Development

<b>Assessment Suggestions</b>	<b>Resources</b>
<p>Written: In order to encourage reflection, have the students write "exit lines" at the end of each class. "One thing I learned today was..." and "One thing I learned about myself today was..."</p> <p>Discuss: Use teachable moments. By discussing current events, popular shows, music, students are encouraged to critically examine sexual issues.</p> <p>Individual work: Worksheets, reflection sheets, self assessment.</p> <p>Group Work: Familiarize students with evaluating effective group work. There is a good example in <i>"Exploring Your Horizons" blackline masters</i>.</p> <p>Participation Points: There are many opportunities for brainstorming and discussion. Evaluate student contribution.</p>	<p>Teacher References: Exploring Your Horizons (Instructional Resources # 220880) Available in all schools for Personal Development and Career-Planning Curriculum.</p>

**Grade 7 – D. Growth and Development**

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 7, students will be expected to</i></p> <p><b>D2) review the structure and the function of the male and female reproductive systems</b></p>	<p><b>Review and Follow-up to Grade Six Lessons.</b></p> <p><b>Divide</b> the class into two groups, one male and the other female, and ask each group to draw the reproductive system of their sex. They should include both external and internal organs, and these should be labelled. <i>Expect giggling, and frustration.</i> When groups have completed drawings to the best of their abilities, distribute accurate copies of the reproductive system, and assist them to label drawings correctly. Answer any questions.</p> <p>Have a “<b>Volunteer Reporter</b>” explain how each system functions. Ask others in the class to assist where necessary.</p> <p><b>Discussion:</b> What was it like doing this activity? Was it easy? Difficult? Did you know as much as you thought you did? How can this knowledge help you?</p> <p><b>Review Menstruation and Sperm Production.</b></p> <p>Discuss the menstrual cycle. "The Menstrual Cycle" (show transparency, <b>Appendix 7.11</b>) Discussion points: Menstruation begins between ages 9 and 16. Menstrual cycles vary between 21 and 40 days. Hormones control the menstrual cycle. Mature eggs are released during the menstrual cycle.</p> <p>Discuss the production of sperm "Male Reproductive System-Side View" (show as a transparency, <b>Appendix 7.12</b>). Discussion points: Sperm is produced in each testicle. Sperm is mixed with seminal fluid and called semen. Semen leaves the body during ejaculation. Wet dreams (nocturnal emissions) are a sign of puberty.</p> <p>Menstruation and Sperm Production “Order Me Around” (<b>Appendix 7.13</b>). Divide the class into small groups, and give each group a set of index cards. Through consensus, groups are to put the cards in order to reflect sperm production and menstruation. Reflect, summarize and discuss. Ask groups to report how they ordered the cards (refer to Sperm Production Transparency, <b>Appendix 7.14</b>). Ask students to complete "Menstruation and Sperm Production – How Much Do You Know?" (<b>Appendix 7.15</b>).</p> <p>Use the worksheet as described or make cards with the names of the body parts and ask students to place them under the headings of male, female or both. “Who’s Who Vocabulary Worksheet Activity” (<b>Appendix 7.16</b>)</p> <p>Complete Male, Female, Both Activity </p>
<p><b>D3) describe fertilization, pregnancy and childbirth</b></p>	<ul style="list-style-type: none"> <li>• <b>Definition of Fertilization:</b> union of the female egg and male sperm; usually occurs in one of the fallopian tubes.</li> </ul> <p>This outcome should contain information about fertilization and implantation. The teacher will present information on the topic. Refer to the male and female reproductive systems. It should be noted that each sperm and egg carries 23 chromosomes. After the egg is fertilized, the chromosomes from the sperm and egg join to form 23 pairs of chromosomes. These 23 pairs are a blueprint for the development and appearance of the new individual. "Fertilization" and "Words about Fertilization and Pregnancy" (<b>Appendix 7.17</b>) can be used to develop this lesson.</p> <p><b>Pregnancy: Building a Baby.</b> It is suggested three class periods be allowed to meet the requirements of this activity. One for research, one to produce the visual, and one to make the class presentations.</p> <p><b>Method:</b></p> <ol style="list-style-type: none"> <li>1. Divide class into small groups, explaining that each will be responsible for researching and presenting its findings on one particular segment of the 40-week gestation period.</li> <li>2. To determine the number of weeks for each segment, divide the 40 weeks of gestation by the number of groups your class has formed. Give the segments consecutive numbers (segment 1, segment 2, and so on), and assign each group one segment.</li> <li>3. Ask each group to use the research materials you have provided, plus source materials from the library and the Internet to research the changes that both mother and fetus undergo during the gestation period the group has been assigned.</li> </ol>

## Grade 7 – D. Growth and Development

Assessment Suggestions	Resources
<p>Written: In order to encourage reflection, have the students write "exit lines" at the end of each class.            "One thing I learned today was..." and            "One thing I learned about myself today was..."</p> <p>Individual work: worksheets, reflection sheets, self-assessment.</p> <p>Group Work: Familiarize students with evaluating effective group work. There is a good example in "<i>Exploring Your Horizons</i>" blackline masters.</p> <p>Participation Points: There are many opportunities for brainstorming and discussion. Evaluate student contribution.</p>	<p>Teacher Reference:            Video:  <i>Growing Up: From Boyhood to Manhood</i>            705906VH, 29 min., 1997</p> <p><i>Puberty for Boys: Amazing Changes Inside and Out</i>            707122, 21 min., 2001</p> <p><i>Growing Up: From Girlhood to Womanhood</i> 705907VH, 32 min., 1997</p> <p><i>Puberty for Girls: Amazing Changes Inside and Out</i>            707123, 25 min., 2001</p> <p>Magnell Kit            Magnetic overlays, depicting reproductive organs, fetal development, etc.</p> <p>Available from Sexual Health Clinics, and Public Health Offices</p> <p>Male, Female, Both </p> <p>Exploring Your Horizons            (Instructional Resources # 220880)</p> <p>Available in all schools for Personal Development and Career Planning Curriculum.</p>
<p>Evaluate research, verbal and written description, visual presentation, oral presentation and organization.</p>	<p>Magnell Kit            Magnetic overlays, depicting reproductive organs, fetal development, etc.            Available from Sexual Health Clinics, and Public Health Offices</p>



**Grade 7 – D. Growth and Development**

<b>Outcomes</b>	<b>Learning and Teaching Suggestions</b>
<p><b>D3) (continued) describe fertilization, pregnancy and childbirth</b></p>	<p>4. Students create a verbal description and a visual presentation of the group’s findings.</p> <p>5. Compile the presentations into an illustrated time line of fetal development, and have each group present its findings to the class.</p> <p><b>Childbirth</b> Review with students the function of the amniotic sac, the placenta, the umbilical cord, which were discussed during stages of pregnancy. Provide the students with the "Childbirth" worksheet (<b>Appendix 7.18</b>). Working individually, ask them to complete the exercise. Confirm with the whole class that they understand the concept of childbirth.</p> <p><u>Sex Determination and Twins</u> Students will understand that the father determines the sex of the child. Use "Genetics-Sex Determination" (<b>Appendix 7.19</b>) as a transparency to explain to students how this occurs. Use "Identical Twins" and "Fraternal Twins" (<b>Appendix 7.20</b>) to make transparencies to illustrate how multiple births occur.</p> <p><b>Genes and Heredity</b> Students will be able to identify different traits and whether the traits are inherited or acquired. Materials: 1 blue and 1 yellow index card for each student Define and discuss inherited and acquired traits. Formulate a list through class discussion of both types of traits (the list below may be helpful). Explain how each person is a combination of inherited and acquired traits. For example, you may inherit the capacity to grow tall, but may not grow as tall as possible without proper nutrition. Involve the class in a discussion about what differences identical twins have that make them unique.</p> <p>Inherited Traits: eye colour, hairline, hair colour, ability to roll tongue, height, skin colour, basic intelligence, basic musical ability, and so on. Acquired Traits: food preference, hair style, clothes preference, language spoken, and so on.</p>



**Grade 7 – D. Growth and Development**

Assessment Suggestions	Resources
<p>Written: In order to encourage reflection, have the students write "exit lines" at the end of each class. "One thing I learned today was..." and "One thing I learned about myself today was..."</p> <p>Discuss: Use teachable moments. By discussing current events, popular shows, music, students are encouraged to critically examine sexual issues.</p> <p>Individual work: worksheets, reflection sheets, self-assessment.</p> <p>Group Work: Familiarize students with evaluating effective group work. There is a good example in "<i>Exploring Your Horizons</i>" <i>blackline masters</i>.</p> <p>Participation Points: There are many opportunities for brainstorming and discussion. Evaluate student contribution.</p> <p>Evaluate research, verbal and written description, visual presentation, oral presentation and organization.</p> <p>Give each student a yellow and a blue index card. Randomly name each of the traits from the lists. Students are to hold up a yellow card if the trait is acquired or a blue card if the trait is inherited. Watch to see if students understand without looking to others for help. If they do not, go over the different types of traits again, remembering to include demonstrations.</p>	<p>Teacher Reference: Magnell Kit Magnetic overlays, depicting reproductive organs, fetal development, etc. Available from Sexual Health Clinics, and Public Health Offices</p> <p>Exploring Your Horizons (Instructional Resources # 220800) Available in all schools for Personal Development and Career Planning Curriculum.</p>


**Grade 7 – D. Growth and Development**

Outcomes	Learning and Teaching Suggestions
<p><i>By the end of grade 7, students will be expected to</i></p> <p><b>D4) recognize and evaluate different kinds of relationships</b></p>	<p><b>Adolescents need opportunities to become competent in recognizing the differences in relationships with parents/guardians, peer relationships, friends, and parents (significant others).</b></p> <p>Eco Map Activity (<b>Appendix 7.21</b>) allows them to focus on the variety of relationships in their lives.</p> <p><b>Activity:</b> Students will identify different types of relationships and the positive/negative reasons for engaging in them.</p> <p>♥ <b>Brainstorm</b> and record on flipchart different kinds of relationship (e.g. people who we love, we go to school with, we hang out with, we're attracted to). Create three columns of <b>Relationship Types:</b> Social, Friends, Intimate/Love. Why do we enter into these types of relationship (do one column at a time)? Some possible suggestions will include love, lust, recognition, power, friendship, sex). When the list is completed, have students separate the positive factors (e.g. love, communication, companionship) from the negative factors (e.g. power, control) for starting a relationship.</p> <p>Are there commonalities in all types of relationship?          How does the media influence how relationships are formed?          Discuss how people choose a relationship based on their upbringing or moral values...peer pressure?          Can students identify alternative ways to satisfy their need for belonging other than a sexual relationship?</p> <p><b>Conclusion:</b> It is important to develop relationships that are motivated by healthy factors that mesh with our upbringing and values.</p> <p><b>Extension:</b> Divide the class into 2 groups (4 if the class is large). One group represents "healthy relationships" and the other "unhealthy relationships." Brainstorm characteristics, and record on flipcharts. Post these in the room and have a reporter review the list.</p> <p>Sample list (healthy relationships) – happiness, trust, love, affection, comfort, equality, acceptance, laughter, mutual respect, friendship, common interests, honesty, independence, and good communication          Sample list (unhealthy relationships) - no trust, no respect, jealousy, power issues, based only on physical attraction, abuse (emotional, physical, sexual), fear, and no fun.</p> <p>Complete the Friendship, It's Catching Activity </p> <p>♥ Complete the Steps to Physical Intimacy Activity   <i>Provide rationale for the Steps to Physical Intimacy activity. The expectation is not that a student would have experienced these activities, but that they can think about these things well in advance of possibly experiencing them.</i></p>

**Grade 7 – D. Growth and Development**

<p style="text-align: center;"><b>Assessment Suggestions</b></p>	<p style="text-align: center;"><b>Resources</b></p>
<p>Written: In order to encourage reflection, have the students write "exit lines" at the end of each class. "One thing I learned today was..." and "One thing I learned about myself today was..."</p> <p>Discuss: Use teachable moments. By discussing current events, popular shows, music, students are encouraged to critically examine sexual issues.</p> <p>Individual work: worksheets, reflection sheets, self-assessment.</p> <p>Group Work: Familiarize students with evaluating effective group work. There is a good example in "<i>Exploring Your Horizons</i>" blackline masters.</p> <p>Participation Points: There are many opportunities for brainstorming and discussion. (Evaluate students' contribution.)</p>	<p>It's Up to Me/ C'est a Moi de Choisir            Building Healthy Relationships            Coalition Against Abuse in Relationships            PO Box 1660, Moncton, NB E1C 9X5  <a href="http://www.coalitionagainstabuse.com">www.coalitionagainstabuse.com</a></p> <p>Exploring Your Horizons            (Instructional Resources # 220800)            Available in all schools for Personal Development and Career Planning Curriculum.</p> <p>Friendship, It's Catching </p> <p>Steps to Physical Intimacy </p>

**Grade 7 – D. Growth and Development**

<p><b>Outcomes</b></p>	<p><b>Learning And Teaching Suggestions</b></p>
<p><b>D4) (continued) recognize and evaluate different kinds of relationship</b></p>	<p><b>Discussion:</b> How do you feel in a healthy relationship? An unhealthy one? Why do people stay in unhealthy relationships? What can you do if you know someone who is in an unhealthy relationship? Who can help them? How can you end an unhealthy relationship?</p> <p><b>Conclusion:</b> It is important to recognize the qualities of both kinds of relationship. It helps us establish and negotiate more satisfying and meaningful relationships.</p> <p><b>Discuss</b> with the class influences on adolescent behaviours. Read aloud "<b>Zaney's Story</b>" (<b>Appendix 7.22</b>).</p> <p><b>Discussion points:</b> Many things, including advertising, media, community, family and friends influence behaviours. Family and friends are strong influences on adolescent behaviour. Friends' ability to influence is called "peer pressure" or "peer influence."</p> <p><b>Discuss peer influence.</b> Ask students to identify positive and negative influences from the story about Zaney. Peer influences may affect sexual choices adolescents face. What are positive influences on sexual behaviours? negative influences?</p> <p><b>Discuss adolescent health risks</b> of sexual behaviour (unwanted pregnancy, STI, lack of emotional readiness). Ask students to brainstorm ways other than sexual intercourse to show affection.</p> <p><b>Discuss ways to say no.</b> Show transparency "It's OK to Say No, How Would You Refuse?" (<b>Appendix 7.23</b>) and review refusal strategies, providing examples of each. Point out that it may be difficult to say no when you care about the other person. However, there are refusal strategies, which allow a person to refuse and keep the relationship.</p> <p>Pass out "It's OK to Say NO, Saying No Role-Plays" (<b>Appendix 7.24</b>). Have students write their responses individually. Then divide the class into small groups to discuss the responses. Ask groups to choose the best responses to role-play and present to the class. As each role-play is presented, ask the students to identify the refusal technique used. A decision-making process is presented on page 72 of Personal Development and Career Planning Curriculum K-12. It is included as an appendix in this section "Decision-Making Skills" (<b>Appendix 7.27</b>)</p> <p> <span style="border: 1px solid black; padding: 2px;">Personal Development and Career Planning Curriculum</span></p> <p>Males and females sometimes have different ideas about sexuality and dating. "You Decide" (<b>Appendix 7.25</b>).</p> <p>Students complete statement sheet individually. Discuss with students at their table how they changed the statements. Which statement has most consensus?</p> <p>Discussion: It is important to challenge stereotypes of women, men, sex and dating. Keep in mind values of equality, respect for self and others.</p> <p>Sexual Decision-Making Skills "How Do I know When..." (<b>Appendix 7.26</b>). Students will discuss sexual decision-making skills, in small groups. Teacher materials are included with permission.</p> <p><b>Teacher note:</b> Please see page 93 for legal information.</p>



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## Grade 7 – D. Growth and Development

<b>Assessment Suggestions</b>	<b>Resources</b>
<p>Written: In order to encourage reflection, have the students write "exit lines" at the end of each class. "One thing I learned today was..." and "One thing I learned about myself today was..."</p> <p>Discuss: Use teachable moments. By discussing current events, popular shows, music, students are encouraged to critically examine sexual issues.</p> <p>Individual work: worksheets, reflection sheets, self-assessment.</p> <p>Group Work: Familiarize students with evaluating effective group work. There is a good example in <i>"Exploring Your Horizons"</i> blackline masters.</p> <p>Participation Points: There are many opportunities for brainstorming and discussion. Evaluate student contribution.</p>	<p>It's Up to Me/ C'est a Moi de Choisir Building Healthy Relationships Coalition Against Abuse in Relationships PO Box 1660, Moncton, NB E1C 9X5</p> <p>Exploring Your Horizons (Instructional Resources # 220800) Available in all schools for Personal Development and Career-Planning Curriculum.</p>

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# Grade 7 Appendices



## WELLNESS WHEEL ACTIVITY

**Objective:** To have students assess their personal wellness.  
To have students set goals for improving areas of their wellness which need enhancement.

Each student will complete a wellness wheel in grades 6,7, and 8. This activity is to be placed in the “Linking to the Future Career and Educational Portfolio Planning” for comparison each year. Students will be able to assess their goals to determine if they have reached a healthy balance as determined by their wellness wheel.

**Directions:** Answer the following questions and score at the end of each section. Colour the section of the wheel with the appropriate score.

### 1. Physical

I am active for at least 30-60 minutes a day.	Yes ___	No ___
I eat fresh fruits and vegetables, and include fibre in my daily diet.	Yes ___	No ___
I eat breakfast every morning.	Yes ___	No ___
I drink at least 4-6 glasses of water a day.	Yes ___	No ___
I get enough sleep so that I feel rested and alert.	Yes ___	No ___

Number of Yes responses      \_\_\_\_\_ x2 = \_\_\_\_\_  
 Number of No responses      \_\_\_\_\_ x0 = \_\_\_\_\_

Total \_\_\_\_\_

### 2. Social

I get along well with my family.	Yes ___	No ___
I develop and maintain strong friendships.	Yes ___	No ___
I help others in need.	Yes ___	No ___
I have friends who support a positive lifestyle.	Yes ___	No ___
My behaviour reflects a positive attitude.	Yes ___	No ___

Number of Yes responses      \_\_\_\_\_ x2 = \_\_\_\_\_  
 Number of No responses      \_\_\_\_\_ x0 = \_\_\_\_\_

Total \_\_\_\_\_

**3. Emotional**

I have a good sense of humour.	Yes___	No___
My sleep is restful, I receive adequate sleep.	Yes___	No___
I am able to express my feelings appropriately.	Yes___	No___
I relax my body and mind without using drugs.	Yes___	No___
I feel positive about myself.	Yes___	No___

Number of Yes responses      \_\_\_\_\_ x2 = \_\_\_\_\_  
 Number of No responses      \_\_\_\_\_ x0 = \_\_\_\_\_

Total \_\_\_\_\_

**4. Intellectual**

I am interested in learning new concepts and skills.	Yes___	No___
I listen to radio, watch TV, read a newspaper to be aware of current events.	Yes___	No___
I read 6 or more books a year.	Yes___	No___
I am interested in understanding the views of others.	Yes___	No___
I understand that I will be a lifelong learner.	Yes___	No___

Number of Yes responses      \_\_\_\_\_ x2 = \_\_\_\_\_  
 Number of No responses      \_\_\_\_\_ x0 = \_\_\_\_\_

Total \_\_\_\_\_

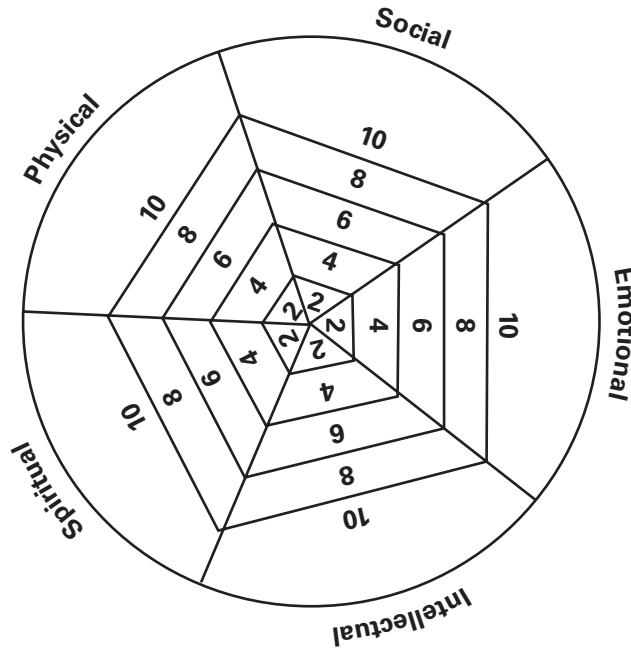
**5. Spiritual**

I spend time thinking, wondering or writing about my life and its meaning (prayer, meditation, journal writing).	Yes___	No___
I am part of something greater than myself. I realize that my actions affect those around me as well as myself.	Yes___	No___
My beliefs demonstrate a respect for myself as well as others.	Yes___	No___
I enjoy being outside and experiencing the wonders of nature (solitude, energy level, appealing to the senses).	Yes___	No___
I am optimistic.	Yes___	No___

Number of Yes responses      \_\_\_\_\_ x2 = \_\_\_\_\_  
 Number of No responses      \_\_\_\_\_ x0 = \_\_\_\_\_

Total \_\_\_\_\_

Have students colour in their wellness wheels with the appropriate score. Is the wheel in balance? What areas need to be improved? The goal is to be close to 10 in all domains of wellness.



**Goal setting**

Is your wellness wheel balanced? The goal is to be close to 10 in all domains of wellness.

Are there areas of your wellness that need to improve?

This year I am going to improve in my \_\_\_\_\_ domain.

I will do this by

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## DEFINITIONS OF PERSONAL WELLNESS DOMAINS

Wellness is a state of being which includes the physical, social, emotional, intellectual and spiritual dimensions of life, which, when working in harmony, lead to a sense of well-being and satisfaction.

Physical includes physical activity, healthy diet, adequate sleep and other good health habits.

Social emphasizes the interdependence one shares with other people and with nature.

Emotional reflects the degree to which one feels positive and enthusiastic about one's self and life.

Intellectual reflects the degree to which one engages the mind in creative and stimulating mental activities that contribute to lifelong learning.

Spiritual reflects one's ongoing involvement in seeking purpose and meaning in life, guided by values that have been developed through family and life lessons. As a spiritual person, one is in harmony with nature and all its creations.

*Teacher note: Some students may identify their religion as an all-encompassing term that promotes the principles of harmony, respect, interdependence and balance.*



## HEALTHY FOOD CHOICES

**Objective:** To understand the benefits of enjoying a variety of foods from all four food groups for healthy growth and development, compare personal eating patterns to *Canada’s Food Guide to Healthy Eating* and adopt a personal healthy-eating goal.

### Introduction

Ask students to identify the three macronutrients found in food that provide our bodies with energy to work properly and for healthy growth and development – carbohydrate, protein and fat. Have them work in small groups to identify the key macronutrients (carbohydrate, protein and fat) found in each of the four food groups. Ask them to propose, on the basis of their research, the best way to get the right balance. (See guidelines for this activity in Assessment and Evaluation below.) Discuss the roles of other key nutrients such as iron, calcium, zinc, vitamin A, B vitamins, vitamin C and fibre and in what foods they are found.

### Class Activity: Balanced Breakfast Survey

1. Take a breakfast survey in your class, asking students to write down what they ate for breakfast on a piece of paper. Let students know that this is an anonymous survey and they should not write their names on their paper.
2. When they have finished listing everything they ate for breakfast, ask students to list how many food groups they included, then fold their papers.
3. Collect all the folded papers in a bag or box and ask students to tally and chart the results for the following three categories:
  - ◆ How many students in your class ate a breakfast including foods from at least three of the four food groups from *Canada’s Food Guide to Healthy Eating*?
  - ◆ How many students ate foods from two food groups for breakfast?
  - ◆ How many students ate foods from only one food group or less?
4. On the basis of the class activity, brainstorm the benefits of a balanced breakfast. What happens when students skip breakfast? What gets in the way of a balanced breakfast? How can they overcome these challenges? Create a class list of students’ favourite balanced breakfast ideas.

### Assessment and Evaluation

Use the following as a guideline for assessment and evaluation for this activity.

The best way to get the right amount of carbohydrate, protein and fat is to enjoy foods from each of the four food groups from *Canada’s Food Guide to Healthy Eating*:

**Grain Products (5 -12 servings per day)** - supply carbohydrate and protein (some baked goods supply fat).

**Vegetables and Fruit (5 -10 servings per day)** - supply carbohydrate.

**Milk Products (3 - 4 servings per day for 10 to 16-year-olds)** – supply protein and fat (the only milk products which have no fat are skim milk and skim milk products) and carbohydrate in the form of lactose.

**Meat and Alternatives (2 - 3 servings per day)** – supply protein and fat; legumes, nuts and seeds also provide carbohydrate.

**Homework Suggestion: 3 Meals A Day**

Encourage students to apply what they have learned about the importance of a balanced breakfast to planning balanced meals throughout the rest of the day. Aim for meals that include choices from the four food groups. Ask students to set a personal goal for healthy eating and to keep track of how they achieve this goal over the course of the next week.

From [www.missionnutrition.ca](http://www.missionnutrition.ca)

## THE REAL SCOOP ON TOBACCO

*Valued Outcomes:* The students will be able to make better decisions regarding their health.

### *Description of Strategy*

1. Read to students the following:

You have been hired by the parents of Ichabod, a sixth grade student. They suspect that their child is smoking or about to start. He's gone through D.A.R.E. (Drug Abuse Resistance Education) and listened to the lectures of his parents and teachers. However, he thinks they are all just handing him a line. After all, he sees lots of adults smoking and figures it isn't really so bad. In fact, he thinks it's pretty cool. But he might listen to you. After all, you're his peer. That's what his parents are counting on. They've hired you to convince him to quit smoking. To do so, you must show your commitment to the fight against the idea of youth using tobacco and create a memorable message for him. Do a good job – it could be a matter of life or death.

2. Organize students into small groups.

3. When presenting this project, provide students with a copy of the project to include in their journal. Conduct a brainstorming session to determine organizational strategies for notebooks, materials, computer use, and so on.

4. Conduct small-group or whole-class sessions throughout the project to provide support on various activities and peer feedback opportunities.

5. Ask administrators or parents to participate as Ichabod and his parents, and have students present their products.

*Materials Needed:* notebooks/journals for notetaking and organization; magazines with ads; newspapers that have a youth editorial section; names and addresses of tobacco companies; camcorder (optional); tape player/recorder; poster paper; markers, glue etc.

*Processing Question:* Were you able to put together accurate and current information about the effects of using tobacco?

## No MEANS No

There are many effective ways to deal with peer influences. Developing and practising ways of saying no is the first step in learning to deal with these pressures.

Give a few examples for each of the techniques provided below.

1. Give a reason or excuse
2. No thanks
3. Broken record
4. Walk away
5. Avoid the situation
6. Cold shoulder
7. Change the subject
8. Reverse the pressure
9. Strength in numbers
10. Humour

## No MEANS No

### Answers

There are many effective ways to deal with peer influences. Developing and practising ways of saying no are the first step in learning to deal with these pressures.

#### 1. Give a reason or excuse

I'm not feeling well.  
I have allergies.  
It will make me sick.  
I have other plans.

#### 2. No thanks

I'll pass.  
No way!  
Maybe later.  
I'm happy without it.

#### 3. Broken record

I said no and my mind is made up.  
I really meant it when I said no.  
What part of no don't you understand?  
Did you hear what I just said?

#### 4. Walk away

Leave the room.  
Go home.  
Go to the bathroom.  
Go and talk to some other friends.

#### 5. Avoid the situation

I'll see you later.  
I'm going to visit my other friends.  
I have to go home now for dinner.  
I have other plans right now.

#### 6. Cold shoulder

Don't say anything.  
Walk away.  
Ignore them.  
Go and talk with some other friends.

#### 7. Change the subject

Have you looked at your homework yet?  
Do you want to play basketball?  
I'm going to the mall. Do you want to come along?  
I want to show you my new computer game.

#### 8. Reverse the pressure

No, you have it.  
You try it first.  
I don't want to and I can't believe that you want to get into that kind of stuff.  
Are you crazy?

#### 9. Strength in numbers

I want to be healthy like my friends.  
Everyone says it is bad for you.  
My friends, parents, and grandparents say it is bad for you.  
My parents would kill me.

#### 10. Humour

Are you for real?  
You've got to be joking.  
That's the funniest thing I've ever heard.  
I'm really happy without it.  
I'd rather die of old age.  
I'd rather save my lungs (heart, brain) for other things.

## SCENARIOS

### Scenario 1 (Alcohol)

You are at a party Saturday night. This is a big event as you really want to be accepted by this crowd. Your parents have bought you new clothes and, for the first time, are allowing you to stay until the very end. Everyone is being friendly and you begin to feel comfortable. The parents of the host of the party inform everyone that they are leaving and going to a neighbour's house. The host appears with a cooler from behind the couch and everyone eagerly lines up for a beer. Someone hands you a beer. Do you take a drink?

### Scenario 2 (Tobacco)

On Saturday you and a couple of friends are walking your dog through the park when you meet a group of popular kids from school who are smoking. You talk for a while and your friends accept a cigarette. Then they ask you if you would like one. What do you do?

### Scenario 3 (Cannabis)

You and your friends are playing basketball after supper. The game is non-competitive and everyone is having fun. A member of the group arrives late and talks with two of the other friends briefly. All three motion to the rest of the group to join them off to the side. They light a marijuana cigarette. The marijuana cigarette gets passed around the circle and comes to you. What do you do?

### Scenario 4 (Solvents)

On the way home from the library Friday night you and your closest friend notice something unusual by the arena. When you get closer, you see some classmates inhaling from a plastic bag. They say how great it is that you decided to join their party. The bag is shoved into your hand. Everyone encourages you to sniff. What do you do?

### Scenario 5 (Alcohol)

You and a friend are at a party. Before the party, your friend arranged for both of you to get a ride home with her parents at the end of the evening. When it is time to leave, the brother and a friend arrive to pick you up instead of the parents. You notice that both boys have been drinking and there is even an open bottle of beer in the car. It isn't very far to your house. What should you do?

### Scenario 6 (Tobacco)

Your best friend's father drives you to soccer practice every Monday and Wednesday night, and you really appreciate it because your parents aren't available to drive, and you would have to take the bus otherwise. He always smokes in the car. You don't like it because you are aware of the negative effects of secondhand smoke. What can you do?

### Case Study 7 (Tobacco)

You and your friends are hanging out at the mall. One of your friends takes out a package of cigarettes, lights one up, and passes the package of cigarettes around. Everyone takes a cigarette and then the package comes to you. What do you do?

### Case Study 8 (Cannabis)

You have noticed that a good friend of yours has been acting strangely lately. He has become less interested in school, and even in hanging out with longtime friends. He seems preoccupied and less aware of events around him. You suspect that he or she may be involved with using marijuana. What do you do?

## TAKE A TOBACCO TOUR THROUGH TOWN

It is interesting to note that tobacco companies spend more on retail promotions than any other single advertising medium.

- **Category of retailer**
  - ® grocery stores
  - ® convenience stores
  - ® variety /department stores
  - ® pharmacies (Note: Pharmacies are no longer allowed to sell tobacco products in NB.)
  - ® gas convenience stores
  
- **What types of promotion are present?**
  - ® signs (inside or outside)
  - ® clocks
  - ® other display items promoting tobacco company logo (e.g. lighters, matches)
  - ® display shelving
  - ® posters
  - ® countertop displays
  - ® power walls/flatboards (large displays of rows of cigarettes)
  - ® other
  
- **Is a warning sign visible? (Note: health warning signs are required to be posted at or near the centre of each tobacco display.) What do the signs say?**
  
- **What is the size of the display(s)?**
  
- **Is candy being sold near tobacco products?**
  
- **Is there a special promotional deal offering discounts or premiums? How/where are they advertised?**

## THINKING LIKE A TOBACCO COMPANY

### Overview

In this lesson, students learn how the tobacco industry targets the needs, wishes and desires of young people in order to sell cigarettes. Students begin by looking at the reasons why the tobacco industry needs to recruit "replacement" smokers. Then they assume the roles of marketing personnel in a tobacco company and use a 1987 youth survey conducted by R. J. Reynolds Tobacco to create their own marketing campaigns to sway various sub-groups within the youth demographic.

### Learning Outcomes

Students will demonstrate:

- an understanding of how the tobacco industry uses psychological data to profile and market cigarettes to specific target audiences
- an awareness of how the tobacco industry downplays the health risks associated with smoking
- an awareness of how advertisers use specific strategies to target youth
- an understanding of why the tobacco industry needs to recruit replacement smokers

### Preparation and Materials

Photocopy the following student handouts:

- Recruiting the Replacement Smoker
- Number of Deaths in Canada Caused by Smoking
- Why We Need Replacement Smokers
- R. J. Reynolds Report

Make photocopies or overheads of the following ads, or use these as examples for finding similar ads in magazines:

- Advertisements for Young Smokers
- Have large sheets of paper ready for brainstorming.

### Procedure

#### Class Discussion/Role-Play

Tell your students to imagine that they work in the marketing branch of a large multinational tobacco company, and they have been called to a meeting to figure out how the company can sell more cigarettes and increase its profits.

As the marketing vice-president, you begin the meeting by giving a "pep talk." Like most executives leading a meeting, you have visual aids to help you get your point across.



Assume the role of ad executive. Use the overhead projector.

**Suggested Script:**

"The good news is that, even though we're getting bad press about all the health problems caused by smoking, people keep lighting up! Every time someone lights up one of our cigarettes, that's about one cent profit for us. It may not sound like much, but for each pack-a-day smoker, that adds up to about \$70 a year. In Canada, there are about 6 million smokers, representing about \$420 million profit annually. So every smoker that chooses our brand is precious to us. We need them—and because they're addicted, they need us."

Show student handout: Number of Deaths in Canada Caused by Smoking.

"Now, the bad news is that our customers are dying off like flies. That's the problem when one's product causes heart disease, stroke, lung cancer, and emphysema—to name a few of the unfortunate side effects."

Show student handout: Why We Need Replacement Smokers.

"The other bad news is that once people realize they're killing themselves when they smoke, they get it into their heads that they should quit. We call these smokers "pre-quitters." At any one time, about 16 per cent of smokers are trying to quit. Only about 10-12 per cent of those attempts are successful - but still, about 140,000 Canadians do manage to quit each year. This is terrible! What can we do?? (Ask for suggestions.) "What we need are replacement smokers - new smokers, or "starters" to replace the ones who quit or die. Of course, we also want to convince our present customers that they shouldn't worry about their health. And we want to capture the "switchers" as well—smokers who want to switch brands.

Distribute student handout: Recruiting the Replacement Smoker. Once students have reviewed it, ask these questions:

- Why are young teens such a desirable target group to our industry?
- What are some advertising campaigns that have proven effective in reaching young people?
- What are some ways that we could find out more about young people?
- What do we need to know about young people in order to better market our products to them?

Distribute student handout: R. J. Reynolds Report to students.

"Here's a study about Canadian teens that was completed by one of our competitors." Give students some time to review each category, then ask these questions:

- Which is the largest group? What are the traits of this group?

- Which group contains the highest percentage of 15-17-year-olds? What are the traits of this group?
- Which group contains the highest percentage of 18-21-year-olds? What are the traits of this group?
- Which group contains the highest percentage of males? What are the traits of this group?
- Which group contains the highest percentage of females? What are the traits of this group?
- Which group represents the highest percentage of smokers overall?
- Which group are we most likely to successfully market cigarettes to? Why?
- Which group are we least likely to successfully market cigarettes to? Why?
- Show how the Advertisements for Young Smokers ? or similar ones, from magazines aimed at young people.
- Which of these groups would each of these ads most appeal to? Why?

### Activity

"We know our target groups, so now let's sell some cigarettes! Your job is to think up new ideas for getting our message across to each target group. Think of images that will really "grab" your target audience. Who should be in your ads, and what should they be doing?"

- Divide the class into seven groups. Assign each a target group from the R. J. Reynolds Report.
- As this report was created in the mid-1980s, ask students to update the profile of their group (i.e. "Big City Independents" might listen to rap or hip hop music; "T.G.I.F.'s" might be likely to play video games, etc.)
- Each student group will develop an advertising strategy for their target audience. Students will brainstorm messages (verbal and visual) that will influence their target group. They will also decide which magazines to place their ads in.
- Once a strategy has been developed, students will create a magazine advertisement or campaign.
- As part of their presentation, group members will select a person from their group to represent a young person from their target audience. On the day of the presentation, this person (who will dress and act according to the personality traits described in the study) will be invited by the "advertising team" to provide a brief introduction to the target group they represent. (For example, if the student represents "Big City Independents," the

chosen student would act like a male, aged 18-21, who is single, assertive, not too fashion-conscious, etc.)

Once the presentations are completed, post the group strategies and final advertisements on a bulletin board under the heading "The Target is You."

### **Evaluation**

- Group presentation, advertising strategies and advertisements.

## STUDENT HANDOUT

### RECRUITING THE REPLACEMENT SMOKER

#### What is a “replacement smoker”?

In order for the tobacco industry to continue to reap big profits, it must not only replace quitters with new smokers – it must also replace the estimated four million adults who die each year of tobacco-caused diseases worldwide.

#### Who does the industry recruit as replacement smokers?

Ninety per cent of smokers begin before the age of 18. Adolescents are the most important customers of cigarette companies. Young smokers represent a lifetime of addiction, and a lifetime of profits.

#### How can the tobacco industry justify marketing an addictive, lethal drug to young people, especially when kids under the age of 18 or 19 cannot legally buy cigarettes?

- The industry denies it. In the U.S., the industry’s own voluntary Code of Ethics vows that “cigarette advertising shall not appear on television and radio programs, or in publications, directed primarily to persons under 21 years of age.” And more recently, in 1998, under the Master Settlement Agreement (MSA), tobacco companies agreed not to target advertising to youth under 18.

In an advocacy ad entitled “We don’t advertise to children” (U.S. edition of *Time* magazine, April 9, 1984), R. J. Reynolds (RJR), the makers of Camel and Export A cigarettes, countered prevailing accusations that they targeted teens with this reassurance:

All of our cigarette ads are what we call “brand advertising.” Their purpose is to get smokers of competitive products to switch to one of our brands, and to build the loyalty of those who already smoke one of our brands. At the present there are some 200 different cigarette brands for sale in the U.S. Many of them have only a very small fraction of the total cigarette market. Getting smokers to switch is virtually the only way a cigarette brand can meaningfully increase its business. That’s why we don’t advertise to young people.

In fact, smokers tend to be extremely loyal to their brand of choice. Only 10 per cent of smokers’ switch brands each year.

## How do we know that the industry deliberately targets youth?

Internal industry documents acknowledge that success in recruiting young replacement smokers is the key to capturing market share.

- A 1971 Matinee marketing plan stated that: “Young smokers represent the major opportunity group for the cigarette industry. We should therefore determine their attitudes to smoking and health, and how this might change over time.”
- A 1988 Imperial Tobacco marketing plan said: “If the last ten years have taught us anything, it is that the industry is dominated by the companies who respond most effectively to the needs of younger smokers.”
- In 1987, when Canada first passed the Tobacco Product Control Act, which banned cigarette advertising in Canadian print media, the Act’s constitutionality was challenged by Imperial Tobacco and by RJR. During the pre-trial, confidential documents from the marketing files of these two international firms became available for public review.

These documents revealed that both companies went to great lengths to penetrate the psyche of adolescents in order to more effectively target their brands to “starters.” Research techniques included wide-ranging surveys, focus group tests, and closed circuit TV observation. A Youth Target Study conducted in 1987 by RJR identified the “primary target segment” among young people, and noted that they are “. . . rooted in the present. They live for the moment and tend to be self-indulgent. . . . Achievement and leadership is not a goal for this group compared to others. Societal issues are relative non-issues. . . . They read newspapers and some magazines, including Playboy and Penthouse. Heavy metal and hard rock are common music choices.”

The following observations about teen smokers appeared in a report commissioned by Imperial Tobacco:

*Starters no longer disbelieve the dangers of smoking, but they almost universally assume these risks will not apply to themselves because they will not become addicted. Once addiction does take place, it becomes necessary for the smoker to make peace with the accepted hazards.*

*This is done by a wide range of rationalizations...The desire to quit seems to come earlier now than before, even prior to the end of high school. In fact, it often seems to take hold as soon as the recent starter admits to himself that he is hooked on smoking. However, the desire to quit, and actually carrying it out, are two quite different things, as the would-be quitter soon learns.*

*(cited in Pollay, see sources below)*

- An R. J. Reynolds document from 1989 specifically identifies young people as "the only source of replacement smokers." It notes the importance of young people to the future of tobacco industry profits, acknowledging that less than one-third of smokers start after age 18, and only 5 per cent of smokers start after age 24. The document also reveals that younger smokers are important to the industry's future growth – both because they exhibit strong brand loyalty, and because their smoking rates increase as they age.
- It's not only older teens that are targeted. Numerous tobacco industry documents indicate that the industry has perceived kids as young as 13 to be a key market. A 1976 RJR document states:

*Evidence is now available to indicate that the 14-18 year-old group is an increasing segment of the smoking population. RJR-Tobacco must soon establish a successful new brand in this market if our position in the industry is to be maintained in the long term.*

### ***How do ads target youth?***

- Full-page, glossy cigarette ads appear regularly in *Cosmopolitan*, *Vibe*, *Maxim*, *Penthouse*, *Rolling Stone*, *People* and *Sports Illustrated*, among others.
- These ads create and reinforce the image of smoking as cool, acceptable and popular among independent-minded, active, fun-loving people.
- An August 2001 study in the *New England Journal of Medicine* showed that the cigarette companies increased their advertising in youth-oriented magazines after the Master Settlement Agreement. Advertising for the three brands most popular with youth – Marlboro, Camel, and Newport – rose from \$58.5 million in 1998, to \$67.4 million in 1999.



*Cartoon ads have the most obvious appeal for young people. Brown & Williamson used a series of tobacco ads that features 'Willie the Kool' penguin, complete with buzz-cut hair, day-glow sneakers, and sunglasses.*

Perhaps the most infamous tobacco-based cartoon character is RJR's Joe Camel – a 'smooth character' modeled after both James Bond and Don Johnson of "Miami Vice." A study published in the 1991 edition of the *Journal of the American Medical Association* found that nearly one-third of three-year-olds were able to match a picture of Joe Camel with cigarettes, and that six-year-olds were able to associate 'Old Joe' with Camel cigarettes as easily as they associated Mickey Mouse with the Disney Channel.



Within four years after the Joe Camel campaign was launched, the number of U.S. smokers under 18 who preferred Camels jumped from less than 1 per cent to 30 per cent of the youth market. Sales of Camel cigarettes to kids 12 to 19 years old rose from \$6 million in 1988 to \$476 million in 1991 – clear evidence that cigarette advertising can have a powerful influence on teenagers.

The campaign also included secondary strategies. One Joe Camel ad published in *National Lampoon* and *Rolling Stone* included a coupon for a free pack of cigarettes with the purchase of another, and advised readers to 'ask a kind-looking stranger to redeem it.' And 'Camel Cash' could be redeemed for youth-oriented 'smooth stuff' featuring the image of Joe Camel. Due to pressure by the American Federal Trade Commission, in 1997 Reynolds agreed to stop using Joe Camel in its tobacco ads. However, subsequent campaigns have featured cartoon-like images of young men and young women, as well as humorous ads that mock the Surgeon General warning labels.

### **What other promotional strategies target youth?**

In countries where cigarette advertising is banned or restricted, the sponsorship of sporting and cultural events becomes a primary means of promoting cigarette brands. In Canada, du Maurier Arts sponsors jazz festivals, Export Extreme sponsors extreme sporting events, Players sponsors tennis tournaments, Rothmans sponsors horse racing, Matinee sponsors fashion design awards, and a number of tobacco companies put the names of their shell companies on auto racing events. The Canadian Tobacco Manufacturer's Council estimated that in 1991, the industry spent more than \$40 million on "cultural programs and projects." The use of the company logo and name on promotional billboards and flyers associates tobacco with popular culture and exhilarating experiences, and links smoking to exciting and glamorous activities and events. Moreover, when these events are televised, the brand name receives wide exposure.

As sponsorship advertising is phased out and tobacco advertising becomes generally more restrictive, advertisers are trying other tactics. The strategy of handing out free cigarettes has been used to recruit new customers worldwide. The activist group INFACT reports these examples: in Eastern Europe, young women in cowgirl outfits hand out free Marlboros to teenagers at rock concerts and discos. Those who accept a light on the spot are rewarded with Marlboro sunglasses. In Taipei, high school students at the Whisky-a-Go-Go disco find free packs of Salem's on each table. At a high school in Buenos Aires, a woman wearing khaki safari

gear and driving a jeep with the yellow Camel logo hands out free cigarettes to 15- and 16-year-olds on their lunch break.

Cigarette logos on T-shirts, towels, baseball caps, sunglasses, and jackets give brand names a high profile while giving tobacco companies one more way to circumvent advertising restrictions. Virginia Slims offers a line of “V-Wear.” In Kenya, children are given Marlboro T-shirts; and in Thailand, cigarette logos appear on kites, notebooks, earrings, and chewing gum packages.



Tobacco companies also support the “alternative press;” offer money to clubs in exchange for displaying tobacco material; and sponsor awards and contests advertised in magazines. Richard Pollay states that “closely associating cigarettes with hip clubs and music venues, and placing advertising in free alternative publications, result in underage teens being exposed to Camel ads... [It] repackages an old message: Smoking is cool.”

Cited in “Tobacco Companies Bankroll Their Own,”  
*Seattle Times*, Dec. 10, 1997.

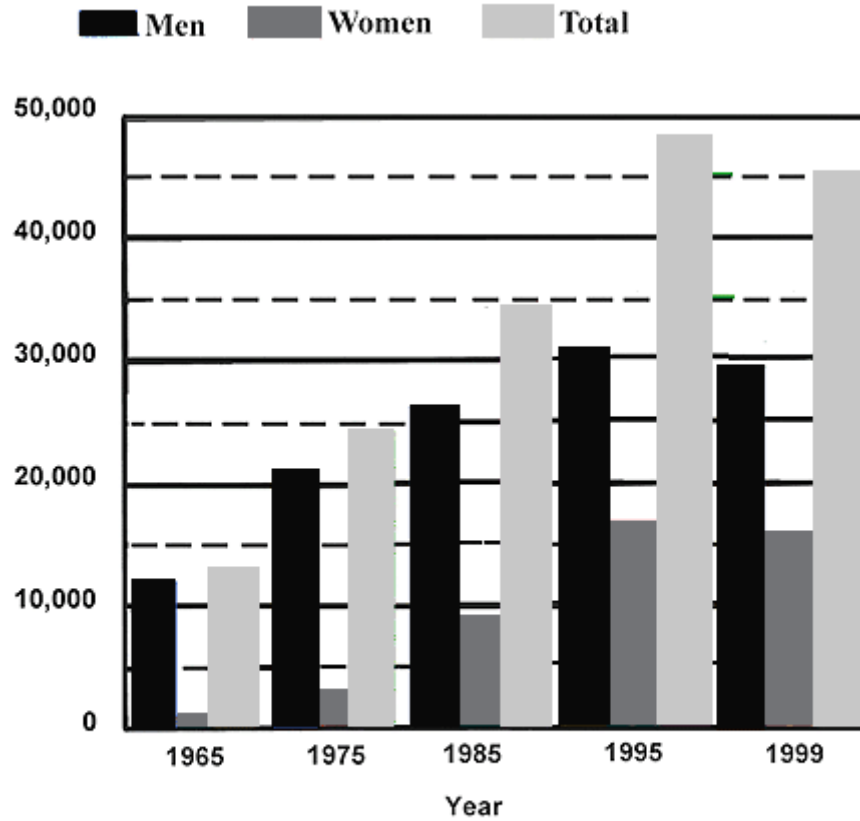
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*Sources:*

Youth and Tobacco: Promoting a Lethal Product, *National Clearinghouse on Tobacco and Health*, 1993.

Jeffrey Jensen Arnett and George Terhanian, “Adolescents’ responses to cigarette advertisements: links between exposure, liking, and the appeal of smoking,” *Tobacco Control Online*, 1998, 7:129-133.



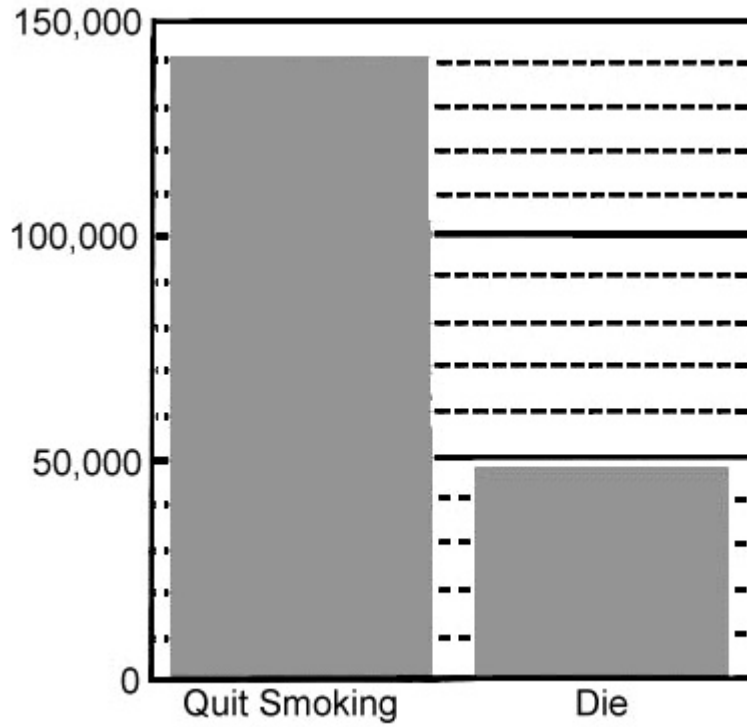
**STUDENT HANDOUT****NUMBER OF DEATHS IN CANADA CAUSED BY SMOKING**

Source: "Tobacco: The Facts" (Canadian Council on Smoking and Health) and Physicians for a Smoke-Free Canada

## STUDENT HANDOUT

### WHY WE NEED REPLACEMENT SMOKERS

Number of smokers "lost" each year in Canada:



## STUDENT HANDOUT

### R. J. REYNOLDS REPORT: YOUTH 1987: BENCHMARK STUDY AND KEY LIFESTYLES/VALUES GROUPS



In 1987, the R. J. Reynolds Tobacco Company conducted an extensive survey of Canadian youth between the ages of 15 and 24. The goal of this survey was to give the company a better understanding of the values, lifestyles and smoking behaviour of Canadian young people – in order to better target this desirable demographic.

The first half of the survey comprised a self-completed questionnaire that determined how young people felt about social roles, self image, relationships, values, interests, work ethics, ambition, politics, brands, music, forms of advertising, and their media behaviour. The questionnaire also included questions about the respondents' financial status and spending habits.

The second half of the survey consisted of interviews in which young people were asked about their smoking habits, and which tobacco products and brands they used.

In the final report, young people were classified under the following groups: Big City Independents, Tomorrow's Leaders, Transitional Adults, Quiet Conformers, "T.G.I.F." (Thank God It's Friday), Underachievers, Social Moralists, and Small Town Traditionalists. The profiles for these groups are as follows:

---

#### **Big City Independents** (5% of total survey group)

"You should look after yourself first, and then worry about others."

*Big City Independents are at one extreme. This group is oriented towards material success and its members tend to be the most self interested and self-sufficient. The focus is on individual accomplishment and achievement.*

- 60% of Big City Independents were male and 40% were female
- Age range within this group:
  - 15 – 17 = 24%
  - 18 – 21 = 45%
  - 22 – 24 = 31%
- Percentage of Big City Independents who smoke: 18%

## Personality Traits

- Assertive and independent
  - self-centred and self-interested
  - There is a lack of parental ties
  - Come from diverse backgrounds
  - Achievement-oriented, decisive
  - Not particularly fashion-conscious
  - Believe in equality of sexes
  - Not particularly socially concerned
  - Light viewers of TV
  - Eclectic musical tastes – from classic, reggae and jazz, to more popular youth-oriented music
  - Come from larger provinces, often single
  - Enjoy books and newspapers
  - Generally look down on smoking
- 

## Tomorrow's Leaders (11% of total survey group)

“I feel I am in control of my life.”

*These are certainly potential movers and shakers. They are gregarious and assertive, clear in their direction and oriented toward achievement and success. However, they also demonstrate a degree of independence, both in terms of family ties and in their enjoyment in spending money. In this respect they are prime consumers, especially for fashion items and sporting equipment and accessories.*

- 58% of Tomorrow's Leaders were male and 42% were female
- Age range within this group:
  - 15 – 17 = 38%
  - 18 – 21 = 40%
  - 22 – 24 = 22%
- Percentage of Tomorrow's Leaders who smoke: 8%

## Personality Profile

- Gregarious, assertive, independent
- Active in sports
- Participate in wide range of activities – rock concerts, clubs, public discussions, professional sporting events
- Less socially concerned
- Fashion-conscious
- Majority are young – often students – and anglophone
- Have the most discretionary income of all groups

- Likely to have stocks, bonds and credit cards
- Likely to own “big ticket” items
- Come from upscale, professional families – tend to be living at home
- Enjoy going to movies with friends
- Light viewers of TV (they enjoy sports, comedies, talk shows and dramas)
- Enjoy new wave, pop and rock music
- Avid readers of books and newspapers
- Most despise smoking

---

### **Transitional Adults** (14% of total survey group)

“I don’t spend my money foolishly.”

*So named because they are older, Transitional Adults are therefore the most likely to be married and living away from home, but this group still contains a majority of singles.*

- 57% of Transitional Adults were male and 43% were female
- Age range within this group:
  - 15 – 17 = 11%
  - 18 – 21 = 36%
  - 22 – 24 = 53%
- Percentage of Transitional Adults who smoke: 48%

### **Personality Profile**

- Self-assured
- Less active in sports and community activities, tend to be tied up in their own affairs
- Rely on parents for moral support
- Financially conservative, but have lots of discretionary income
- Likely to have bank accounts, credit cards and cars
- Prefer “easy-listening” or pop music
- Average TV viewers (like soaps, comedies, news and dramas)
- Average readers
- Older, Quebec youth are over-represented in this group
- More females
- Live away from home, working

---

### **Quiet Conformers** (18% of total survey group)

“I am a listener rather than a talker.”

*“Average” is the key term to describe Quiet Conformers, who tend to be followers. We look at them as they flow with the trends, taking their cues from Tomorrow’s Leaders. Listening rather*

*than talking characterizes this group. It's not that they don't have an opinion – it's just that they would rather avoid controversy, so are unlikely to express their views publicly.*

- 44% of Quiet Conformers were male and 56% were female
- Age range within this group:
  - 15 – 17 = 25%
  - 18 – 21 = 45%
  - 22 – 24 = 30%
- Percentage of Quiet Conformers who smoke: 17%

### **Personality Profile**

- Lack assertiveness and confidence
- Tend to have low discretionary income
- Subscribe to conventional wisdom
- Subscribe to status-quo, regarding equality of sexes and discrimination
- Make conservative music choices
- Mainstream, “average” TV viewers
- Mainstream, “average” readers
- Dress conservatively
- Come from traditional families
- Tend to disapprove of smoking
- Not very active in sports

---

### **T.G.I.F. (30% of total survey group)**

“It's not important to improve performance year after year.”

*The largest single group is the underachievers or, the T.G.I.F. group. This segment is rooted in the present. Its members live for the moment and tend to be self-indulgent. Achievement and leadership is not a goal for this group compared with others. Societal issues are relative non-issues. There is a tendency toward extravagance.*

*The survey noted that understanding this group, because of its size, is quite important to the identification of broadscale marketing activities and dissemination of policies.*

- 60% of the T.G.I.F. group were male and 40% were female
- Age range within this group:
  - 15 – 17 = 28%
  - 18 – 21 = 43%
  - 22 – 24 = 29%
- Percentage of T.G.I.F. group who smoke: 62%

## Personality Profile

- Don't care very much about social issues
- “Live for today” philosophy
- Self-indulgent
- Outgoing and fashion conscious
- Like to spend money
- Like hard rock, heavy metal music
- Average TV viewing
- Diverse family backgrounds
- Read newspapers and some magazines, although the magazines they read tend to be for entertainment
- Most likely to support smoking

---

## Insecure Moralists (17% of total survey group)

“I feel I have to prove myself to others.”

*Following the TGIF group and its orientation to the present moment, Insecure Moralists relate more to the perceived values of their parents' generation. They support the idea of traditional families, and to a degree, feel that the best values stem from their parents' time. They have a certain nostalgia for things past and are somewhat uncomfortable with today's society and its values. They feel that “Big Brother is watching over them” and that life in general is threatening. As a consequence they are closely allied with their families and most comfortable with the known and familiar.*

- 49% of Insecure Moralists were male and 51% were female
- Age range within this group:
  - 15 – 17 = 37%
  - 18 – 21 = 42%
  - 22 – 24 = 21%
- Percentage of Insecure Moralists who smoke: 36%

## Personality Profile

- Experience life as somewhat threatening
- Tend to be insecure and indecisive
- Introspective, most comfortable with what is known and familiar
- Least likely to have a driver's license
- Concerned with issues such as discrimination, moral values, traditional family roles
- Most likely to be young and from Quebec
- Low discretionary income
- Participate in sports, but not public debate
- Watching pro-sports is common, as is attending church or synagogue, or participating in clubs

- Are fashion conscious
  - Majority have mothers who are homemakers
  - Broad musical tastes – most likely to enjoy country and western music, as well as ballads
  - TV is their primary form of entertainment (comedies, dramas, soap operas)
  - Not heavy readers
  - One third of this group smokes
- 

**Small Town Traditionalists** (5% of total survey group)

“Practicing religion is very relevant these days.”

*The remaining group is the Small Town Traditionalists. This segment is the most conservative and the most religious. Material success is not their leading motivator as it is with the Big City Independents. Spiritual values are held in high esteem. They reject all ‘vices’ and many of their attitudes could be considered old fashioned. Unlike the self-interested, non-conforming Big City Independents, the Small Town Traditionalists support age-old traditions and institutions and long-established belief systems.*

- 41% of Small Town Traditionalists were male and 59% were female
- Age range within this group:
  - 15 – 17 = 18%
  - 18 – 21 = 40%
  - 22 – 24 = 42%
- Percentage of Small Town Traditionalists who smoke: 25%

**Personality Profile**

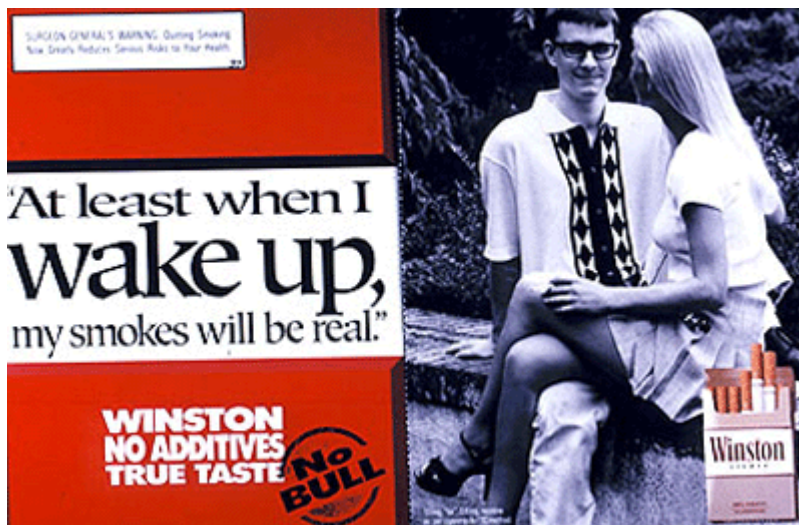
- Conservative, religious
- Often come from rural areas and small towns (One half of this group is from Atlantic Canada and the Prairie Provinces)
- Outgoing and confident
- Strong family ties, even when living away from home
- Hard-working, unselfish,
- Against discrimination, sexual freedom, overt sex and violence
- Generally see smoking as an undesirable vice, although one quarter smoke
- Tend to come from upscale backgrounds
- Low discretionary income
- Light TV viewers, usually news
- Most likely group to regularly attend church, mosque or synagogue
- Prefer lighter music
- Enjoy reading news magazines, books, newspapers



## STUDENT HANDOUT

### TOBACCO ADS THAT WOULD APPEAL TO YOUNG SMOKERS





Source:

**MEDIA AWARENESS NETWORK**  
www.media-awareness.ca



## TEACHING TIPS

### Use facilitation skills

- React positively to questions.
- Be sensitive to non-verbal communication.
- If you are uncomfortable teaching the material, seek expertise from school/community sources.
- Use humour to ease embarrassment and create a comfortable environment.
- Be student-centred/driven.
- Listen.
- Ask participants what they want to learn about.
- Be patient.
- Encourage self-confidence and decision-making skills.
- Address different learning styles.
- Be yourself.

### Use interactive teaching strategies to accommodate different learning styles

- Role-plays
- Guest speakers (particularly those with personal experience)
- Peer educators
- Panel discussion with speakers from community services
- Journaling, creative writing, poetry
- “Dear Abby”
- Anonymous question box
- Creating posters, pamphlets, graffiti, etc.
- Brainstorming and reflection exercises
- Quizzes
- Hands-on activities
- Debates
- Theatre, songs, or videos
- Storytelling
- Field trips (clinic, health centre, pregnant teen support centre, etc.)
- Current events (discuss, debate, write about newspaper/magazine articles, TV shows, movies)
- Experiments
- Decision trees
- Interviewing
- Surveys
- Case studies
- Reality-based teaching (e.g. What would it be like to be a teen parent?)
- Games
- Informal discussion

### Be an askable teacher

- Respect students’ feelings, values, and opinions.
- Challenge harmful, unhealthy practices.
- Use gender-neutral and inclusive language (e.g. partner instead of boyfriend/girlfriend).
- Admit when you do not know an answer and commit to finding it.
- Allow youth the opportunity to pass, when discussing sensitive issues.
- Know where and when to refer students for help.

## YOUR IDENTITY – MANY PARTS MAKE YOU STRONG

### I AM PHYSICALLY ACTIVE.

- Run
- Jump
- Throw
- Climb
- Catch
- Lift heavy things
- Lots of energy to be active a long time
- Walk
- Dance

#### Sports:

- Skiing
- Skating
- Swimming
- Bicycling
- Gymnastics
- Wrestling
- Basketball
- Tennis
- Football
- Soccer
- Horseback riding
- Volleyball
- Track
- Hockey

List other physical activities or specific sports that are part of who you are:

### I HAVE INTELLIGENCE. I CAN DO

- Math
- Second language
- Science
- Reading
- Writing
- Creative Problem Solving
- Social Studies
- Computers
- Other

### I TAKE PRIDE IN MY APPEARANCE.

- Take care of my health
- Eat well
- Like my hair a certain way
- Keep clean hands and face
- Like to wear my favourite colours
- Add hats, jewellery, or other “decorations”
- Colour of hair
- Eyes  Skin
- Hair:  Curly  Straight
- Another thing about my looks:

### I AM CREATIVE OR ARTISTIC.

- Artistic (What type? List below.)
- I dance
- I write poetry or stories
- I do drama (act in plays)
- I build things or do crafts (what kind?)
- I sew
- Musical (what type? list below.)

List other creative or artistic abilities below:

**I LEARN NEW THINGS.**

- I try new things.
- I learn from mistakes.
- I try things I might not be successful at.
- If something is hard, I can keep at it.
- I finish projects or assignments.
- Other (list below):

**I AM A CITIZEN (PART OF MY COMMUNITY).**

- Respectful
- Provide my best effort
- Responsible
- Pitch in to help
- Participate, do my part
- Compassionate
- Take care of the environment
- Other

**I HAVE RELATIONSHIPS.**

- Make friends
- Share
- Am friendly
- Good listener
- People can count on me
- Can be serious
- Love
- Polite, good manners
- Am kind
- Like to learn new things
- Communicate well
- Sense of humour
- Have fun ideas
- Fun to be with
- Interested in a lot of things
- Can resolve conflicts
- Can be a leader, take charge
- Care about how people feel
- Can laugh at myself, and at my mistakes
- Include people who are not my best friends
- Team player – do what I’m asked for the sake of the team
- Other:

**I MANAGE MY HEALTH AND KEEP THINGS IN BALANCE.**

- Keep clean (shower or bathe)
  - Excited
  - Eat healthy food
  - Angry
  - Physically active
  - Hurt
  - Play safe
  - Afraid
  - Play smart
  - Sad
  - Think about healthy choices
  - Happy
  - Know what I need, and ask for it
  - Able to make decisions
  - Can say no and disagree if I need to
  - Take time to relax
  - Have realistic expectations of myself
  - Organize and manage my time
  - Can accept when things don’t work out
  - Organize and manage my things
- I have many feelings such as

**I HAVE OTHER INTERESTS (ADD AS MANY AS YOU LIKE!).**

\_\_\_\_\_ Collecting things (list things you collect)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Having a pet, what kind(s)?

\_\_\_\_\_

List other hobbies and interests below or on the back of this handout.

- \_\_\_\_\_ Games
  - \_\_\_\_\_ Magic
  - \_\_\_\_\_ Miniature golf
  - \_\_\_\_\_ Cooking
  - \_\_\_\_\_ Snorkelling
  - \_\_\_\_\_ Having a pen pal
  - \_\_\_\_\_ Computers
  - \_\_\_\_\_ Reading
  - \_\_\_\_\_ Building models
  - \_\_\_\_\_ Building something else (what?)
- \_\_\_\_\_
- \_\_\_\_\_

**I HAVE CULTURE, VALUES, OR BELIEFS ABOUT LIFE.**

My culture (may include religion or other important values or beliefs):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I think what is most important in life is

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**MY PREFERENCES OR FAVOURITES (YOU MAY LIST ONE OR MORE THAN ONE):**

- Colour?
- Food?
- Drink?
- Quiet activity?
- Busy activity?
- Person?
- Teacher?
- Vegetable?
- Animal?
- Way to dress?
- Memory?
- Game?
- TV show?
- Subject in school?
- Movie?
- Book?
- Song?
- Fruit?
- Sport?
- Hobby?

## ME

I am the only ME I've got. I am unique. There are two major parts of ME. There is the inside ME and the outside ME.

The outside ME is what you see: the way I act; the image I portray; the way I look; and the things I do.

The outside ME is very important. It is my messenger to the world, and much of my outside ME is what communicates with you. I value what I have done, the way I look, and what I share with you.

The inside ME knows all my feelings, my secret ideas, and my many hopes and dreams. Sometimes I let you know a little bit about the inside ME, and sometimes it's a very private part of myself.

Even though there is an enormous number of people in this world, no one is exactly like me. I take full responsibility for ME, and the more I learn about myself, the more responsibility I am going to take.

You see my ME is my responsibility. As I know myself more and more, I find out that I am an OK person.

Sometimes things happen that are not my fault. I am still wonderful and special and full of potential.

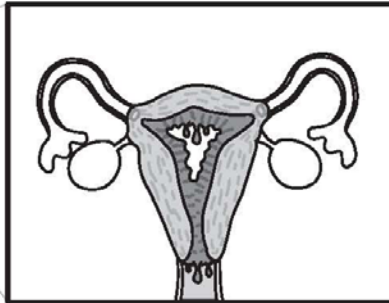
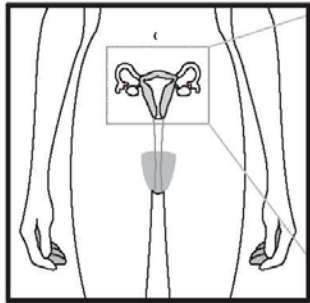
I have some good things in my life because I am a good person. I have accomplished some things in my life because I am a competent person. I know some special people because I am worth knowing. I celebrate the many things I have done for myself.

I've also made some mistakes. I can learn from them. I have also known some people who did not appreciate me. They're missing out on knowing a great person.

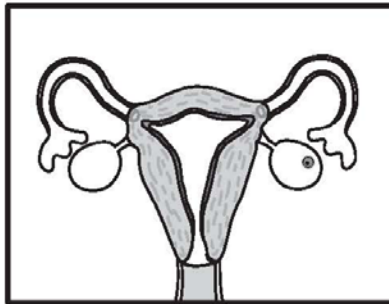
I've wasted some precious time. I can start to make new choices now. As long as I can feel, think, grow, and behave, I have great possibility.

I'm going to take those risks and those possibilities, and I am going to grow and love and celebrate. **I AM WORTH IT!**

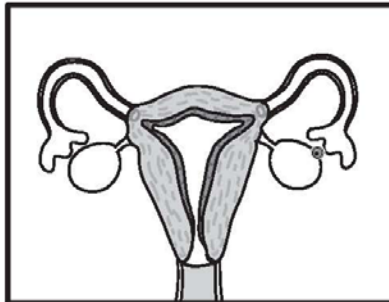
## THE MENSTRUAL CYCLE



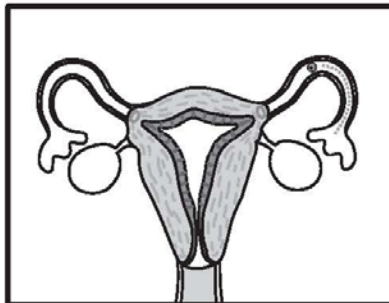
Beginning of cycle (menstruation)



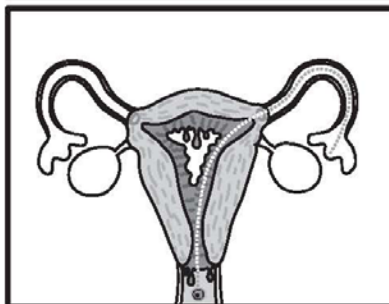
Ovum starts to mature  
(lining begins to thicken to  
prepare for possible pregnancy)



Release of mature ovum  
(ovulation)



Ovum travels to uterus

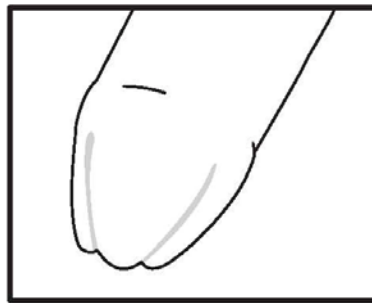
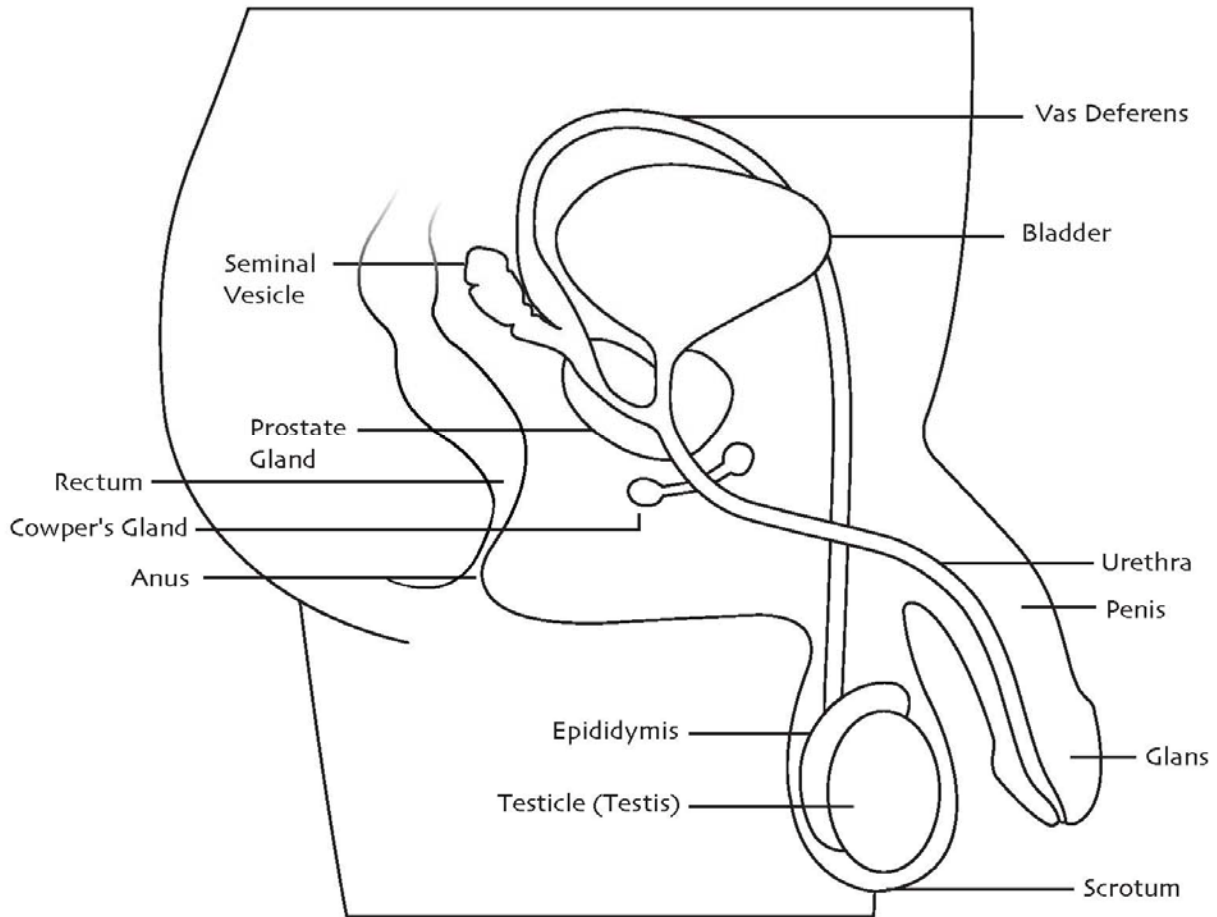


Beginning of next cycle  
(menstruation)

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### MALE REPRODUCTIVE SYSTEM – SIDE VIEW



Uncircumcised Penis

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## MENSTRUATION AND SPERM PRODUCTION

### Order Me Around

**Directions:** Make a set of cards for each small group of students. Give each group a set of shuffled cards. Have them correctly sequence the male structures and the phases of the menstrual cycle.

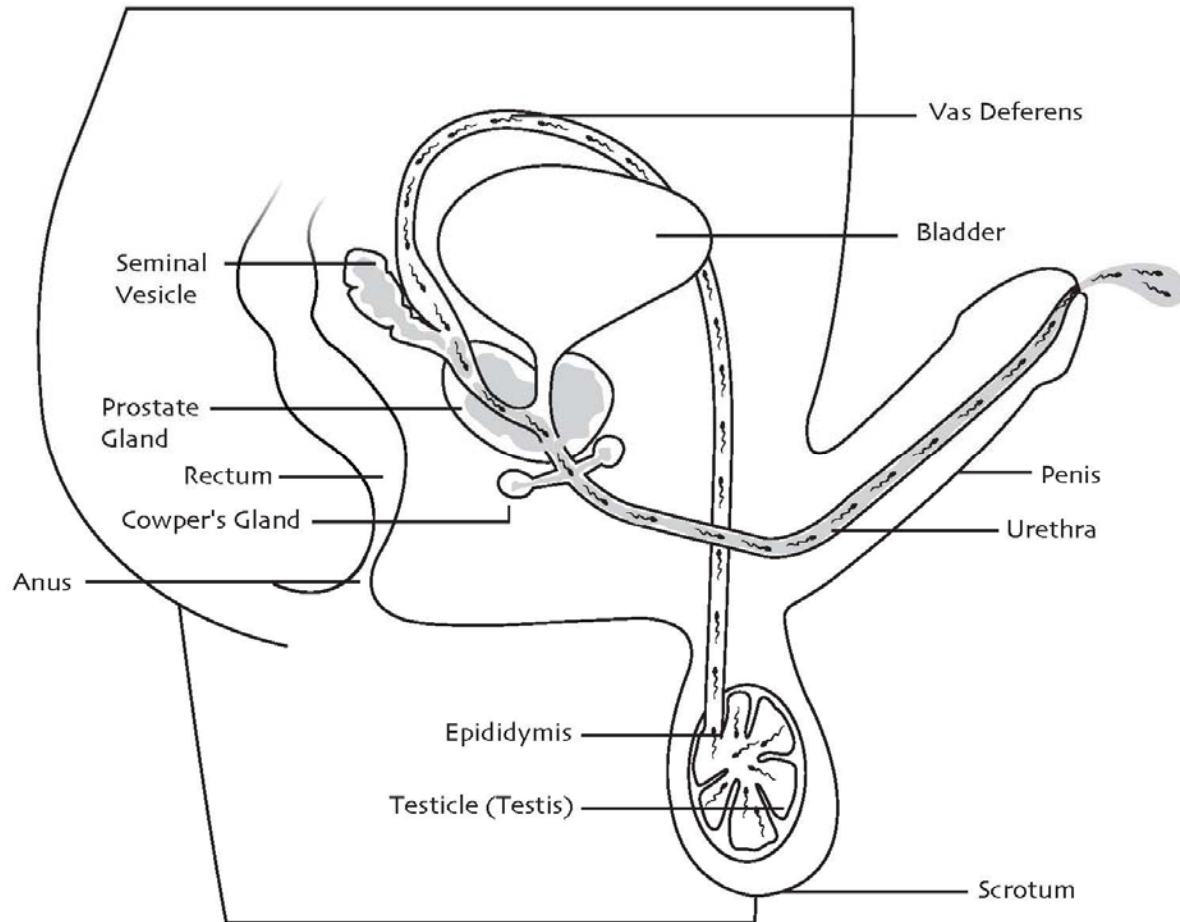
<b>Testicle</b>	<b>Epididymis</b>	<b>Vas Deferens</b>	<b>Urethra</b>
-----------------	-------------------	---------------------	----------------

<b>Menstruation</b>	<b>A new lining forms in the uterus</b>	<b>An egg matures</b>	<b>Ovulation</b>	<b>The egg disintegrates</b>
---------------------	---	-----------------------	------------------	------------------------------

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## SPERM PRODUCTION



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## MENSTRUATION AND SPERM PRODUCTION

### How Much Do You Know?

**Directions:** Answer the following questions. Skip any questions you can't answer.

- |      |       |  |
|------|-------|--|
| True | False | 1. Sperm are produced in the testicle.                       |
| True | False | 2. "Wet dreams" are common for boys during puberty.          |
| True | False | 3. Mature sperm are stored in the vas deferens.              |
| True | False | 4. Sperm leave the body through the urethra.                 |
| True | False | 5. Semen contains seminal fluid and sperm.                   |
| True | False | 6. Menstrual fluid contains the lining of the uterus.        |
| True | False | 7. Eggs mature before they leave the ovary.                  |
| True | False | 8. Menstruation is caused by changes in hormones.            |
| True | False | 9. The length of menstrual cycles may change during puberty. |
| True | False | 10. Menstruation usually lasts between three and seven days. |

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## WHO'S WHO VOCABULARY WORKSHEET

**DIRECTIONS:** Read each word below and place an F if it is part of the female reproductive system, an M if it is part of the male reproductive system, and a B if it is part of both.

- |     |                  |     |                        |
|-----|------------------|-----|------------------------|
| ___ | 1. testosterone  | ___ | 16. fallopian tubes    |
| ___ | 2. labia         | ___ | 17. nocturnal emission |
| ___ | 3. sperm         | ___ | 18. estrogen           |
| ___ | 4. genitals      | ___ | 19. scrotum            |
| ___ | 5. pubic hair    | ___ | 20. ovulation          |
| ___ | 6. puberty       | ___ | 21. semen              |
| ___ | 7. ejaculation   | ___ | 22. erection           |
| ___ | 8. hormones      | ___ | 23. progesterone       |
| ___ | 9. ovaries       | ___ | 24. urethra            |
| ___ | 10. cervix       | ___ | 25. placenta           |
| ___ | 11. menstruation | ___ | 26. foreskin           |
| ___ | 12. testes       | ___ | 27. hymen              |
| ___ | 13. vagina       | ___ | 28. prostate           |
| ___ | 14. bladder      | ___ | 29. clitoris           |
| ___ | 15. uterus       | ___ | 30. seminal vesicles   |

**WHO'S WHO VOCABULARY WORKSHEET**  
**(Answer sheet)**

**DIRECTIONS:** Read each word below and place an F if it is part of the female reproductive system, an M if it is part of the male reproductive system, and a B if it is part of both.

- |              |                  |              |                        |
|--------------|------------------|--------------|------------------------|
| <u>  B  </u> | 1. testosterone  | <u>  F  </u> | 16. fallopian tubes    |
| <u>  F  </u> | 2. labia         | <u>  M  </u> | 17. nocturnal emission |
| <u>  M  </u> | 3. sperm         | <u>  F  </u> | 18. estrogen           |
| <u>  B  </u> | 4. genitals      | <u>  M  </u> | 19. scrotum            |
| <u>  B  </u> | 5. pubic hair    | <u>  F  </u> | 20. ovulation          |
| <u>  B  </u> | 6. puberty       | <u>  M  </u> | 21. semen              |
| <u>  M  </u> | 7. ejaculation   | <u>  M  </u> | 22. erection           |
| <u>  B  </u> | 8. hormones      | <u>  F  </u> | 23. progesterone       |
| <u>  F  </u> | 9. ovaries       | <u>  B  </u> | 24. urethra            |
| <u>  F  </u> | 10. cervix       | <u>  F  </u> | 25. placenta           |
| <u>  F  </u> | 11. menstruation | <u>  M  </u> | 26. foreskin           |
| <u>  M  </u> | 12. testes       | <u>  F  </u> | 27. hymen              |
| <u>  F  </u> | 13. vagina       | <u>  M  </u> | 28. prostate           |
| <u>  B  </u> | 14. bladder      | <u>  F  </u> | 29. clitoris           |
| <u>  F  </u> | 15. uterus       | <u>  M  </u> | 30. seminal vesicles   |

## WORDS ABOUT FERTILIZATION AND PREGNANCY

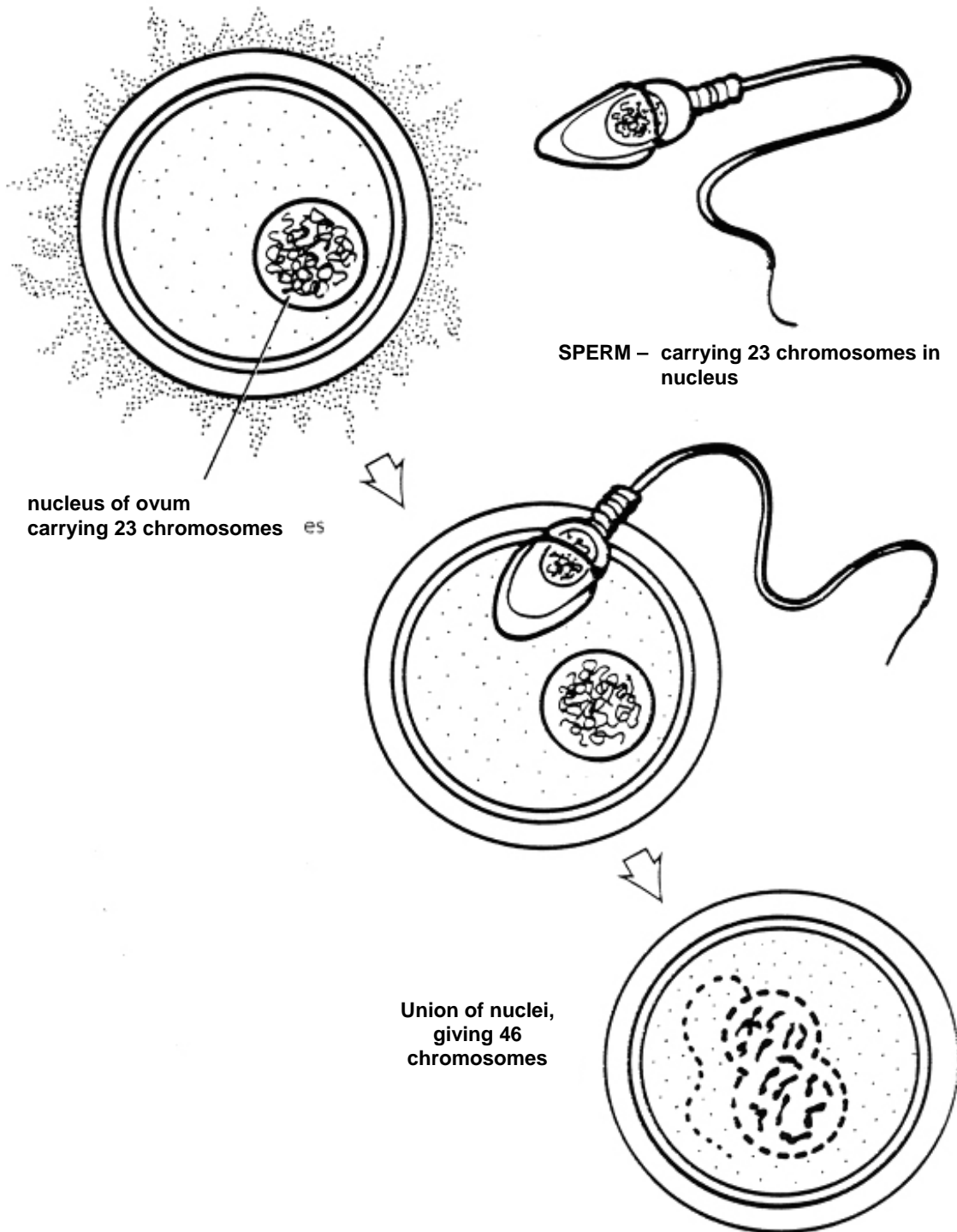
Find the definition for each word.

1. fertile
2. fertilization
3. implant
4. implantation
5. embryo
6. fetus
7. placenta
8. amniotic sac
9. umbilical cord
10. birth canal

Definitions:

- a) the union of one egg and one sperm
- b) to fix firmly or to embed
- c) able to reproduce
- d) the barrier between the mother and developing baby and the point through which nutrients, oxygen, and wastes are exchanged
- e) the vagina
- f) the developing baby from the time of fertilization until the eighth week of development
- g) a thin membrane surrounding the entire developing baby
- h) the developing baby from the eighth week of development until birth
- i) a connection between the baby and the placenta containing two arteries and one vein
- j) the process through which the fertilized ovum becomes attached to the lining of the uterus

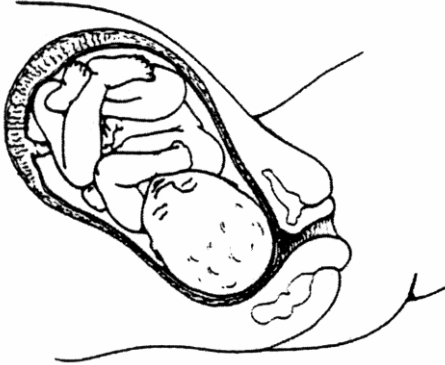
## FERTILIZATION





## CHILDBIRTH

These pictures show the process of childbirth. Write one or two sentences next to each picture to describe what is happening.

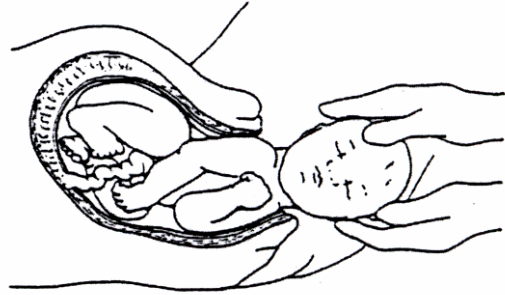


Baby enters birth canal

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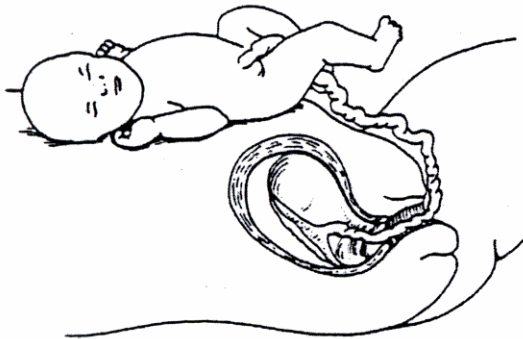


Head emerging

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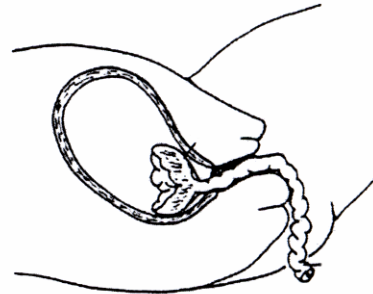
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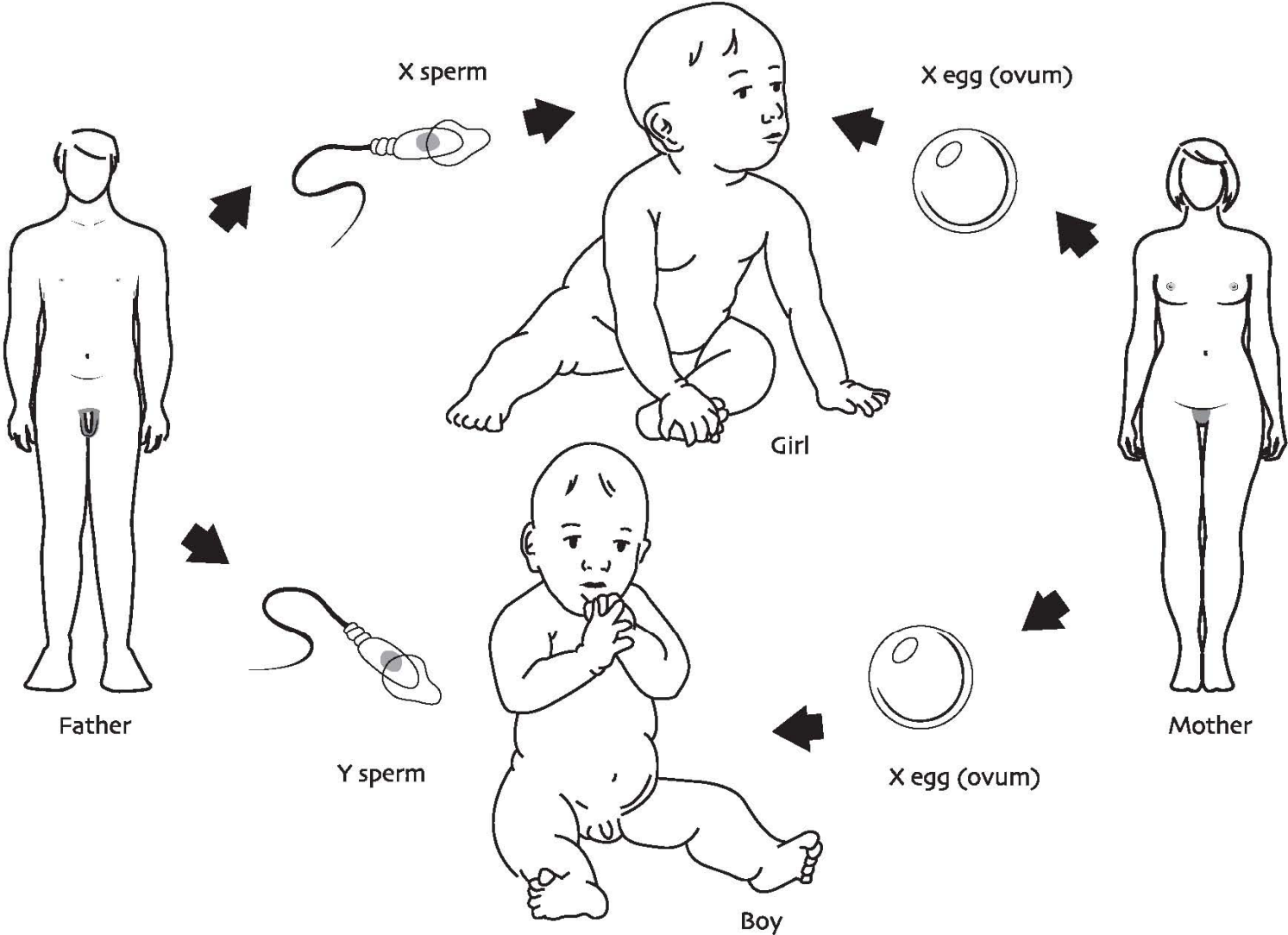


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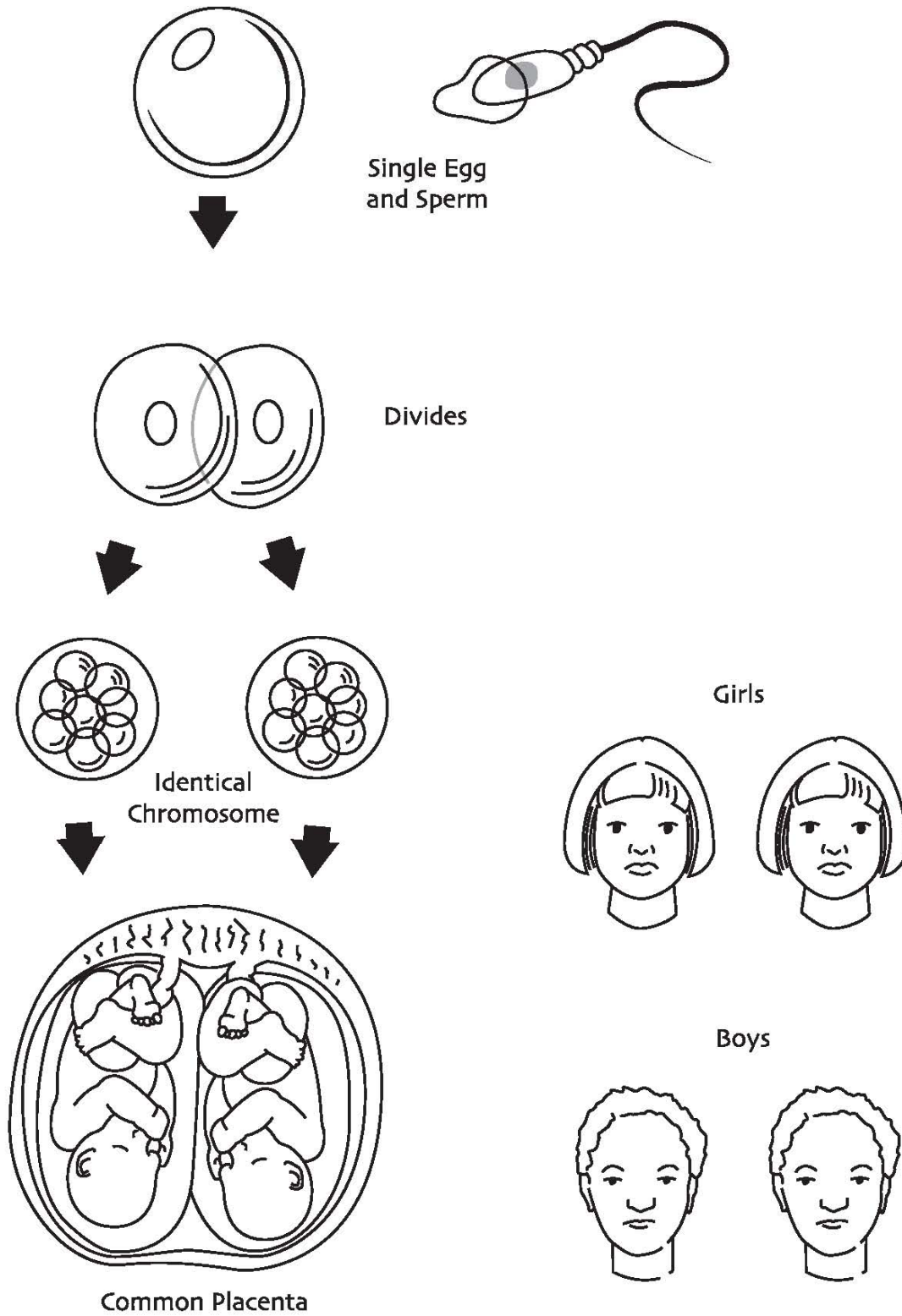
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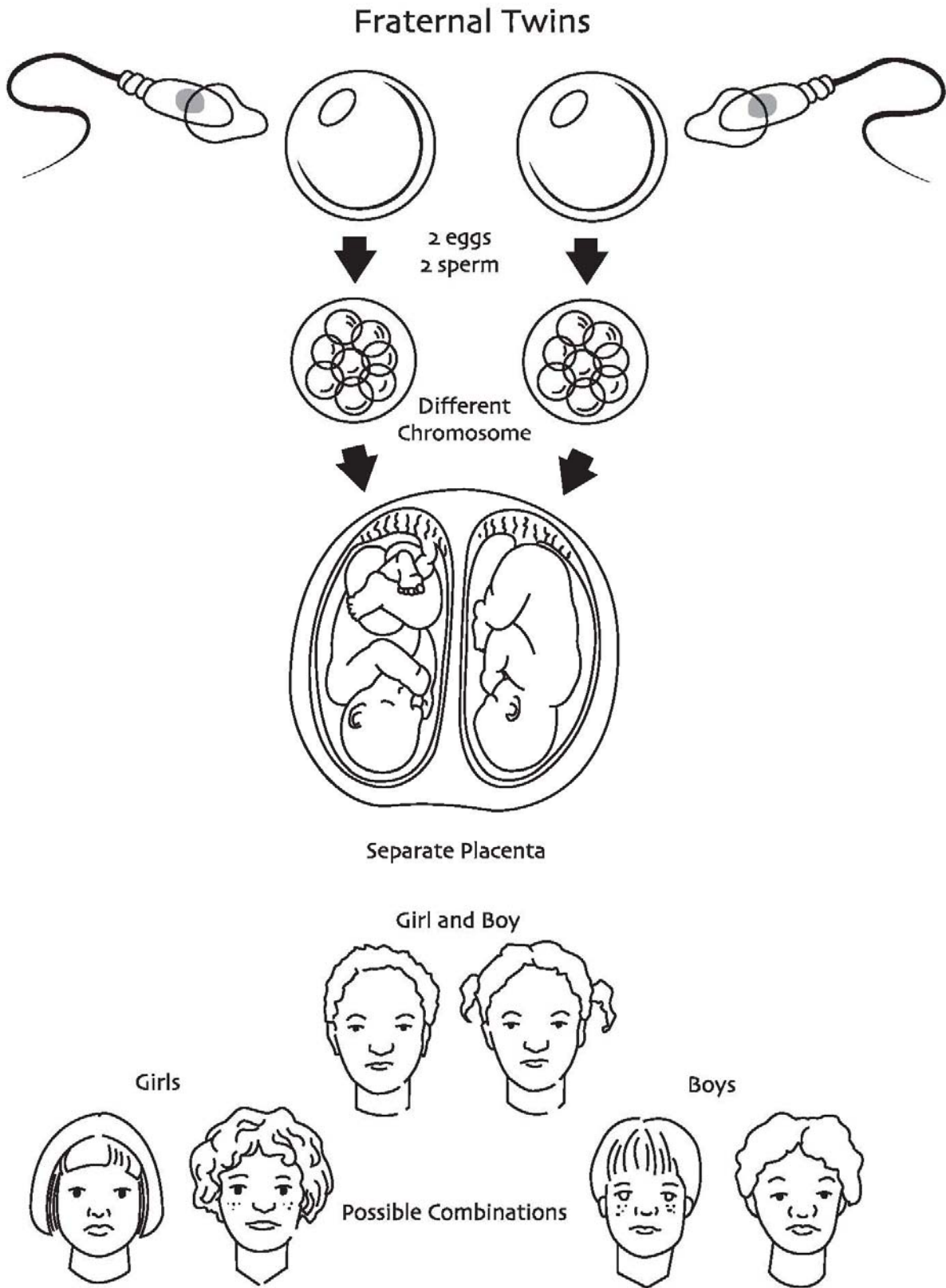
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### Genetics - Sex Determination



# Identical Twins





## ECO MAP

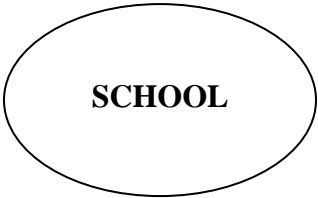
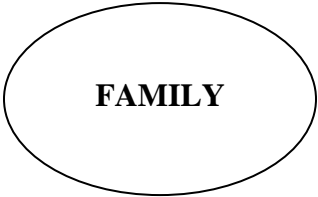
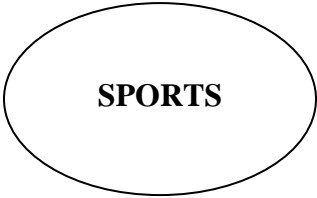
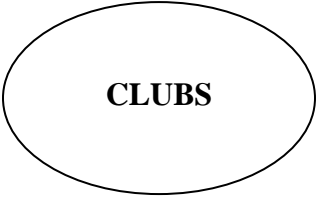
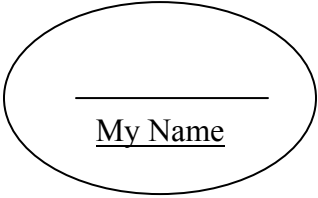
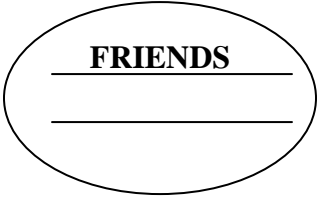
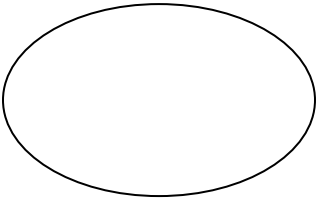
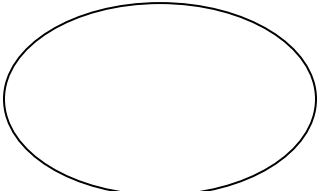
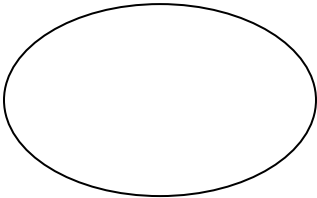
There are a lot of different people and places in my life. This ECO-MAP DIAGRAM shows who many of them are and the type of relationship I have with each one.

A Red Line shows a Strong Relationship.

A Blue Line shows a Weak Relationship.

A Purple Line shows a Stressful Relationship.

A Green Line shows an Energizing Relationship.

## ZANEY’S STORY

Zaney’s alarm rang at 6:30 am. She rolled over with a loud groan and slapped the alarm to off. It was a rainy, gray Monday, and that made it even harder for Zaney to get out of her warm, cosy bed. Well, she didn’t want to miss the bus and a chance to see her friends before school, so Zaney stretched and headed for the shower. The warm water felt good on her skin as she rubbed the lavender-scented shampoo into her short hair.

She had bought the shampoo because so many of her friends talked about how wonderful it made their hair smell. The shampoo was expensive, but Zaney wanted to be like her friends. Her short hair cut was new, too. She had brought a picture of the haircut to the stylist from a magazine. The picture showed Zaney’s favourite singer with this really cool hairstyle. Now Zaney’s hair looked just like the singer’s - well, almost.

Zaney’s dad had breakfast waiting in the kitchen. Her dad was a breakfast fanatic. “You can’t have a good day without a healthy breakfast,” he said every single morning of the world. Zaney secretly smiled. She knew breakfast was one way her dad showed that he cared about her.

After breakfast, Zaney barely had time to brush her teeth. She used the special whitening tooth polish she saw advertised on TV. She wanted her smile to look great when she saw William in homeroom.

“Bye, Daddy,” Zaney yelled as she ran out the front door. “See you tonight.”

## IT'S OK TO SAY NO (STUDENT PAGE)

### How Would You Refuse?

**Directions:** Pretend you are facing the following situation. Write an example of what you could say or do for at least six of the refusal strategies.

Your girlfriend or boyfriend wants you to come to his/her house after school. You know the two of you will be alone and you might go further than you want. You really like this person and want to keep the relationship.

1. Say no firmly.
2. Repeat the word no over and over.
3. Give a believable excuse.
4. Give a reason.
5. Avoid or leave the situation.
6. Change the subject.
7. Suggest an alternative activity.
8. Ignore the problem/act dumb.
9. Find friends who feel the same way you do.
10. Reverse the pressure.
11. Delay your decision.
12. Tell your friends, "I have made a decision."

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## IT'S OK TO SAY NO

### Saying No Role-plays

**Directions:** Copy this page and give each small group one of the situations.

**SITUATION #1** You are dating someone who is several years older than you. At a party, this person asks you to go out to the car so you can be alone. You know this person doesn't want to just "talk."

**SITUATION #2** You are having an argument with your steady date. You have made it clear that abstinence is your choice. Your date insists that you don't know what you're missing.

**SITUATION #3** You and your steady date have just seen a sexy movie. Your date suggests that you go parking and replay the love scene. You are feeling very turned on but know that having sex is more than a scene in a movie.

**SITUATION #4** Your friends tell you that having sex is great. They brag about their experiences. You feel that sex is an important decision and you want to wait. Your friends say you really need to live for the moment.

**SITUATION #5** You are babysitting your four-year-old brother, who is sound asleep. Your date comes over to keep you company and suggests you go into your bedroom. You know your parents trust you to be responsible when they are away from home.

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## YOU DECIDE

Boys/men and girls/women sometimes have different ideas about sex and dating. Most of the following statements are stereotypes that we've heard many times. In this activity, you'll get a chance to change these old ideas into new ones. Read each statement. Below each statement, complete a new one.

1. The success of an evening out can be judged by how sexual it was.

*The success of an evening out should be judged on...*

2. When someone says “no” to sex, it means that s/he does not like the other person.

*When a person says “no” to sex, it means...*

3. If a lot of money is spent on a date, sex should be given in return.

*If a lot of money is spent on a date it means...*

4. When someone says “no” to sex, it really means “maybe,” and “maybe” really means “yes.”

*No to sex really means...*

5. A real man is one who has had sex with a woman.

*You are a real man if...*

6. Someone who dresses in a sexy way wants to have sex.

*If someone dresses or acts in a sexy way...*

7. If someone accepts an invitation to go to somebody's house alone, s/he would be expected to have sex.

*If a person wants to go to someone else's house when there is no one home...*

8. It is the woman's responsibility to decide how sexual a relationship becomes.

*It is \_\_\_\_\_ responsibility to set sexual limits.*

Beyond the Basics: A Sourcebook on Sexuality and Reproductive Health Education

## HOW DO I KNOW WHEN...

**Objective:** Participants will discuss sexual decision-making skills.

**Structure:** Small group activity.

**Time:** 30 minutes

**Materials:** Paper and pens.

### Procedure

1. **Introduce** the activity by pointing out how it can be very confusing to decide when you are really ready to do a new thing. In order to consider how we make decisions, we will look at something that may be a possibility for many of you within a few years...getting your driver's licence.
2. **Point out** that many students will be legally able to try for a driver's licence when they turn 16. Some may rush out to get their licence on their 16<sup>th</sup> birthday; others may wait a year, several years, or forever before going for a learner's permit.
3. **Ask the questions:** How many want to drive something? How many want to get your driver's licence as soon as you turn 16?
4. In groups of four, **instruct** participants to
  - a) make a list of all the reasons you can think of why a teen might want to get their driver's licence;
  - b) make a list of all the reasons you can think of why a teen might hang back from learning to drive; and
  - c) identify the 3 most important factors that would influence your decision as to whether a 16 year old that your group has tested is ready to be licensed to drive. (Your group can give or refuse the licence.)
5. **Point out** that in making decisions as to whether or not to become sexually active, there is no licence or official age. For some people, it is very clear – they won't have sex until they are in a lifetime commitment or a stable relationship. For many others, it can be confusing.
6. **Ask the questions:** How many of you think they want to have sex some time in their life? How many are very definite about when the right time would be to have sex?
7. In groups of four, **instruct** participants to
  - a) make a list of all the reasons a teen might want to have sex.
    - To demonstrate love for partner
    - Desire, curiosity
    - Feels good
    - Wanting to feel loved
    - Social pressure (from partner, perception that “everyone's doing it”)

- b) Make a list of all the reasons a teen might decide not to become sexually active.
- Worried about pregnancy, STIs
  - Religious/cultural values
  - Not ready, not the right person
  - Family expectations
  - Waiting until marriage/lifetime commitment
- c) If society issued a Licence to be Sexually Active, how would people qualify for one? What would people need to know? What skills need to be developed?
- STI prevention
  - Contraception, pregnancy prevention
  - Communication skills
  - Negotiation skills
8. Point out that the decision whether or not to be sexually active is not one to be taken lightly. A number of issues (e.g. STI and pregnancy prevention) and skills (communication and negotiation) need to be considered. The decision whether or not to become sexually active or to cease being sexually active (saying “yes” once does not mean you have to say “yes” again) is one that each individual needs to consider.
9. Use the following questions to further help young people decide whether they are ready to be sexually active:
- Will I feel good about myself if I have sex now?
  - Does my partner want to have sex now?
  - Am I being pressured to make a decision?
  - If the relationship breaks up, will I be glad that I had sex with this person?
  - If we have sex, will I use effective birth control and/or STI protection every time?
  - Am I afraid of anything?
  - Am I prepared to deal with the consequences of not practising safer sex?

(Adapted with permission by City of Toronto: Toronto Public Health.)

## DECISION-MAKING SKILLS

Life is a continuous decision-making process. To help people gain more control over their lives and to enhance their lifestyle, they need to approach life in a thoughtful rather than in a haphazard way. Using a decision-making process can help to serve as a plan of action, when you are faced with a problem or a decision.

### *Decision-Making Process*

1. Clearly define the problem.
2. Establish your criteria (what is important to you).
3. List your alternatives.
4. Evaluate your alternatives based on your criteria.
5. Make a decision.
6. Devise an action plan to carry out the decision.
7. Review and evaluate your decision and alter it as possible/necessary/appropriate.

# **TEACHER RESOURCES**



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## PRINT RESOURCES FOR TEACHERS

### Aids New Brunswick Pamphlets

Aids New Brunswick [www.aidsnb.com](http://www.aidsnb.com)

### Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education

Planned Parenthood Federation of Canada (2001)

*Focus on the appropriate activities for middle level students (Level I & II).*

### Choices for Life

Workplace Health, Safety and Compensation Commission of New Brunswick

### Education for Sexuality and HIV/AIDS

Meeks, Linds; Heit, Philip; and Burt, John

Meeks Heit (1993) (ISBN 0-9630009-2-6)

### Exploring Your Horizons: Career and Personal Planning

Misener, Butler

McGraw-Hill Ryerson, (1998) (220800)

### Fight Bac! For Food Safety, Food Safety Information for Grades 4 to 7

Canadian Partnership for Consumer Food Safety Education (2001)

### Health Issues 7

Gillda Leitenberg, Editor

McGraw-Hill Ryerson (2002) (ISBN 0-07-091406-0)

### Health Issues 7, Teacher's Resource Guide

Jaime Johansson

McGraw-Hill Ryerson (2003) (ISBN 0-07-091407-9)

### Health Issues 8

Gillda Leitenberg, Editor

McGraw-Hill Ryerson (2002) (ISBN 0-07-091408-7)

### Health Issues 8, Teacher's Resource Guide

Jaime Johansson

McGraw-Hill Ryerson (2003) (ISBN 0-07-091409-5)

### Health Issues 9

Gillda Leitenberg, Editor

McGraw-Hill Ryerson (2002) (ISBN 0-07-091410-9)

### Health Issues 7, Teacher's Resource Guide

Jaime Johansson

McGraw-Hill Ryerson (2003) (ISBN 0-07-091413-3)

Human Sexuality: Responsible Life Choices

Ryder, Verdene and Smith, Peggy B.

Goodheart-Wilcox Co. (2000) (ISBN 1-56637-455-3)

It's Up To Me: A Kit on Dating Violence

Coalition Against Abuse in Relationships, 770 Main Street, 9<sup>th</sup> Floor, Moncton, NB, E1C 1E7, (506) 392-5120

Physical Education Safety Guidelines

NB Department of Education (2002)

Elementary & Middle Level (840560)

High School (840570)

Seeing the Rainbow: Teachers Talk about Bisexual, Gay, Lesbian and Transgender and Two-spirited Realities

Canadian Teacher's Federation (ISBN 0-88989-339-1)

Skills for Adolescence

Lions Club International, Lions Quest (2001) (ISBN 1-56095-278-4)

Teen Health Course 1

Merki, Mary Bronson

Glencoe McGraw-Hill (1995) (ISBN 0-02-651774-4)



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## WEBSITES FOR TEACHERS

- Aids NB  
[www.aidsnb.com](http://www.aidsnb.com)
- Body Sense  
[www.bodysense.ca/resources.html](http://www.bodysense.ca/resources.html)
- Calgary Health Region  
[www.teachingsexualhealth.ca](http://www.teachingsexualhealth.ca)
- Canada’s Food Guide to Healthy Eating  
[www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food\\_guide\\_rainbow\\_e.html](http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/food_guide_rainbow_e.html)
- Canada’s Physical Activity Guide to Healthy Active Living  
[www.hc-sc.gc.ca/hppb/paguide/](http://www.hc-sc.gc.ca/hppb/paguide/)
- Canadian Cancer Society  
[www.cancer.ca](http://www.cancer.ca)
- Canadian Institute for Health Information  
[www.cihi.ca](http://www.cihi.ca)
- Coalition Against Abuse in Relationships (CAAR)  
[www.coalitionagainstabuse.com](http://www.coalitionagainstabuse.com)
- Dietitians of Canada  
[www.dietitians.ca/english/frames.html](http://www.dietitians.ca/english/frames.html)
- Focus on Bullying  
[www.safeschools.gov.bc.ca](http://www.safeschools.gov.bc.ca)  
<http://www.bced.gov.bc.ca/specialed/bullying.pdf>
- Go Smoke Free  
[www.gosmokefree.ca](http://www.gosmokefree.ca)  
<http://www.hc-sc.gc.ca/hecs-sesc/tobacco/>
- Health Canada  
[www.media-awareness.ca](http://www.media-awareness.ca)
- Heart & Stroke Foundation  
[www.heartandstroke.ca](http://www.heartandstroke.ca)
- Just Add Milk  
[www.justaddmilk.ca/index.html](http://www.justaddmilk.ca/index.html)

- MADD Canada  
[www.madd.ca](http://www.madd.ca)
- Making Waves  
[www.mwaves.org](http://www.mwaves.org)
- New Brunswick Parents' Ideas About Sexual Health Education  
<http://www.gnb.ca/0000/publications/ss/nbparentidea.pdf>  
New Brunswick Teachers' Ideas About Sexual Health Education  
<http://www.gnb.ca/0000/publications/ss/nbteachersidea.pdf>  
New Brunswick Students' Ideas About Sexual Health Education  
<http://www.gnb.ca/0000/publications/ss/studentsexeducation.pdf>
- Nutrition on Labelling Tool Kit for Educators  
[www.hc-sc.gc.ca](http://www.hc-sc.gc.ca)  
[http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/labelling-etiquetage/toolkit\\_educators\\_e.html](http://www.hc-sc.gc.ca/hpfb-dgpsa/onpp-bppn/labelling-etiquetage/toolkit_educators_e.html)
- Sexual Information and Education Council of the United States  
[www.siecus.org](http://www.siecus.org)
- Sexuality and You (teacher reference site)  
[www.sexualityandu.ca](http://www.sexualityandu.ca)
- Statistics Canada  
[www.statscan.ca](http://www.statscan.ca)  
[www.statscan.ca/english/ads/estat/index.htm](http://www.statscan.ca/english/ads/estat/index.htm)
- Teaching Tools  
<http://school.discovery.com/teachingtools/teachingtools.html>
- Volunteer Canada  
[www.volunteer.ca](http://www.volunteer.ca)
- Weather Network  
[www.weathernetwork.ca](http://www.weathernetwork.ca)
- Your Life, Your Choice  
[www.schoolnet.ca/alcohol/e/mainmenu](http://www.schoolnet.ca/alcohol/e/mainmenu)

## ***Legal Status***

***Sexual Activity / Sexual Offence***      *Having sexual activities with a person who does not consent is a crime called a “sexual offence”. Sexual activity may include many things such as, among others, touching another person directly or indirectly, with a part of the body (like hands) or an object for sexual purposes.*

***Consent***      *Consent means that the persons engaged in the sexual activity voluntarily agreed to engage themselves in the sexual activity. When individuals are accused of a sexual offence, they sometimes raise the defence of consent. To be a valid defence, the consent to sexual activity must be very clear. There is no consent if a person agrees to sexual activity because the person is pressured, afraid, forced, lied to, or threatened.*

***Age of Sexual Consent***      *The defence of consent is never valid if one of the persons engaged in the sexual activity is under the age of 14 years old, except for a small exception. The Criminal Code clearly states that the touching of a person under the age of 14 years old for sexual purpose or an invitation to sexual touching made to a person under 14 years old is a sexual offence. An invitation to sexual touching means asking another person to touch himself or herself or another person for sexual purpose. Here again the touching includes direct and indirect touching with a part of the body or an object.*

***Exception to Age of Consent***      *The only exception where consent may be a defence to criminal accusation of sexual offences against a person under 14 years old (the complainant) is if the complainant is at least 12 years old and 3 other conditions are present: (1) the accused is between 12 and 16 years old, (2) the accused is less than two years older than the complainant and (3) the accused is not in a position of trust or authority towards the complainant and there is no relationship of dependence between the accused and the complainant. This means that a person under the age of 12 years old can never consent to sexual activities and a person under 14 years old can only consent in the particular circumstance mentioned above.*

***Adults and those Under 18 Years of Age***      *Also, it is a criminal offence for an adult in a position of trust or authority toward a person under the age of 18 years old or in a relation of dependency with that person under 18 years old to engage in sexual activities with that person younger than 18 years old. No defence of consent would be valid in such a situation. (p. 7)*

Legal counsel also suggests that a more extended explanation particularly regarding the meaning and importance of the consent of sexual activity and that a person who consented may change his or her mind at any moment would be a good idea.

Counsel also suggests that teachers clearly mention to students that they are not encouraged to engage in sexual activity at such a young age. [31.1 of the *Education Act* and Policy 701 provide more information]