

UNIT 4

Growth and Development

Duration 7 Sub-Tasks

Description

By applying living skills and through identifying sources of support, students will identify the physical, emotional, interpersonal and spiritual aspects of healthy sexuality.

Sub-Task Title	Expectation Code
1. Making Informed Decisions About Sexuality	8p2, 8p12
2. Explaining the Importance of Abstinence	8p9, 8p12, 8p13
3. The Application of Living Skills in Making Informed Decisions with Respect to Risky Sexual Behaviour Part A	8p9, 8p12
4. Applying Refusal Skills to Saying No to Sexual Intercourse part B	8p9, 8p12
5. Methods to Prevent Pregnancies	8p9, 8p11
6. Preventing Sexually Transmitted Diseases	8p10, 8p11
7. Don't Be Clueless - STD Mystery Bag	8p10

Assessment and Evaluation

- **Diagnostic Assessment:** Pencil Paper – Assessment of student ability to make informed decisions about sexuality through a response to scenarios. Apply Rubric for Assessment (see Appendix D).
- **Performance Task:** Assessment of a debate of student understanding of abstinence as a positive choice for adolescents.
- **Personal Communication:** Classroom discussion used to assess students knowledge and understanding of the methods to prevent pregnancies.
- **Paper and Pencil Task:** Assessment of K-W-L chart (see Appendix N) to determine student understanding of applying living skills to making informed decisions when saying “No” to sexual intercourse.
- **Performance Task:** Students will demonstrate through a role play assertiveness skills, e.g., Saying “No” and refusal techniques to deal with peer pressure in situations pertaining to sexual activity. A rubric will be used to assess these skills (see Appendix O).
- **Paper and Pencil Task:** Assessment of Worksheet “The Story of HIV and AIDS” (see Appendix T).
- **Paper and Pencil Task:** Students articulate through a written exercise how certain items relate to the prevention, transmission and symptoms of STDs, HIV and AIDS.

Links to Prior Knowledge

- This Unit links directly to the material covered in the Grade 7 Growth and Development Unit. Students need to have a basic understanding of effective communication skills, understand the definition of abstinence, and identify the methods of transmission of sexually transmitted diseases.

Notes to Teacher

Accommodations

Not all students in a Grade 8 classroom will be able to complete independently all unit suggestions or assessments. Teachers may wish to 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 publisher.

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, and use it to keep parents informed as to the specific material that will be covered in this 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 3 A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good
- 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 Ontario Health and Physical Education Curriculum: Growth and Development Strand can be effectively integrated with the Family Life Education Program. Many expectations can be woven into the themes and topics presented in Fully Alive Grade 8. The Fully Alive Program provides the students with a context of values within the Catholic Faith tradition to teach the Growth and Development expectations. **In the Catholic School System Sub-Task #5 Methods to prevent pregnancy will not be taught. Programs such as Chastity: The Loving Alternative, the importance of abstinence and the identification of natural family planning will be taught.** Appropriate changes will need to be made whenever pregnancy prevention is mentioned. (e.g. Parent Letter)

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	What Qualities Do You Want In A Relationship? – Worksheet
Unit 4 Appendix B	Descriptions Love vs. Infatuation (4 pages) – Activity Cards
Unit 4 Appendix C	Dr. Lew’s Love Line – Response Card Master Sheets (4 pages)
Unit 4 Appendix D	Assessment Rubric – Making Informed Decisions About Sexuality
Unit 4 Appendix E	Sexuality in Advertising – Worksheet
Unit 4 Appendix F	Sexuality Values in our Music – Worksheet
Unit 4 Appendix G	Risks Associated with Teenage Pregnancy – Handout
Unit 4 Appendix H	Decision-Making Model – Overhead Transparency
Unit 4 Appendix I	Decision-Making, Assessing Your Situation – Worksheet
Unit 4 Appendix J	How To Be Your Own Person – Handout
Unit 4 Appendix K	Saying “No” To Sexual Intercourse – Worksheet
Unit 4 Appendix L	Intimacy Cards – Master Sheet



Unit 4 Appendix M	Intimacy Cards – Answer Key
Unit 4 Appendix N	K-W-L Assessment Chart – Worksheet
Unit 4 Appendix O	Assertiveness Skills Assessment Scale – Handout
Unit 4 Appendix P	Contraception Choices – Worksheet
Unit 4 Appendix Q	STD Activity Cards – Master Sheets (2 pages)
Unit 4 Appendix R	Sexually Transmitted Diseases – Worksheet
Unit 4 Appendix S	The Story of HIV and AIDS – Handout (3 pages)
Unit 4 Appendix T	The Story of HIV and AIDS – Worksheet
Unit 4 Appendix U	Teacher Reference for Don't Be Clueless: STD Mystery Bag – Reference 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.

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.

Changing Me, Health Resource Document, Grades 7 and 8, The Board of Education for the City of London, 1986.

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

Brown, J. D. and Steele, J. R., 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, 1995. Available at Kaiser Family Foundation, 2400 Sand Hill Road, Menlo Park, CA 94025.

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

Education Wife Assault, **Creating Safer Schools for Lesbian, Gay & Bisexual Youth: A Resource for Educators Concerned with Equity**, 1999. Copies available from email:

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.

Health Canada (1998) – "Sexually Transmitted Diseases Surveillance in Canada – Annual Report," **Canadian Communicable Disease Report Supplement**, 24. Website: <http://www.hc-sc.gc.ca>

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

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

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

Public Health and Epidemiology Report – Ontario (PHERO), **Summary of Reportable Diseases in Ontario**, Toronto, 1999.

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

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

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

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

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

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

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

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

Facts About You, booklet, Kimberley Clark, 1990.

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

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

Professional References

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.

City of Scarborough Health Department, **Sexual Health Program**, 1994.

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

- 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**, University Of Western Ontario, 1990.
- Fisher, William A., **Understanding and Preventing Teenage Pregnancy and ST D/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.
- 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.

Websites

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| American Academy of Pediatrics | aap.org/policy/re9841.htm |
| The Canadian Health Network | www.canadian-health-network.ca |
| Free To Be Me | www.freetobeme.com |
| Planned Parenthood Federation of Canada | www.ppt.on.ca |
| Medical Institute of Sexual Health | medinstitute.org |
| The Media Awareness Network (Cdn) | www.screen.com/mnet/eng/ |
| Health Canada, “Disease Surveillance On-Line” | www.hc-sc.gc.ca/hpb/lcdc/webmap/index.html |
- for information on notifiable diseases (specifically STDs) you will find information on a number of reported cases for Canadians aged 15 to 19 years.

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 the “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, Grade 8.
- 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 1998 Expectations (Grade 8 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 modifications 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.

It is important to note that 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

Parent/Guardian Letter

On the next page is a sample letter to be used to communicate with the parents/guardians of students. This 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 require a parent or guardian signature.