

# UNIT 4

## Growth and Development

**Duration** 7 Sub-Tasks

### Description

Students will be able to describe age-appropriate matters related to their sexuality which include; the male and female reproductive system; sexually transmitted diseases; the ability to communicate effectively with the opposite sex; abstinence as it applies to healthy sexuality; identifying sources of support.

Sub-Task Title	Expectation Code
1. Review of Puberty	7p2, 7p8, 7p13
2. Reproductive Systems and Their Role In Fertilization	7p8, 7p9
3. You're the Judge – The Use of Effective Communication Skills	7p11,7p13
4. Abstinence as a Choice: Abstinence in Relationships	7p12
5. Abstinence as a Choice: Making Sexual Decisions	7p11, 7p12
6. Get the Facts	7p10, 7p13
7. Looking Ahead	7p10

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: Female Reproductive System Worksheets (see Appendix C and D)
- Pencil and Paper Task: Cycle of Life Worksheets (see Appendix L and M)
- Pencil and Paper Task: How Reproductive Systems Relate to Fertilization (see Appendix N)
- Personal Communication: Observation and anecdotal reporting of group interaction and student discussion
- Personal Communication: Assess group/individual contribution to discussion re: abstinence and healthy sexuality
- Pencil and Paper Task: Saying No To Sexual Intercourse (see Appendix AA)
- Performance Task: Newspaper Article to explain the methods of transmission and symptoms of sexually transmitted diseases and ways to prevent them and identify the sources of support with regards to healthy sexuality (see Appendix CC)
- Performance Task: Teacher may choose to evaluate “Looking Ahead” as a check to explain the term “abstinence” as it applies to healthy sexuality

## Links to Prior Knowledge

---

- This unit extends the work of the Grade 6 – Healthy Living Growth and Development Unit. Students should have a basic understanding of how puberty relates to reproduction.

## Notes to Teacher

---

### Accommodations

Not all students in a Grade 7 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 oral 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.

## Background Information

---

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

Review the Parent/Guardian Letter. Use it to keep parents/guardians informed as to the specific material that will be covered in the unit. It should be distributed prior to the beginning of instruction with the students.

“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 (2) An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values

CGE (4) A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential

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

CGE (7) A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life

## 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 to reference.

**Fully Alive (Grades 1-8)** , Ontario Conference of Catholic Bishops, Prentice-Hall Canada.  
**Ontario Catholic School Graduate Expectations** , Institute for Catholic Education, Toronto, 1998.

4

## Appendices

---

Unit 4 Appendix A	Question Box Guidelines – Teacher Instructions
Unit 4 Appendix B	The Female Anatomy/Reproductive System – Definitions
Unit 4 Appendix C	Female Reproductive Organs – Worksheet
Unit 4 Appendix D	The Human Ovum (Egg) Inside the Female – Transparency
Unit 4 Appendix E	Female Genitalia and Reproductive System – Transparency
Unit 4 Appendix F	Female Breast Internal Structure – Transparency
Unit 4 Appendix G	The Human Sperm From Inside the Male – Transparency
Unit 4 Appendix H	Male Reproductive Organs – Worksheet
Unit 4 Appendix I	The Male Genitalia and Reproductive System – Transparency
Unit 4 Appendix J	The Male Anatomy/Reproductive System – Definitions
Unit 4 Appendix K	Fact or Myth – Worksheet
Unit 4 Appendix L	Cycle of Life – Answer Sheet
Unit 4 Appendix M	Cycle of Life – Worksheet
Unit 4 Appendix N	The Menstrual Cycle – Transparency
Unit 4 Appendix O	The Process of Fertilization – Transparency
Unit 4 Appendix P	Reproductive Systems and Their Role in Fertilization – Worksheet
Unit 4 Appendix Q	Reproductive Systems and Their Role in Fertilization – Answer Key
Unit 4 Appendix R	Opinion or Fact – Worksheet
Unit 4 Appendix S	Problems? Who Can Help? – Worksheet

Unit 4 Appendix T	Looking At Myself – Worksheet
Unit 4 Appendix U	Ways to Develop a Friendship – Worksheet
Unit 4 Appendix V	Friendships – Worksheet
Unit 4 Appendix W	You're the Judge – Worksheet
Unit 4 Appendix X	Adolescent Sexuality – Student Booklet (5 pages)
Unit 4 Appendix Y	Symptoms of STDs – Activity Cards
Unit 4 Appendix Z	Methods of Transmission (STDs) – Activity Cards
Unit 4 Appendix AA	Looking Ahead – Record Sheet
Unit 4 Appendix BB	Looking Ahead – Goal Sheet
Unit 4 Appendix CC	Healthy Sexuality Rubric: Assessing Knowledge of STDs and Sources of Support Related to Healthy Sexuality

## 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

The references and professional readings which follow are for teachers to enhance their understanding of the many aspects of sexual health.

**Delaying Teenage Sexual Involvement: A Resource Guide on Abstinence** , Durham Board of Education, 1993. (Formerly: “Postponing Sexual Involvement.”)

**Educator’s Guide to AIDS and STDs** , by Sroka, Directional Learning, 1989.

**Healthwise 1** , by Robertson and Mang, Nelson, 1990.

**Healthwise 2** , by Robertson and Mang, Nelson, 1990.

**Today’s Talk About Sexual Assault** , Victoria Women’s Sexual Assault Centre, 1994

### General References

**Changing Young Girls and Boys Questions About Growing Up** , from The Changing Program, Proctor and Gamble Inc., Toronto, 2000.

Education Wife Assault, **Creating Safer Schools for Lesbian, Gay and Bisexual Youth: A Resource for Educators Concerned with Equity** , Toronto, 1999 (To order, phone: 416-968-3422).

**Facts About You** , booklet, Kimberley Clark, 1990.

**Growing Up OK** , booklet, Ministry of Health, Ontario, 1991.

**Guidelines for the Development of an HIV/AIDS Policy for Youth-Serving Agencies in Canada** , by Farkas, Stewart and Mathews, CCWA and Central Toronto Youth Services, 1991.

**Healthy Today** , by Olsen, L.K. et al, MacMillan, 1986.

**HIV/AIDS: Epidemic of the Young** , by the YMCA of Metro Toronto, 1993.

**Homophobia: Challenging the Myths** – A Resource Guide for Teachers and Parents, Federation of Women Teachers' Association of Ontario, March, 1994.

**Making Decisions: A Personal Skills Course** , by S. and M. McConnon, Nelson, 1992.

**National AIDS Strategy, Phase II, Building on Progress** , Health and Welfare Canada, 1993

**Talk Sex** , City of Toronto Department of Public Health, 1990.

**Sexual Harassment and Teens: A Program for Positive Change** , by Strauss, Marvin Melnyk, 1993.

**Sexuality** – Transition Years Health Curriculum Guidelines, Grey County Board of Education, March, 1995.

**Skills for Healthy Relationships** , by Robertson, A. et al, Social Program Evaluation Group, Queen's University, 1993.

**We Need to Know About AIDS** , from Health and Welfare Canada, pamphlet, post 1988.

**Young People Living with HIV** , by Radford, Weatherbee and Mathews, Central Toronto Youth Press, 1991.

## Professional References

Brown, J. D. and Steele, J. R. (1995). **Sex and the Mass Media** . A paper presented at a program entitled, "Sexuality and American Social Policy" sponsored by the Kaiser Family Foundation and the American Enterprise Institute. (Available at Kaiser Family Foundation, 2400 Sand Hill Road, Menlo Park, CA 94025.)

Coates, T.J. "Strategies for Modifying Sexual Behaviour for Primary and Secondary Prevention of HIV Disease," **Journal of Consulting and Clinical Psychology** , Vol. 58, 1990.

Curtis, Susan, "Promoting Health Through A Developmental Analysis Risk Behaviour", **Journal of School Health** , Nov. 1992.

Dickson, N., Paul, C., Herbison, P., and Silva, P. (1998). "First Sexual Intercourse, Age, Coercion, and Later Regrets by a Birth Cohort", **British Medical Journal – Clinical Research Edition** , vol 316 (7124), pp 29-33.

Education Wife Assault, **Creating Safer School for Lesbian, Gay & Bisexual Youth: A Resource for Educators Concerned with Equity** , 1999. (Copies available from email: [publication@womanabuseprevention.com](mailto:publication@womanabuseprevention.com), phone: 416-968-3422, fax 416-968-2026.)

Feldman, L., Shortt, L., Holowaty, P., Harvey, B., Jamal, A., and Rannie, K. (1997). "A comparison of the demographic, lifestyle and sexual behaviour characteristics of virgin and non-virgin adolescents," **Canadian Journal of Human Sexuality** , 6(3), 197-210.

Fellner, Lori, **Rethinking Sexual Norms: A Strategy for the Promotion of Sexual Health Through AIDS Education** , Middlesex-London Health Unit, 1994

- Fisher, J.D. and Fisher, W.A., "Changing AIDS-Risk Behaviour", **Psychological Bulletin** , 1992
- Fisher, William A., **All Together Now – An Integrated Approach to Preventing Adolescent Pregnancy and STD/HIV Infection** , UWO, 1990.
- Fisher, William A., **Understanding and Preventing Teenage Pregnancy and STD/AIDS** , University of Western Ontario, 1990.
- Gilligan, C., **In a Different Voice – Woman’s Place in Man’s Life Cycle** , Harvard Press, 1982, pages 5-23.
- Health Canada (1998) – “Sexually Transmitted Diseases Surveillance in Canada – Annual Report.” **Canadian Communicable Disease Report Supplement** , 24. (Available from Health Canada website: <http://www.hc-sc.gc.ca>)
- Kirby, D., **Reducing the Risk: Impact of a New Curriculum on Sexual Risk-Taking Family Planning Perspectives** , Nov-Dec, 1991.
- Kirby, D., et al, **School-based Programs to Reduce Sexual Risk Behaviours: A Review of Effectiveness** , Public Health Reports, May-June, 1994.
- Middlesex-London Health Unit, **Reproductive Outcomes in London and Middlesex** , October, 1994.
- Ministry of Health Ontario, **Building on Our Strengths: Focusing Our Efforts, Ontario’s HIV/AIDS Plan to the Year 2000** , document and package, December, 1993.
- Norfolk Board of Education, **Comprehensive School Health – HEALTHY LIVING, K– 12** , 1993.
- Stout, James W., “The Effects of Sexuality Education on Adolescent Sexual Activity,” **Pediatric Annals** , Feb. 1993.

## 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. 7.
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 used. Presentations by non-school personnel must be reviewed to ensure consistency with the Ontario Curriculum Grades 1-8, Health and Physical Education 1998 Expectations (Grade 7 Expectations Healthy Living).
5. **Dealing with Sensitive Ideas** – Administrators must work with parents who have concerns regarding the unit. This includes making appropriate accommodation to meet student needs. This may include modification to lesson activities and outcomes.
6. **Understanding the Structure of the Document** – School administrators should be able to differentiate “teacher resources” from “student learning resources.” This is particularly important to highlight when sharing curriculum information with parents.

The information in this unit has been field tested and has been found to be appropriate in its content. It is highly recommended that the content be used as it is presented.

## Key Elements

---

Healthy Living - Growth and Development materials are based on the “Canadian Guidelines for Sexual Health Education” issued by Health Canada in 1994.

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.

**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