

UNIT Growth and Development**4****Duration** 8 Sub-Tasks**Description**

Students describe physical, emotional and interpersonal changes associated with puberty, and how their decision-making impacts their relationships with friends, peers and family.

Sub-Task Title	Expectation Code
1. Stress and Pressures in Relationships with Others	5p2, 5p9, 5p10
2. Stress and Pressures in Relationships with Others	5p2, 5p9, 5p10
3. Healthy Relationships with Friends, Family and Peers	5p2, 5p9, 5p10
4. Secondary Physical Changes at Puberty	5p2, 5p11, 5p12
5. Male Changes at Puberty	5p2, 5p11, 5p12
6. Female Changes at Puberty	5p2, 5p11, 5p12
7. Female Changes During Puberty	5p2, 5p11, 5p12
8. The Importance of Personal Hygiene	5p13

4**Assessment and Evaluation**

A variety of assessment methods may be used in this unit. Some assessment strategies and tools included are:

- Pencil and Paper Task: Worksheets to complete individual lessons
- Pencil and Paper Task: End of unit summative assessment
- Personal Communication: Classroom Discussions
- Personal Communication: Assessment Rubric
- Performance Tasks: Dramatizations of Scenarios
- Performance Tasks: Performing Acts of Friendship
- Performance Tasks: Mirror Reflections - Collage

Links to Prior Knowledge

- This unit extends the work of the Grade 4 Growth and Development Unit. The students should have a basic understanding of the characteristics of healthy relationships as they relate to human development.

Accommodations

Not all students in a Grade 5 classroom will be able to complete independently all unit suggestions or assessments. Adapt the teaching learning strategies to accommodate the needs of exceptional students consistent with the strategies outlined in their IEP. Students may require scribing, instructions repeated, paired groupings, etc. The Ministry of Education and Training's electronic planner provides a complete list of accommodations and suggestions to address the needs of all students. For example:

- make use of computer technology where possible;
- include a variety of activities for the student in each lesson;
- make expectations explicit;
- make use of contracts, as appropriate;
- pair students to check work;
- provide checklists, outlines, advance organizers, to assist in assignment completion;
- provide opportunity for discussion prior to writing;
- model and display examples of specific purposes in writing (e.g., letters, editorials, essays);
- relate material to student's lives and real-life situations;
- clarify definitions, terms and vocabulary in assignments, and ensure understanding by asking students to retell or paraphrase instructions.

Several worksheets/activities/overheads are included in some lessons. Select the one(s) most appropriate for the class.

Video resources may be obtained from your Board, community or publishers.

Use the Parent/Guardian letter to keep parents informed as to the specific material that will be covered in this unit. It should be distributed prior to beginning of instruction with the students. Because of the sensitive nature of these topics, parents and guardians must be informed about the content of the curriculum and the time of delivery. The teacher may need to make this letter specific to the requirements of the district school board.

Teachers may wish, at their discretion, to deliver this material to their entire class grouping or gender specific groups.

In teaching about puberty, educators need to affirm the wide ranging diversity of students in their classes. Although most adolescents share some common characteristics and learning needs, each individual is unique in a number of ways. Teachers need to recognize, respect and address the educational needs of students with a wide array of characteristics. Canada is a multicultural and multi-religious society. Consequently, young people bring to the classroom a diversity of cultural, religious and family traditions and values related to sexuality, gender and human development. For a number of reasons, students also differ considerably in their knowledge and comfort with puberty and sexuality issues. Educators must recognize and respect these differences.

Background Information

See the “Guidelines for School Administrators,” “Key Elements” and “Value Set” for the Growth and Development unit. The teacher or Board may choose to adapt these guidelines to meet their specific needs.

“The overall and specific expectations in this strand are age-appropriate and should be addressed with sensitivity and respect for individual differences. Teachers and learners must develop a comfort level with these topics so that information can be discussed openly, honestly, and in an atmosphere of mutual respect. Address ‘healthy sexuality’ expectations only after you have developed a rapport with your students. Opportunities should be provided for segregated as well as coeducational instruction.” (The Ontario Curriculum: Health and Physical Education, Grades 1-8, p. 10)

Ontario Catholic School Graduate Expectations

- CGE(1) A discerning believer formed in the Catholic Faith, community who celebrates the signs and sacred mystery of God’s presence through word, sacrament, prayer, forgiveness, reflection and moral living
- CGE(3) The graduate is expected to be a reflective, creative and holistic thinker who solves problems makes responsible decisions with an informed conscience for the common good
- CGE(6) The graduate is expected to be a caring family member who attends to family, school, parish, and the wider community

Fully Alive

The Ontario Health and Physical Education Curriculum: Healthy Living Strand can be effectively integrated with the Family Life Education Program, Fully Alive. Many expectations can be woven into the themes and topics presented in Fully Alive. The Fully Alive Program provides the students with a context of values within the Catholic faith tradition to teach the Healthy Living expectations. Links to this program will be provided in the “Notes to Teacher” section of each lesson in the unit for Catholic educators referencing.

Fully Alive (Grades 1-8), Ontario Conference of Catholic Bishops, Prentice-Hall Canada.

Ontario Catholic School Graduate Expectations, Institute for Catholic Education, Toronto, 1998.

Appendices

- | | |
|-------------------|---|
| Unit 4 Appendix A | Possible Stressors - Card Master Sheet |
| Unit 4 Appendix B | Decision Making Model - Overhead Transparency |
| Unit 4 Appendix C | A Problem Solved - Overhead Transparency |
| Unit 4 Appendix D | Assessment Rubric, Strategies to Deal Positively with Stress - Teacher Master |
| Unit 4 Appendix E | Problems? Who Can Help? - Worksheet |
| Unit 4 Appendix F | Acts of Friendship - Worksheet |
| Unit 4 Appendix G | Ground Rules for Puberty Classes - Overhead Transparency |

Unit 4 Appendix H	Changes at Puberty for Boys - Overhead Transparency
Unit 4 Appendix I	Changes at Puberty for Girls - Overhead Transparency
Unit 4 Appendix J	Me Then - Me Now - Worksheet
Unit 4 Appendix K	Male Reproductive System - Overhead Transparency/Worksheet
Unit 4 Appendix L	The Male Anatomy/Reproductive System - Definitions Handout
Unit 4 Appendix M	Boys at Puberty - Worksheet
Unit 4 Appendix N	Boys at Puberty - Answer Sheet
Unit 4 Appendix O	Female Reproductive System - Answer Sheet
Unit 4 Appendix P	Female Reproductive System - Worksheet/Overhead Transparency
Unit 4 Appendix Q	The Female Anatomy/Reproductive System - Definitions Handout
Unit 4 Appendix R	Your Menstrual Cycle - Handout
Unit 4 Appendix S	Girls at Puberty - Worksheet
Unit 4 Appendix T	Girls at Puberty - Answer Sheet
Unit 4 Appendix U	Tampons and Toxic Shock Syndrome - Handout
Unit 4 Appendix V	Puzzled by Puberty - A - Worksheet
Unit 4 Appendix W	Puzzled by Puberty - A - Answer Sheet
Unit 4 Appendix X	Puzzled by Puberty - B - Worksheet
Unit 4 Appendix Y	Puzzled by Puberty - B - Answer Sheet

Sources

Some of the background information, materials and activities used in this unit have been reprinted or adapted with permission from:

Grade One to Eight Curriculum Support for Healthy Living Strand, Durham Catholic District School Board and Durham Region Health Department, Oshawa, 2000.

The Arts Health Education, Junior Division (1990) and selected resources, Thames Valley District School Board, Violence Prevention Committee.

Additional Resources

Toronto District School Board, The New Me - Grade 5 Puberty Education, 1998.

Toronto Public Health, Girls Puberty and You, Candlewick Press, Cambridge, MA, 1994.

Ontario Ministry of Health, Changing Me - Resource Kit on Reproductive Health - 1986. Available from local Public Health Units.

Proctor and Gamble Inc., The Changing Program (includes video "Changing"), Toronto, 2000 Phone: 1-800-454-2827, Fax: 1-416-420-3616. Kit available at no cost.

Teacher References

Changes In You and Me: A Book About Puberty Mostly for Girls, by Paulette Bourgeois and Martin Wolfish, MD, Somerville House Publishing Group, Toronto, 1994.

Changes In You and Me: A Book About Puberty Mostly for Boys, by Paulette Bourgeois and Martin Wolfish, MD, Somerville House Publishing Group, Toronto, 1994.

Changing Bodies Changing Lives. Revised Edition, Ruth Bell, et al., Random House of Canada, 1998

Changing Bodies. Growing Up, Sex and Sexual Health: It's Perfectly Normal, by Robbie Harris Candlewick. Press, Massachusetts, 1996.

Everything You Ever Wanted to Know About Periods, by Charlotte Owen, Hodder's Childrens Books, London, England, 1995.

Growing and Changing - A Handbook for Preteens, Kathy McCoy and Charles Wibbelsman, MD, Putman Publishing Group, New York, 1992.

My Body Myself, For Boys, by Linda Madras, Area Madras, New Market Press, New York, 1993.

My Body Myself, For Girls, by Linda Madras, Area Madras, New Market Press, New York, 1993.

Period, by Joanne Gardner-Loulan, Bonnie Lopez, Marcia Quackenbush, Volcano Press Volcano, California. 1993.

What's Happening To Me - A Guide to Puberty, Peter Mayle, published by Lyle Stuart, 1989.

The What's Happening To My Body? Book for Boys, by Linda Madras, New Market Press, New York. 1988.

The What's Happening To My Body? Book for Girls, by Linda Madras and Area Madras, New Market Press, New York, 1993.

When Sex Is The Subject - Attitudes and Answers for Young Children, P.M. Wilson, MSW, Network Publications, Santa Cruz, 1991.

GUIDELINES FOR SCHOOL ADMINISTRATORS

School Administrators must play a significant role in facilitating the successful implementation of the Healthy Living-Growth and Development Unit.

They should review, “Key Elements” and “Value Set.” The four “Key Elements” provide the foundation and framework for the curriculum:

- To encourage sexual health enhancement and responsibility
- To prevent sexual health problems
- To promote the postponement of sexual activity
- To present information sensitively and age appropriately

In providing leadership for the implementation of this curriculum, school administrative teams are encouraged to consider and address each of the following:

Areas of Administrator Focus:

1. **Communication** - Administrators have the responsibility to communicate with parents and guardians by distributing the parent letter and providing opportunities for parents to become familiar with the program at each grade level. This may include special evening curriculum presentations prior to implementing the units.
2. **Understanding the Sequence and Context** - The units address the specific expectations from the Healthy Living Strand-Growth and Development of the Ontario Curriculum Grades 1-8, Health and Physical Education, Gr. 5.
3. **Guiding Principles and Values** - Administrators must be able to articulate the principles and values upon which the unit is based. The focus is on abstinence, postponing sexual involvement, and sensitively presenting information that is age-appropriate.
4. **The Curriculum Documents/Resources and Videos** - The school administrative team must be familiar with the lessons and resources. Presentations by non-school personnel must be reviewed to ensure consistency with the Ontario Curriculum Grades 1-8, Health and Physical Education Expectations (Grade 5 Healthy Living).
5. **Dealing with Sensitive Ideas** - Administrators must work with parents who have concerns regarding the unit. This includes making appropriate accommodations to meet student needs. This may include modification to lesson activities and outcomes.
6. **Understanding the Structure of the Document** - School administrators should differentiate between “teacher resources” and “student learning resources.” This is particularly important when sharing curriculum information with parents.

Key Elements

This resource document follows four “Key Elements”:

TO ENCOURAGE SEXUAL HEALTH ENHANCEMENT and responsibility; first, through the promotion of positive self-image and self-worth as an aspect of the acceptance of one’s own evolving sexuality; and second, by the integration of sexuality into mutually satisfying mature relationships; third, by the attainment and maintenance of sexual and reproductive health.

TO PREVENT SEXUAL HEALTH PROBLEMS, encompassing unintended pregnancy, Sexually Transmitted Diseases, including HIV/AIDS, and sexual harassment, exploitation and abuse in consideration of their enormous personal, social and economics costs.

TO PROMOTE THE POSTPONEMENT OF SEXUAL ACTIVITY as the preferred health decision through enhancement of self-esteem, increased decision-making, communication and assertiveness skills, and an appreciation of the rewards in exclusive commitment and long-standing companionship.

The following is a sample letter to be used to communicate with the parents/guardians of students. The letter will help to generate dialogue between child, parent and teacher, and should be sent home one to two weeks prior to starting the Growth and Development unit. Replace this section with your school’s letterhead. To ensure that this communication is read by a parent or guardian, you are advised to required a parent or guardian signature.

TO PRESENT INFORMATION sensitively and age-appropriately.

Value Set

As important as the “Key Elements” is the “Value Set”. These values are the driving forces of the Sexual Health education program.

- that the family/home environment is the most significant influence in the development of a child’s values and behaviours related to human sexuality
- that self-worth is a key component in personal sexuality
- that respect for the values, beliefs, personal philosophies of faith, and decisions of others be inherent in relationships
- that sexual relationships be based on mutual trust, caring, respect, love and long-standing commitment to one another and an appreciation of the privacy and power of sexual intimacy
- that awareness of human differences is a prerequisite for complex societies
- that students have the information, motivation, skills, and supportive environment to make positive sexual health decisions

Parent/Guardian Letter

Dear Parent or Guardian:

In the near future, we will begin a health unit on Healthy Living-Growth and Development. The purpose of this letter is to inform you of the topics that will be covered and to provide you with the opportunity to speak with me prior to commencing our studies.

It is our belief that you as parents/guardians play the most significant role in the formation of your children's values and behaviours related to human growth and development. This unit offers you the chance to discuss the classroom lessons and to consider them in view of your own family and religious beliefs.

This unit extends the work begun in Grade 4 and covers the following areas:

- identifies strategies to deal with stress and pressures that result from relationships with family and friends;
- identifies factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family and peers;
- describes the secondary physical changes at puberty (e.g., growth of body hair, changes in shape);
- describes the processes of menstruation and spermatogenesis;
- describes the increasing importance of personal hygiene following puberty.

Other activities which might encourage discussion with your child are:

- watch a video or television show with your child and focus on sexual stereotypes, how relationships are portrayed and what messages are being given about sexuality;
- look at magazine ads or commercials and talk about the messages that are being conveyed about human sexuality;
- complete any activity that your child brings home to share with you.

Should you have any concerns or if you would like further information about this unit, I can be reached at _____. This includes the opportunity to view materials.

Yours truly,

Signature of Teacher _____

Please return to school by _____

I have read the letter which introduces the health unit on Healthy Living, Growth and Development.

Name of Student and Class: _____

Parent/Guardian Signature: _____

Date: _____

Sub-Task #1 Stress and Pressures in Relationships with Others

Materials

Access to a gymnasium or open area outside

Handouts: Possible Stressors

One page per student cut into strips - Breathing/Relaxation Activity

Description

Students will: determine situations which are stressful and not stressful; determine factors which help children cope with stress; prepare a role play using a decision-making model to deal with the stressful situation

Expectation Code	Learning Expectation
5p2	Describe physical, emotional and interpersonal changes associated with puberty
5p9	Identify strategies to deal positively with stress and pressures that result from relationships with family and friends
5p10	Identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family and peers

Assessment Opportunities - Suggestions for Assessing Expectations

Formative Assessment: Personal Communication - Through classroom discussion the teacher will be able to assess whether students can identify strategies to deal positively with stress and pressures that result from relationships with family and friends. *This expectation is a focus of this lesson but will be assessed later on in the Grade 5 Growth and Development Unit.

Teaching/Learning Strategies

1. Definition of Stress

- Ask students to define stress, e.g., Stress is part of our everyday life. Use the lists of stressors (see Appendix A). It is a state of tension, created by demands and pressures that come from school, family, friends and other sources, such as competition, try-outs, etc. It can also come from being too hard on ourselves, pushing ourselves to do well . . . Stress adds up. Facing several stressors at the same time can make the smallest thing difficult to deal with.
- Brainstorm the kinds of things that cause stress for them. Hand out "Possible Stressors" worksheet (see Appendix A). Ask students to organize situations into two groups - Stressful or Not Stressful.

2. Positive Outcomes of Stress

- Ask students if stress can provide positive outcomes. Discuss examples of how stress might be positive, e.g., Stress can be a motivator to take action. It can also cause a person to learn new attitudes and life skills to manage stress more comfortably. Your mother has a baby, which is positive, but it may cause the home environment to be stressful. Or, your family moves because your mom and dad get a new job and you have to change schools...

3. Dealing with Stress

- All people experience stress and it is important that they learn to deal with it. Students look at situations (see Appendix A) to identify ways they can deal more effectively with stress. These coping mechanisms could include: deep breathing, positive thoughts, imagery, talking, physical activity, laughing, rest, visualization, relaxation exercises, positive self-talk, healthy eating, play, massage, playing with a pet, doing things for others, etc.
- Inform students that they are going to try out some things that will help them to manage stress: deep breathing, relaxation, visualization and positive self-talk. Follow the instructions below.

Notes To Teacher

Breathing Relaxation Activity

Some students can be resistant to this exercise. They may giggle, move about, etc. Give students who are uncomfortable permission not to participate. Instruct them to sit quietly with their eyes closed while you are carrying out the activity. On the other hand, some students can become so relaxed that they fall asleep. This can be embarrassing for the student. Tell the student that he/she achieved ultimate relaxation.

- Try to find a location where students can sit comfortably, inside or outside. Students sit with their back supported by the wall. If you are using the classroom, students sit on the floor with their backs supported, if possible. If not, they can sit comfortably at their desks. It should be a quiet environment.
- Ask students to think about the most peaceful place they have ever been or could imagine. Give suggestions, “perhaps you imagine the beach with the waves rolling in,” “a walk in the forest with the birds singing,” “an open meadow with the wind rippling through the grass,” etc.
- Students close their eyes and imagine they are in this peaceful place. Encourage them to paint a vivid, detailed picture in their minds.
- Instruct them to think only of this place. As other thoughts come into their mind, let them float away like bubbles or helium balloons.
- Quiet, relaxing music is a great enhancement to this activity. There are many selections that provide classical music and nature sound (see resource section).

- Students take two to three minutes to visualize a peaceful place. Then, tell them to pay attention to their breathing. Instruct them to take slow, deep relaxing breaths, in through the nose and out through the mouth, but only if this is comfortable for the child. A child with a stuffy nose will find this request stressful.
- Instruct the students not to overinhale or hyperventilate, but rather take comfortable, slow deep breaths.
- As they inhale, one or two imagine they are breathing in calmness. Encourage them to let their stomachs expand, not their chests.
- As they exhale, they breathe out all of their tension and stress.
- Allow the students one or two minutes to practice their breathing. Then, they combine breathing and visualization.
- For two to three minutes, play the music, as students to continue to breathe slowly and deeply and to imagine they are in a peaceful place.
- Next, focus on muscle tension. Instruct the students to tense all the muscles in sequence in their body. Mention each body part, e. g., tense your feet, legs, buttocks, abdomen, arms, raise your shoulders, clench your fists and jaw. Hold it, think about how it feels to be tense, and now let all the tension go. Drop your shoulders, relax your jaw, relax your head, your arms, your abdomen, your buttocks, legs and feet.
- Instruct the students to breathe deeply and slowly. Tell them that each time they breathe out, breathe out tension. Let their muscles relax more and more with each breath. They should feel limp as if floating on an air mattress.
- Now that they are relaxed, have them combine their breathing with imagining their quiet, peaceful place for about a minute.
- Then add positive messages. Have the students say to themselves “I am relaxed,” “I am okay,” “I am in control,” “I can do anything I have to do,” etc.
- With their eyes still closed, bring the students back to the present. Say, “In a minute you are going to open your eyes, remember that you are relaxed, you are in control, you can do anything that you have to do.”
- Students open their eyes and stretch to a sitting position. They stand slowly. Do a few more stretches.

Ontario Catholic School Graduate Expectations

CGE(1) A discerning believer formed in the Catholic Faith, community who celebrates the signs and sacred mystery of God’s presence through word, sacrament, prayer, forgiveness, reflection and moral living

CGE1(d) Develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good

CGE(6) The graduate is expected to be a caring family member who attends to family, school, parish, and the wider community

CGE6(a) Relates to family members in a loving, compassionate and respectful manner

Fully Alive

Theme 2, Living in Relationship deals with family relationships and friendships and presents both the joys and challenges of each during everyday situations and at more stressful times of change, separation of parents, unemployment etc. Another time of great stress for families is when death occurs. This is linked in the material for Theme 1, **Created and Loved by God**. There are also links to identifying positive factors in relationships in the Theme 4 **Growing in Commitment** discussion about the qualities of committed people. In Theme 5, **Living in the World** the presentation about the signs of a good community are linked to the qualities of an effective family.

Theme 2: Living in Relationship, Topic 1, Our Families

- recognize that each person in the family contributes to family life
- be encouraged to appreciate family love as a precious human value

TM pp.27-31, SB pp.26-32

Activity Sheet No. 5, My Family TM pp.32-33

Activity Sheet No. 6, My Family Coat of Arms TM p.34

Theme 2: Living in Relationship, Topic 4, Friendship

- recognize that friendship is essential in their lives
- be encouraged to appreciate that friendship cannot be demanded, but is freely given

TM pp.44-47, SB pp.40-46

Theme 2: Living in Relationship, Topic 3, The Family Changes

- recognize family changes evoke feelings in each family member
- be encouraged to appreciate the need for support and co-operation within the family when change occurs

TM pp.40-43, SB pp.35-39.

Appendices

- Unit 4 Appendix A Possible Stressors - Card Master Sheet
- Unit 4 Appendix B Decision Making Model - Overhead Transparency

Sub-Task #2 Stress and Pressures in Relationships with Others

Materials

Overhead Projector
Appendix C and D

Description

Students will review the Decision-Making Model and apply the model to a stressful situation. They will identify the coping strategies used to deal with the stressful situation in the various scenarios presented.

Expectation Code	Learning Expectation
5p2	Describe physical, emotional and interpersonal changes associated with puberty
5p9	Identify strategies to deal positively with stress and pressures that result from relationships with family and friends
5p10	Identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family and peers

4

Assessment Opportunities - Suggestions for Assessing Expectations

Formative Assessment: Performance Task - Evaluate student dramatic/oral presentations using the Rubric (see Appendix D) to determine the students' understanding of strategies to deal positively with stress and pressures that result from relationships with family and friends.

Teaching/Learning Strategies

1. Review of Stress

- Review ways to deal with stress (see Teaching Learning Strategy #4, Sub- Task #1).

2. Decision Making Model

- Apply a Decision-Making Model (see Appendix B) to a situation which is causing stress. Students apply the decision-making model to a realistic problem. For example, a brother and sister are arguing over the television. They can not decide who will get to watch their TV show.

3. Situational Role Play

- **Divide students into groups of three or four. Hand out one of the situations from “A Problem Solved” (see Appendix C) to each group. The group will role-play the situation and demonstrate how the main character(s) used one of the decision-making models to effectively solve the problem and deal with the stress. Ask the class if the role-plays were successful in solving the problem and reducing stress? Ask the students if there were other ways that they could have dealt with stress?**

Notes to Teacher

Ontario Catholic School Graduate Expectations

CGE(1) A discerning believer formed in the Catholic Faith, community who celebrates the signs and sacred mystery of God’s presence through word, sacrament, prayer, forgiveness, reflection and moral living

CGE1(d) Develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good

CGE(6) The graduate is expected to be a caring family member who attends to family, school, parish, and the wider community

CGE6(a) Relates to family members in a loving, compassionate and respectful manner.

Fully Alive

Theme 2, Living in Relationship deals with family relationships and friendships and presents both the joys and challenges of each during everyday situations and at more stressful times of change, separation of parents, unemployment etc. Another time of great stress for families is when death occurs. This is linked in the material for Theme 1, Created and Loved by God. There are also links to identifying positive factors in relationships in the Theme 4 Growing in Commitment discussion about the qualities of committed people. In Theme 5, Living in the World the presentation about the signs of a good community are linked to the qualities of an effective family.

Theme 2: Living in Relationship, Topic 1, Our Families

- **recognize that each person in the family contributes to family life**
- **be encouraged to appreciate family love as a precious human value**

TM pp.27-31, SB pp.26-32

Activity Sheet No. 5, My Family TM pp.32-33

Activity Sheet No. 6, My Family Coat of Arms TM p.34

Theme 2: Living in Relationship, Topic 4, Friendship

- recognize that friendship is essential in their lives
- be encouraged to appreciate that friendship cannot be demanded, but is freely given

TM pp.44-47, SB pp.40-46

Theme 2: Living in Relationship, Topic 3, The Family Changes

- recognize family changes evoke feelings in each family member
- be encouraged to appreciate the need for support and co-operation within the family when change occurs

TM pp.40-43, SB pp.35-39

Appendices

Unit 4 Appendix C A Problem Solved - Overhead Transparency

Unit 4 Appendix D Assessment Rubric, Strategies to Deal Positively with Stress - Teacher Master

4

Sub-Task #3 Healthy Relationships with Friends, Family and Peers

Materials

See list of Appendices

Description

Students will learn the factors which enhance friendship and then perform acts of friendship in the week ahead. They will record the act of friendship, and how the act of friendship was received.

Expectation Code	Learning Expectation
5p2	Describe physical, emotional and interpersonal changes associated with puberty
5p9	Identify strategies to deal positively with stress and pressures that result from relationships with family and friends
5p10	Identify factors (e.g., trust, honesty, caring) that enhance healthy relationships with friends, family and peers

Assessment Opportunities - Suggestions for Assessing Expectations

Summative Assessment: Pencil and Paper - Evaluate performance and recording of Acts of Friendship (see Appendix F) using a marking scheme.

Teaching/Learning Strategies

1. What is a Relationship?

- Students brainstorm, "What is a relationship?" For example, it's when two people meet and become friends. They share mutual interests and enjoy each other's company.

2. Peers and Friends

- Ask students to define terms: peer, friends and family. Differentiate between peers and friends. Divide class into pairs. Each pair will be assigned one of the three topics (friends, peers, or families) and asked to list the things that make a healthy relationship for this topic.

- List findings in columns on chart paper or board. Refer to the list below for additional information to add to the list:

Factors that Enhance Relationships:

- Ability to compromise
 - Recognition of own and another's strengths
 - Conflict resolution skills
 - Respect for self and others
 - Willingness to listen carefully
 - Ability to sympathize and empathize
 - Sharing of ideas and things
 - Cheerfulness
 - Trust
 - Not being jealous
 - Ability to say sorry
 - Ability to forgive
 - Loyalty
 - Ability to keep confidences
 - Kindness
 - A positive sense of personal space and power
 - An acceptance of self and others
 - Effective communication skills
 - An understanding of cross-cultural differences
 - Sense of humour while avoiding unkind jokes, negative comments, teasing, etc.
 - Assertiveness
 - Politeness
 - Fairness
 - Compassion
 - Ability to accept constructive criticism
 - Ability to control and calm one's anger
 - Commitment
 - Responsibility
 - Sensitivity
 - Show support to others
- A common factor that enhances all relationships is showing support to others. To make this connection, students complete, "The Problems? Who Can Help?" worksheet (see Appendix E) to build their own personal support network.
 - Assign "Acts of Friendship" worksheet as homework (see Appendix F). Tell students they are to perform acts of friendship and record what happened when they performed the acts.

Notes to Teacher

Ontario Catholic School Graduate Expectations

CGE(1) A discerning believer formed in the Catholic Faith, community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living

CGE1(d) Develops attitudes and values founded on Catholic Social teaching and acts to promote social responsibility, human solidarity and the common good

CGE(6) The Graduate is expected to be a caring family member who attends to family, school, parish, and the wider community

CGE6(a) Relates to family members in a loving, compassionate and respectful manner

Fully Alive

Theme 2, Living in Relationship deals with family relationships and friendships and presents both the joys and challenges of each during everyday situations and at more stressful times of change, separation of parents, unemployment, etc. Another time of great stress for families is when death occurs. This is linked in the material for **Theme 1, Created and Loved by God**. There are also links to identifying positive factors in relationships in the **Theme 4, Growing in Commitment** discussion about the qualities of committed people. In **Theme 5, Living in the World** the presentation about the signs of a good community are linked to the qualities of an effective family.

Theme 2: Living in Relationship, Topic 1, Our Families

- recognize that each person in the family contributes to family life
- be encouraged to appreciate family love as a precious human value

TM pp.27-31, SB pp.26-32

Activity Sheet No. 5, My Family TM pp.32-33

Activity Sheet No. 6, My Family Coat of Arms TM p.34

Theme 2: Living in Relationship, Topic 4, Friendship

- recognize that friendship is essential in their lives
- be encouraged to appreciate that friendship cannot be demanded, but is freely given

TM pp.44-47, SB pp.40-46

Theme 2: Living in Relationship, Topic 3, The Family Changes

- recognize family changes evoke feelings in each family member
- be encouraged to appreciate the need for support and cooperation within the family when change occurs

TM pp.40-43, SB pp. 35-39

Appendices

Unit 4 Appendix E Problems? Who Can Help? - Worksheet
Unit 4 Appendix F Acts of Friendship - Worksheet

4

Sub-Task #4 Secondary Physical Changes at Puberty

Materials

Overhead Projector

Description

Students will establish Ground Rules for the next session of puberty lessons. They will define puberty, know why and when it occurs and examine the secondary changes for boys and girls. The students will reflect on the changes they have experienced since early childhood.

Expectation Code	Learning Expectation
5p2	Describe physical, emotional and interpersonal changes associated with puberty
5p11	Describe the secondary physical changes at puberty (e.g. growth of body hair, changes in body shape)
5p12	Describe the process of menstruation and spermatogenesis

Assessment Opportunities - Suggestions for Assessing Expectations

Diagnostic Assessment: Personal Communication - Assess knowledge of secondary physical changes at puberty through question and answer, and in class discussions.

Formative Assessment: Performance Task - Assess worksheet "Me Then - Me Now" to determine student recognition of how puberty has impacted his/her own life (see Appendix J).

Teaching/Learning Strategies

1. Ground Rules for Puberty

- **Introduction:** Establish the Ground Rules for Puberty for Classes using the overhead (see Appendix G).

2. Defining Puberty

- **Discuss "What is Puberty?"** List ideas on board or chart paper. Refer to Notes to the Teacher for additional information.
- **Ask "Why does puberty occur?"** Students touch the base of their scalp at the back of their head. This is the pituitary gland. Explain that the pituitary gland at the base of the brain sends out chemical messengers in the blood stream. These messengers are called hormones, and they make reproduction possible. Hormones also cause the changes that make children's bodies grow into adult bodies.

3. Age Ranges for Puberty

- Establish age ranges for these changes to occur, and that it's normal for each person to develop at their own rate. Changes start in girls between ages 8 to 14 and in boys between 10 to 15. For some boys and girls, these changes will begin earlier and for some, the changes will start later.
- Discuss what the actual changes are, and when these changes take place.
- Using the overheads, "Changes at Puberty for Boys" and "Changes at Puberty for Girls" (see Appendices H and I) and the Teacher Notes.

4. Homework Assignment

- Assign, "Me Then-Me Now" for homework (see Appendix J). Students will recognize how their interests and physical size have changed. "Me Then" should refer to Kindergarten/Grade 1 age for easy comparison.

Notes to Teacher

- You may wish to separate the boys from the girls when discussing secondary changes for girls and boys during puberty. You may wish to discuss male changes before female changes.
- **What Is Puberty?**
 - Puberty is the period of time when the bodies of males and females develop and become fertile. It begins when the pituitary gland releases hormones that stimulate the testicles and the ovaries to produce their own hormones. The ovaries produce estrogen and progesterone and the testicles produce testosterone.
 - These hormones make reproduction possible and produce secondary sexual characteristics.

Stage	Boys	Girls
One Boys: Age 9 - 12 Girls: Age 8 - 11	<ul style="list-style-type: none"> • hormone levels rise • testicles maturing 	<ul style="list-style-type: none"> • hormone levels rise • ovaries enlarging
Two Boys: Age 9 - 15 Girls: Age 8 - 14	<ul style="list-style-type: none"> • height increases • body shape begins to mature • testicles and scrotum enlarge • first signs of pubic hair 	<ul style="list-style-type: none"> • first signs of breast development • height and weight begin to increase • hips broaden • first signs of pubic hair
Three Boys: Age 11- 16 Girls: Age 9 - 15	<ul style="list-style-type: none"> • testicles and scrotum continue to grow • penis begins to grow in length • pubic hair thickens and spreads • height and weight increase • shoulders broaden • breast tissue changes • larynx enlarges, voice deepens • first signs of facial hair 	<ul style="list-style-type: none"> • breasts continue to grow • pubic hair coarsens and darkens • mucus secretions from cervix • menstruation may begin

Notes to Teacher *continued*

Stage	Boys	Girls
Four Boys: Age 11- 17 Girls: Age 10 - 16	<ul style="list-style-type: none"> • penis increases in width and length • testicles and scrotum continue to enlarge • may experience first nocturnal emission • voice deepens • skin becomes oilier • underarm and facial hair appears 	<ul style="list-style-type: none"> • underarm hair develops • skin becomes oilier • breasts continue to develop • menstruation very likely begins
Five Boys: Age 14 -18 Girls: Age 12 - 19	<ul style="list-style-type: none"> • development of genitals and pubic hair complete • growth spurt slows down • body shape is that of a mature male 	<ul style="list-style-type: none"> • breast development complete • full adult height has likely been reached • body shape is that of a mature female

- There are also emotional and social changes associated with puberty; however, these are less predictable than the physical changes.
- Fluctuating hormone levels may cause moodiness, anxiety, embarrassment and irritability.
- Relationships with parents may be less harmonious as adolescents seek independence and test their limits.
- Peer group and friends are very important. Being left out, losing a friend, feelings of not fitting in, can generate extreme emotional responses.
- The Changing Me materials such as flip charts, overheads, and felt Boy and Girl characters may be available from local health units. Check for availability.
- There are wide ranges in age of development and in the characteristics of the secondary physical changes. Communicate that everyone has their own unique pattern of growth and that variation in the patterns from one child to the next is perfectly normal.

Ontario Catholic School Graduate Expectations

CGE(6) The Graduate is expected to be a caring family member who attends to family, school, parish, and the wider community

CGE6(b) Recognizes human intimacy and sexuality as God-given gifts, to be used as the Creator intended

Fully Alive

Theme 3, Created Sexual: Male and Female MUST be the teaching resource for the expectations related to the physical changes of puberty and the processes of menstruation and spermatogenesis.

Teachers may find the Resource Material for Theme 3 which is included at the end of all the teacher resource material (TM pp. 98-116) useful supplementary information.

Theme 3: Created Sexual: Male and Female, Topic 2, Human Fertility

- deepen their understanding of human fertility
- be encouraged to appreciate the power and responsibility of human fertility

TM pp.57-31, SB pp.53-59

Theme 3: Created Sexual: Male and Female, Topic 3, Puberty

- Explore some of the emotional and social changes of puberty
- identify the physical changes of puberty for girls and boys

TM pp.62-67 SB pp.60-68

4

Appendices

Unit 4 Appendix G	Ground Rules for Puberty Classes - Overhead Transparency
Unit 4 Appendix H	Changes at Puberty for Boys - Overhead Transparency
Unit 4 Appendix I	Changes at Puberty for Girls - Overhead Transparency
Unit 4 Appendix J	Me Then - Me Now - Worksheet

Sub-Task #5 Male Changes at Puberty

Materials

Overhead Projector

VCR and Overhead

Video: "Changing"

Video: "New Improved Me"

Description

Students will become familiar with the correct terminology for the male reproductive anatomy. Students will then be able to describe the process of spermatogenesis.

Expectation Code	Learning Expectation
5p2	Describe physical, emotional and interpersonal changes associated with puberty
5p11	Describe the secondary physical changes at puberty (e.g. growth of body hair, changes in body shape)
5p12	Describe the process of menstruation and spermatogenesis

Assessment Opportunities - Suggestions for Assessing Expectations

Diagnostic Assessment: Personal Communication - Assess knowledge of spermatogenesis through question and answer and in class discussions

Formative Assessment: Performance Task - Assess the Male Reproductive System worksheet (see Appendix K) and Boys at Puberty worksheet (see Appendix M) to determine understanding of the process of spermatogenesis.

Teacher/Learning Strategies

1. Reproductive System of the Male

- Show the third section of "Changing" video or first section of "New Improved Me" which reviews the internal and external reproductive system of the male. (You may also be able to obtain "Changing Me" flip chart from your local health unit).
- If you do not have the video, use Appendices K and L (diagram of the male reproductive system) to name parts and ask the students if they know what each part does (review Teacher Notes).
- The teacher tells students that during puberty that males start to make sperm in the testes. Ask students the following:
 - What is sperm?
 - Where are sperm produced?
 - Why do we need sperm?
 - How many sperm are produced each day?

See Notes to Teacher for further information.

- The teacher will have the students complete Male Reproductive System worksheet (see Appendix Q Worksheet and Appendix R Answer Sheet) and Boys at Puberty sheet (see Appendix M Worksheet and Appendix N Answer Sheet) using the correct terminology discussed earlier in lesson.

Notes to Teacher

- Check for other videos, etc. available from the Public Health unit to assist with this lesson. The “Changing Video” is a free video which is part of the “Changing Program”. These instructional materials are designed to help teach boys and girls in Grades 5 and 6 about growth and development at puberty, personal hygiene habits and positive self-image.
- The penis is made up of spongy tissue that can fill with blood causing it to become hard and erect. (Tell students there is no bone in the penis.) The head, or glans, of the penis has many nerve endings that make it sensitive to the touch. Touching or stroking the penis results in sexual feelings and an erection may occur. An erection occurs when blood flows into the spongy tissues of the penis. It can also occur when a male has to go to the bathroom, or when feeling nervous or anxious about something, or sometimes for no apparent reason. The prepuce or foreskin, covers the glans, and in some boys this covering is removed at birth for health or religious reasons. This is called circumcision.
- Sometime after puberty begins, sperm, the male sex cells, will mature in the epididymis in the testicles. The testicles or testes are the male organs of reproduction and are held in a loose bag of skin called the scrotum, which hangs down behind the penis. The testicles produce male sex cells, called sperm, which help to produce a new human being. The testicles are on the outside of the body because sperm can only be produced at lower than body temperature. Sperm travel from the testicles into the body and are passed out of the body through a tube in the penis called the urethra. Urine also exits through the urethra, but never at the same time as sperm. The sperm is mixed with seminal fluid. Seminal fluid is produced by the prostate gland inside the body near the bladder (the sack that holds urine). Seminal fluid is a thick, white fluid that transports sperm along the urethra and provides an environment in which sperm can survive. The discharge of semen from the penis is called ejaculation. Sometimes boys experience erections and ejaculations during the night when they are asleep. This is called a nocturnal emission, orgasm, or wet dream. Wet dreams are normal and many, though not all, boys will have them, nor will all boys masturbate. A boy knows his testicles are producing sperm if he has a wet dream or when he is masturbating (stroking or rubbing his penis) and ejaculates.

- **Spermatogenesis:**
 - During puberty, males start to make sperm in the testes. Testosterone enables the testicles to start producing mature sperm for the first time.
 - About 400 million new sperm are made every day.
 - A new sperm takes about 4 - 6 weeks to mature in the epididymis. During that time it travels through long coiled tubes in the testicles.
 - When sperm mature, they travel up through the sperm duct (vas deferens). In the vas deferens, sperm combines with other fluid to make seminal fluid, which is also called semen.
 - The sperm are stored in special storage areas until they are ejaculated. When the storage area become too full, semen is expelled by the body through the penis. This usually happens when the body is at rest. It is called a nocturnal emission or wet dream. A normal ejaculation contains 150-500 million sperm.

Ontario Catholic School Graduate Expectations

CGE(6) The Graduate is expected to be a caring family member who attends to family, school, parish, and the wider community

CGE6(b) Recognizes human intimacy and sexuality as God's gifts, to be used as the Creator intended

Fully Alive

Theme 3, Created Sexual: Male and Female MUST be the teaching resource for the expectations related to the physical changes of puberty and the processes of menstruation and spermatogenesis.

Teachers may find the Resource Material for Theme 3 which is included at the end of all the teacher resource material (TM pp. 98-116) useful supplementary information.

Theme 3: Created Sexual: Male and Female, Topic 2, Human Fertility

- deepen their understanding of human fertility
- be encouraged to appreciate the power and responsibility of human fertility

TM pp.57-61, SB pp.53-59

Theme 3: Created Sexual: Male and Female, Topic 3, Puberty

- Explore some of the emotional and social changes of puberty
- identify the physical changes of puberty for girls and boys

TM pp.62-67 SB pp.60-68

Appendices

Unit 4 Appendix K	Male Reproductive System - Overhead Transparency/Worksheet
Unit 4 Appendix L	The Male Anatomy/Reproductive System - Definitions Handout
Unit 4 Appendix M	Boys at Puberty - Worksheet
Unit 4 Appendix N	Boys at Puberty - Answer Sheet
Unit 4 Appendix Q	The Female Anatomy/Reproductive System - Definitions Handout
Unit 4 Appendix R	Your Menstrual Cycle - Handout

Sub-Task #6 Female Changes at Puberty

Materials

Overhead Projector

TV and VCR

Video: "Changing" available from local Public Health Unit or OPHEA (Optional)

Video: "New Improved Me" materials from Public Health Unit (if available)

Description

The students will learn the correct terminology for the anatomy of the female reproductive system. The students will apply these terms correctly to diagrams and when discussing female changes during puberty.

Expectation Code	Learning Expectation
5p2	Describe physical, emotional and interpersonal changes associated with puberty
5p11	Describe the secondary physical changes at puberty (e.g. growth of body hair, changes in body shape)
5p12	Describe the process of menstruation and spermatogenesis

Assessment Opportunities - Suggestions for Assessing Expectations

Formative Assessment: Performance Task - Assess Female Reproductive System worksheet (see Appendix O and P) to determine understanding of female reproductive system.

Diagnostic Assessment: Personal Communication - Assess knowledge of menstruation through question and answer and in class discussions.

Teacher/Learning Strategies

1. Reproductive System of the Female

- Show first section of "Changing" video or Part 2 of "New Improved Me" which reviews the internal and external reproductive system of the female. If the video is not available, use Appendices O, P and Q and refer to the Notes to Teacher.
- Students complete handout "The Female Reproductive System" (see Appendix P) using same diagram as on overhead. Definitions are included in Appendix Q. Refer to the Notes to Teacher.

Notes to Teacher

- This lesson familiarizes the students with the anatomy of the female reproductive system. The second lesson deals with menstruation specifically.
- While most of the male reproductive organs are on the outside of the body and are easily seen, the reproductive organs of the female are either internal or those that are external are less visible. Between a girl's thighs are two folds of skin known as the labia majora and labia minora that cover the tiny opening to the bladder and the opening to the vagina. The external reproductive organs are called the vulva. At the junction of the labia minor and just below the pubic bone is the clitoris, which, like the glans in the male, has many nerve endings and is sensitive to the touch. Although much smaller and harder to see, it also can become erect when touched or stroked. It has no opening and no ejaculation takes place.
- The internal organs consist of a vagina which is a small collapsed tube about three inches long and one inch wide. In a mature female the uterus is about the size of a fist (ask students to make a fist with their hand). Two fallopian tubes, and two small ovaries, which each contain 250,000 egg cells (ova), lie on either side of the uterus. The purpose of these organs is to prepare for the conception and development of a baby. Once a girl reaches puberty she will not only start to look different she will also begin to menstruate.
- Once a month an egg (ovum), will ripen in one of the ovaries. An egg (ovum) lives for about 24 hours after leaving the ovary. If there are sperm present, one of these sperm may fertilize the egg. If the egg is not fertilized, it will disintegrate. Once a month, the lining of the uterus prepares a rich supply of food and oxygen for the egg. If the egg is not fertilized, the lining of the uterus is not needed; it slips away and comes out through the vagina as menstrual flow, which is called menstruation.
- The cycle repeats itself every month until the age of 45-50, when it stops. This is called menopause. Periods also stop while a woman is pregnant.

Ontario Catholic School Graduate Expectations

CGE(6) The graduate is expected to be a caring family member who attends to family, school, parish, and the wider community

CGE6(b) Recognizes human intimacy and sexuality as God-given gifts, to be used as the Creator intended

Fully Alive

Theme 3, Created Sexual: Male and Female MUST be the teaching resource for the expectations related to the physical changes of puberty and the processes of menstruation and spermatogenesis.

Teachers may find the Resource Material for Theme 3 which is included at the end of all the teacher resource material (TM pp. 98-116) useful supplementary information.

Theme 3: Created Sexual: Male and Female, Topic 2, Human Fertility

- deepen their understanding of human fertility
- be encouraged to appreciate the power and responsibility of human fertility

TM pp.57-61, SB pp.53-59

Theme 3: Created Sexual: Male and Female, Topic 3, Puberty

- Explore some of the emotional and social changes of puberty
- identify the physical changes of puberty for girls and boys

TM pp.62-67 SB pp.60-68

Appendices

Unit 4 Appendix O Female Reproductive System - Answer Sheet

Unit 4 Appendix P Female Reproductive System - Worksheet/Overhead Transparency

Unit 4 Appendix Q The Female Anatomy/Reproductive System - Definitions Handout

Sub-Task #7 Female Changes During Puberty

Materials

Overhead Projector

“Changing Me” flip charts, overheads, etc., if available from Public Health Unit

Description

The students will review the correct terminology for the female reproductive anatomy. They will then be able to describe the process of menstruation.

Expectation Code	Learning Expectation
5p2	Describe physical, emotional and interpersonal changes associated with puberty
5p11	Describe the secondary physical changes at puberty (e.g. growth of body hair, changes in body shape)
5p12	Describe the process of menstruation and spermatogenesis

4

Assessment Opportunities - Suggestions for Assessing Expectations

Diagnostic Assessment: Personal Communication - Assess knowledge of menstruation through question and answer and in class discussions.

Formative Assessment: Performance Task - Assess Girls at Puberty worksheet (see Appendix S). Fill in the blanks accurately from information discussed in the lesson to determine understanding of menstruation.

Teaching/Learning Strategies

1. The Process of Menstruation

- Refer to background information included in “Notes to Teacher” in preparation for discussion of menstruation.
- Discuss the menstrual cycle using the overheads (see Appendix R) and the information contained in the Notes to Teacher. If available, use the flip charts from the Public Health Unit.
 - The following questions may help guide your discussions:
 - Why does a girl get a period?
 - How long does a period usually last?
 - What does a girl use to absorb the menstrual blood?
 - How does a woman decide which type of menstrual product she will use?
- Students complete Girls at Puberty sheet (see Appendix S and T). Correct using Answer sheet.

Notes to Teacher

- Check for other videos, etc., available from the Public Health units to show the process of menstruation.
- **Menstruation:**
 - Menstruation is the shedding of the lining of the uterus. During this time a small amount of blood, mucus and cells from the lining of the uterus leaves the female body through the vagina.
 - Menstruation is an important sign that the body is maturing. The age of first menstruation (menarche) varies from as young as 9 to as old as 16, with the average being between the ages of 12 -13.
 - Sometimes menstruation is called a period. It happens about every 3 - 5 weeks, for a period of around 3 - 5 days.
 - When girls first begin to menstruate, their cycles are not like those of a mature woman. As a result of fluctuating hormone levels, their cycles tend to be very irregular and unpredictable. Instead of a 3 to 5 week cycle, it may be several months between their cycles.
 - Some girls may feel some cramping in her lower abdomen, but not all do. Some girls find their periods painful. An overproduction of prostaglandin causes contractions in the uterus. Others may have mild cramps, and some have periods start without any warning at all.
 - Menstruation usually begins with a small brown or reddish discharge.
 - During the childbearing years, menstruation normally only stops because of pregnancy. However, extreme dieting, heavy exercise, illness, travel and stress can cause irregularities.
 - Menstruation is a normal part of life and there is no need for a girl to change any of her activities.
 - Girls use pads or tampons to absorb the blood. Pads are worn on the outside and tampons are used inside the vagina.
- The teacher may wish to provide this information to females only:
- **Pads:**
 - If the girl is using pads, they come in different sizes and styles (without or with wings and without or with deodorant). Each girl has to find the kind that she is most comfortable using.
 - Pads need to be changed every four to five hours or more often if bleeding is heavy.
 - If a certain type of pad causes pain or irritation, change to a different brand.
 - Wear a pad at night.
- **Tampons:**
 - Some girls, when they feel more comfortable with their body and their menstrual cycles, use tampons at certain times. Some girls will not use them because their culture says that the hymen (a thin membrane which partially covers the vagina) should not be broken before marriage.
 - Some girls use tampons when they go swimming, play sports . . .
 - Tampons come in various sizes, absorbency and methods of insertion.
 - Tampons should be changed every four to five hours.
 - Read the warnings about using them at night or for more than six hours.
 - When using a tampon, girls need to be sure to push it to the small of the back, not upwards, into the vagina so it fits comfortably.
 - Tampons cannot get lost in the body since the cervix stops them from going into the uterus.
 - Cover the topic of Toxic Shock Syndrome (TSS) with girls in the class. Refer to the information sheet to assist the teaching of this important concept (see Appendix U).

Ontario Catholic School Graduate Expectations

CGE(6) The graduate is expected to be a caring family member who attends to family, school, parish, and the wider community

CGE6(b) Recognizes human intimacy and sexuality as God given gifts, to be used as the Creator intended

Fully Alive

Theme 3, Created Sexual: Male and Female MUST be the teaching resource for the expectations related to the physical changes of puberty and the processes of menstruation and spermatogenesis.

Teachers may find the Resource Material for Theme 3 which is included at the end of all the teacher resource material (TM pp. 98-116) useful supplementary information.

Theme 3: Created Sexual: Male and Female, Topic 2, Human Fertility

- deepen their understanding of human fertility
- be encouraged to appreciate the power and responsibility of human fertility

TM pp.57-61, SB pp.53-59

Theme 3: Created Sexual: Male and Female, Topic 3, Puberty

- Explore some of the emotional and social changes of puberty
- identify the physical changes of puberty for girls and boys

TM pp.62-67 SB pp.60-68

4

Appendices

- Unit 4 Appendix R Your Menstrual Cycle - Handout
- Unit 4 Appendix S Girls at Puberty - Worksheet
- Unit 4 Appendix U Tampons and Toxic Shock Syndrome - Handout

Sub-Task #8 The Importance of Personal Hygiene

Materials

Magazines
Scissors
Tin Foil
Glue
Construction Paper

Description

Students will become aware of the need for greater attention to personal hygiene when puberty begins. They will analyze their own hygiene habits and find examples of a variety of products to improve personal hygiene from media sources.

Expectation Code	Learning Expectation
5p13	Describe the increasing importance of personal hygiene following puberty

Assessment Opportunities - Suggestions for Assessing Expectations

Diagnostic Assessment: Personal Communication - Assess knowledge of personal hygiene information through question and answer, and in class discussions.

Formative Assessment: Performance Tasks - Assess recall of hygiene information in creation of an Art project - Mirror Reflections.

Summative Assessment: Pencil and Paper Task - Evaluate student knowledge of the increasing importance of personal hygiene following puberty, the process of menstruation, spermatogenesis and the secondary physical changes associated with puberty by giving the end of unit assessment, "Puzzled by Puberty" (see Appendices V to Y).

Teaching/Learning Strategies

1. Personal Hygiene

- Use key information to review with students the essential components of personal hygiene during puberty.
- Brainstorm with students why personal hygiene is so important during adolescence, e.g., fit in better, you feel better about yourself, peers won't make fun, keeps you healthy, acceptance, won't offend, reflects the best possible you, etc.
- Provide students with magazines and art materials.
- Instruct them to find pictures in the magazines that reflect good hygiene practices. Direct them to find bathing, deodorant, hair, dental and skin care and clean clothes.

2. Personal Hygiene Activity

- Students cut out construction paper to look like mirrors. Paste tin foil to represent mirror surface, then paste pictures of good hygienic practices on the mirror.
- Reinforce the message that taking care of their personal hygiene gives the best reflection of themselves to others.
- Distribute and evaluate “Puzzled by Puberty” (see Appendices V to Y).

Notes to Teacher

Key Information about Hygiene

- Girls and boys should be separated for these personal hygiene lessons.
- Cover the common issues of personal hygiene with the entire class and then split the class to deal with issues relating to girls or boys only (e. g., Nocturnal Emissions and Toxic Shock Syndrome).
- **Healthy Skin:**
 - Acne affects about 80% of adolescents.
 - It is not caused by uncleanness and food probably only plays a minor role.
 - Increased hormone levels stimulate the oil glands in the skin. These glands produce a substance that can block the pores and the result is blackheads and pimples.
 - Blackheads and pimples should never be picked at or squeezed as this can result in permanent scarring.
 - Almost all cases of acne can be treated successfully.
 - The treatment for acne is:
 - gently wash involved areas with a non-oiled soap and a face cloth, twice a day;
 - avoid moisturizers;
 - over-the-counter medications that contain benzoyl peroxide can be used in mild cases;
 - see a dermatologist if acne is severe and does not respond to normal treatment
- **Hair:**
 - The hormonal changes that occur during puberty can cause hair to become oily.
 - Glands are more active during puberty. The glands on the hair follicles deposit oil on each hair. This oil makes the hair shiny but it also attaches dirt to the hair.
 - Oily hair needs to be washed more frequently than dry or normal hair. If hair is very oily it should be washed every day.
 - Choose a shampoo to suit hair type. Rinse out well with clean water.

- **Body Odour:**
 - Sweating is a vital and normal process. When people sweat or perspire, the moisture combines with bacteria to create an odour.
 - The apocrine glands, located primarily under the arms and in the genital area become active at the onset of puberty. When these glands are stimulated, they produce perspiration. When the sweat comes in contact with bacteria on the skin the result is body odour.
 - This odour is often unpleasant and increases with physical activity, stress, excitement, nervousness and warmth.
 - Body odour can be effectively managed by:
 - daily showers or baths;
 - changing one's clothes daily;
 - use of a deodorant or anti-perspirant.
- **Oral Hygiene:**
 - Oral hygiene is important at all ages. In adolescence, in addition to cavity prevention there are new challenges such as maintaining fresh breath, an attractive smile and dealing with braces.
 - A clean mouth requires daily removal of plaque and food particles from between the teeth and under the gum line.
 - When teeth and gums are not cleaned regularly, the bacteria in the mouth increase.
 - Students with braces should pay special attention to cleaning their teeth because food particles around the wires can cause decay.
- **Genital Hygiene (Males):**
 - All boys need to wash the penis, scrotum and groin area daily. They must dry the area carefully to prevent jock itch (red, itchy scales on skin).
 - Boys who are uncircumcised need to pull the foreskin back to clean the head of the penis.
- **Genital Hygiene (Females)**
 - All girls need to wash their external genital area daily.

Ontario Catholic School Graduate Expectations

CGE(6) The graduate is expected to be a caring family member who attends to family, school, parish, and the wider community

CGE6(b) Recognizes human intimacy and sexuality as God given gifts, to be used as the Creator intended

Fully Alive

Theme 3, Created Sexual: Male and Female MUST be the teaching resource for the expectations related to the physical changes of puberty and the processes of menstruation and spermatogenesis.

Teachers may find the Resource Material for Theme 3 which is included at the end of all the teacher resource material (TM pp. 98-116) useful supplementary information.

Theme 3: Created Sexual: Male and Female, Topic 2, Human Fertility

- deepen their understanding of human fertility
- be encouraged to appreciate the power and responsibility of human fertility

TM pp.57-61, SB pp.53-59

Theme 3: Created Sexual: Male and Female, Topic 3, Puberty

- Explore some of the emotional and social changes of puberty
- identify the physical changes of puberty for girls and boys

TM pp.62-67 SB pp.60-68

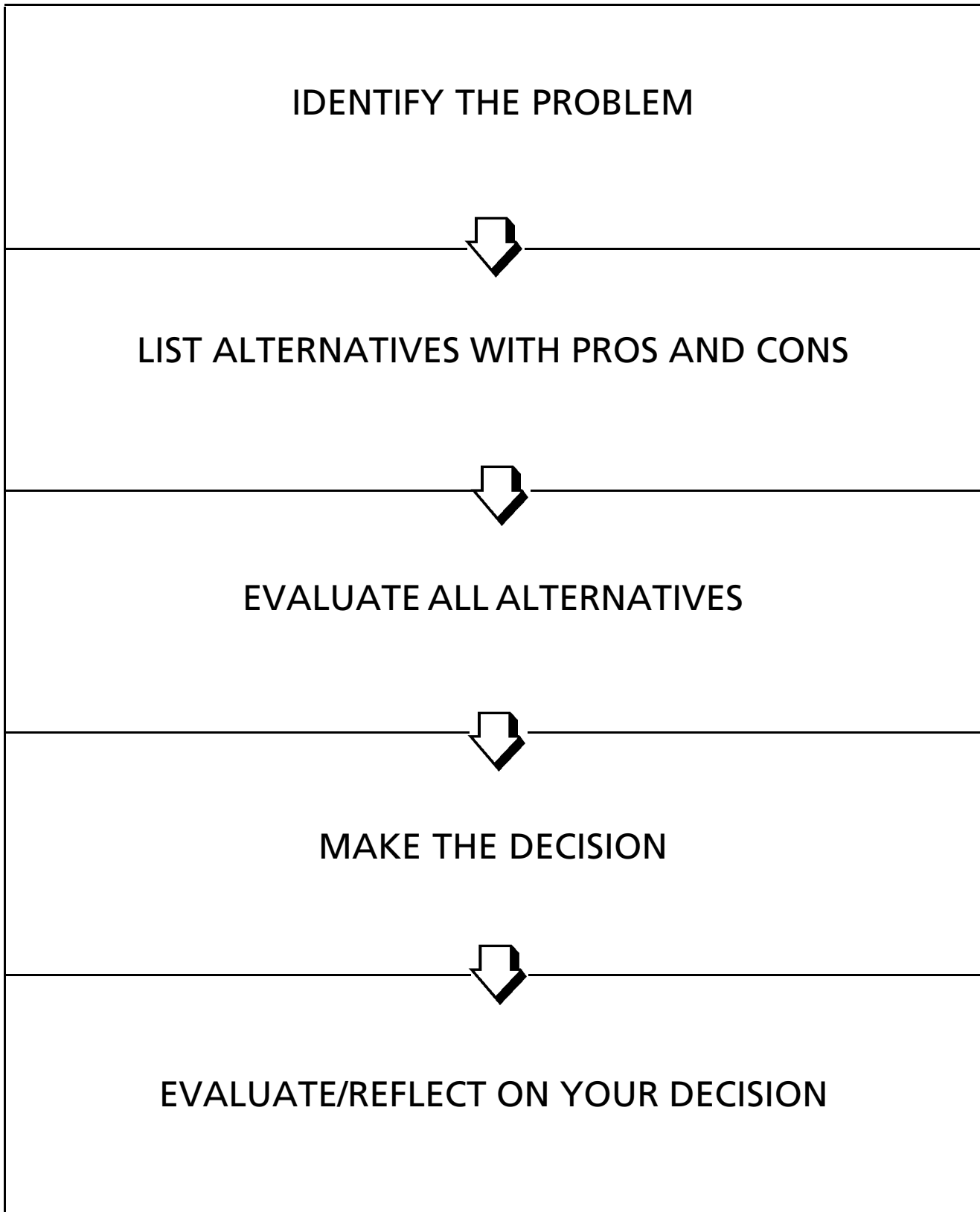
Appendices

Unit 4 Appendix V	Puzzled by Puberty - A - Worksheet
Unit 4 Appendix W	Puzzled by Puberty - A - Answer Sheet
Unit 4 Appendix X	Puzzled by Puberty - B - Worksheet
Unit 4 Appendix Y	Puzzled by Puberty - B - Answer Sheet

Possible Stressors - Card Master Sheet

SPELLING DICTATION	GOING TO A NEW SCHOOL
EATING DINNER WITH YOUR FAMILY	BIRTH OF NEW BROTHER/SISTER
STAYING OVER AT A FRIEND'S HOUSE	MONEY PROBLEMS AT HOME
SOCCER GAME	WATCHING TV
TRYING A NEW GAME FOR THE FIRST TIME	PARENTS' DIVORCE
GOING TO A NEW GRADE	WRITING A TEST
BABYSITTING	ROAD HOCKEY
FAMILY ARGUMENTS	LOSING A BALL GAME
HAVING THE CHICKEN POX	PLAYING A VIDEO/BOARD GAME
DEATH OF A PET	NOT GETTING ENOUGH SLEEP
MUSIC RECITAL	RECEIVING AN AWARD AT AN ASSEMBLY

Decision Making Model



4

A Problem Solved

Mom isn't happy with my two brothers and me because she thinks we don't help enough around the house.

My parents, my sister and I are trying to decide where to go this summer for holidays.

In your neighbourhood, a group of students from another school begin to tease you and call you names.

As you get off the school bus, three of your peers take off to one of their houses. They seem to be talking about you and are laughing about you.

Your friend approaches you at recess and it is obvious that he/she is very angry. The friend begins to blame you for having said something to the teacher that got him/her into trouble with the principal.

Alex comes to the unhappy realization that Marsha no longer wants to be the best of friends. The situation comes to a head when their ideas conflict.

Your friend loaned you his/her favourite hockey stick to play in the park. You left it in the park and your friend is mad at you. He/She has threatened to fight with you.

Your mom just got remarried and now you have two stepbrothers who are 14 and 16 years old. They are always roughhousing and wrestling with each other. Now they have started wrestling with you. You don't like it at all. Sometimes they really hurt you.

Jamie wants to play soccer with the other kids but a few of the players don't want him/her in the group.

Assessment Rubric

Topic: Strategies to Deal Positively With Stress and Pressures That Result From Relationships With Family and Friends

Indicators	Level 1	Level 2	Level 3	Level 4
Uses knowledge of ways a person can deal with stress to reduce stress and solve a problem	Limited knowledge of ways to reduce stress and solve a problem	Some knowledge of ways to reduce stress and solve a problem	Able to explain the ways to reduce stress and solve a problem	Uses the ways to reduce stress and solve a problem and can extend it to other scenarios
Follows decision-making model when solving the problem	Student demonstrates a few of the steps of the decision-making model.	Student demonstrates some of the steps of the decision-making model.	Student demonstrates all steps of the decision-making model.	Student extends decision-making model to other related scenarios.

