

UNIT 4 Growth and Development

4

Duration 6 Sub-Tasks

Description

Students will understand how the changes at puberty are related to the reproductive system and how their decision-making process will impact their relationships with friends, peers and family.

Sub-Task Title	Expectation Code
1. Puberty Changes Review	6p2, 6p8
2. How the Changes at Puberty Relate to the Reproductive System-Male	6p2, 6p8
3. How the Changes at Puberty Relate to the Reproductive System-Male	6p2, 6p8
4. How the Changes at Puberty Relate to the Reproductive System-Female	6p2, 6p8
5. How the Changes at Puberty Relate to the Reproductive System	6p2, 6p8
6. Responsible Decision Making and Puberty	6p2, 6p8, 6p9

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: Male/Female or Both worksheet (diagnostic assessment)
 - Personal Communication: Classroom Discussion
 - Pencil and Paper Task: the Male Reproductive System Worksheet
 - Pencil and Paper Task: the Female Reproductive System Worksheet
 - Summative Evaluation: Performance Assessment - Scenarios

Links to Prior Knowledge

- The following expectations and content for Growth and Development have been introduced in the following grades.
 - This unit extends the work of the Grade 5 - Growth and Development Unit.
 - Students need to know the changes that occur at puberty and the processes of spermatogenesis and menstruation.

Accommodations

- Not all students in a Grade 6 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.
- Video resources may be obtained from your Board, community or publishers.
- 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. 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. Students will also differ considerably in their knowledge and comfort with puberty and sexuality issues. Educators need to recognize and respect these differences.
- Teachers may wish, at their discretion, to deliver this material to their entire class grouping or gender-specific groups.
- Review the Parent/Guardian letter. Use it to keep parents/guardians informed as to the specific material that will be covered in this unit. It should be distributed prior to beginning of instruction.

Background Information

See the “Guideline 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. 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. 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. The ‘healthy sexuality’

expectations should be addressed only after teachers have developed a rapport with their 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(3) A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good

CGE(6) A caring family member who attends to family, school, parish, and the wider community

Fully Alive

The expectations in the Ontario Health and Physical Education Curriculum Healthy Living Strand can be effectively integrated with the Fully Alive Family Life Program. Many expectations can be woven into the themes and topics presented in the Fully Alive Program. The Fully Alive Program provides the students with a context of values within the Catholic faith tradition to teach the Healthy Living Strand 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	Puberty Scramble Cards - Master and Answer Sheet
Unit 4 Appendix B	Male/Female or Both - Worksheet
Unit 4 Appendix C	Male/Female or Both - Answer Sheet
Unit 4 Appendix D	Looking at Myself - Question Sheet
Unit 4 Appendix E	Male Reproductive System - Worksheet
Unit 4 Appendix F	Male Reproductive System - Answer Sheet
Unit 4 Appendix G	The Male Anatomy/Reproductive System - Definitions
Unit 4 Appendix H	Hormones Cause Changes in the Male - Diagram
Unit 4 Appendix I	The Changes the Male Experiences at Puberty - Diagram
Unit 4 Appendix J	Boys at Puberty - Worksheet
Unit 4 Appendix K	Boys at Puberty - Answer Sheet
Unit 4 Appendix L	Everything You Wanted to Know . . . Boys - Video Question Sheet
Unit 4 Appendix M	Ways to Express Affection - Worksheet
Unit 4 Appendix N	Female Reproductive System Diagram - Worksheet
Unit 4 Appendix O	Female Reproductive System Diagram - Answer Sheet
Unit 4 Appendix P	The Female Anatomy/Reproductive System - Definitions
Unit 4 Appendix Q	Hormones Cause Changes in the Female - Diagram
Unit 4 Appendix R	Everything You Wanted to Know About Puberty for Girls - Diagram
Unit 4 Appendix S	Girls at Puberty - Worksheet
Unit 4 Appendix T	Girls at Puberty - Answer Sheet

Unit 4 Appendix U	Everything You Wanted to Know . . . Girls - Video Question Sheet
Unit 4 Appendix V	Decision-Making Model: Scenarios
Unit 4 Appendix W	Assessing How Adolescent Growth and Development Impacts Decision Making and Personal Relationships
Unit 4 Appendix X	Self/Peer Assessment

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.

Late Formative and Transition Years Self and Society Sexual Health Education Grade 6-9 (1996) and selected resources, Thames Valley District School Board, Violence Prevention Committee.

Additional Resources

Healthy Living Growth and Development Curriculum Support Package Grade 6 , Hamilton-Wentworth District School Board, 2000.

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

Guidelines for School Administrators

- School Administrators 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. 6.

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 that may be used. Presentations by non-school personnel must be reviewed to ensure consistency with the Ontario Curriculum Grades 1-8, Health and Physical Education Expectations (Grade 6 Healthy Living).
5. **Dealing with Sensitive Ideas** - Administrators must work with parents who have concerns regarding the unit, making appropriate accommodations to meet student needs. This may include modifications to lesson activities and outcomes.
6. **Understanding the Structure of the Document** - It is important for school administrators to be able to differentiate “teacher resources” from “student learning resources.” This is particularly important to highlight 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; and 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.

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