Health and Family Life Education

Personal Development Sample Unit Plans
## Infant 1: Growing Up

**Total number of Lessons:** 8  
**Lessons per week:** 2 (40 x 2)  
**Time per lesson:** 40 minutes

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17.1 Discuss what they like and dislike about being at school.</td>
</tr>
<tr>
<td>1</td>
<td>17.2 Identify how they and other people may act as a result of a range of different feelings.</td>
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<tr>
<td>2</td>
<td>17.3 Identify the different stages of the human life cycle from birth, through childhood, adolescence, adulthood and old age.</td>
</tr>
<tr>
<td>1</td>
<td>17.4 Discuss how their roles and responsibilities at home have changed since they were younger.</td>
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<tr>
<td>1</td>
<td>17.5 Identify the locations and proper names of the penis, testicles, vagina, anus and breasts.</td>
</tr>
<tr>
<td>1</td>
<td>17.6 Identify inappropriate exposure of the penis, vagina and anus.</td>
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</tbody>
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### Content/Concepts:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content/Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.1</td>
<td>Students may have a range of things they like about school including fun activities, socializing with classmates and interesting teachers. Similarly, they may dislike things such as bullying, too much homework or short breaks.</td>
</tr>
<tr>
<td>17.2</td>
<td>Students will identify various feelings and discuss the actions as a result of those feelings.</td>
</tr>
<tr>
<td>17.3</td>
<td>The different stages of the human life cycle consist of birth, childhood, adolescence, adulthood and old age.</td>
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<tr>
<td>17.4</td>
<td>As children get older and change, their roles and responsibilities at home may change, for example they may now be responsible for chores like washing up and cleaning yard.</td>
</tr>
<tr>
<td>17.5</td>
<td>It is important for children at a young age to be aware of the location and proper names of the reproductive organs on the human body such as penis, vagina, anus and breasts.</td>
</tr>
<tr>
<td>17.6</td>
<td>Teaching children about personal safety, especially what is safe and unsafe touching of private parts is important because this will enable them to be better prepared to protect themselves in uncomfortable situations and seek out a trusted adult to talk to about it.</td>
</tr>
</tbody>
</table>


Teaching/Learning Activities

Week One: Introduction
Materials - blank sheets of paper, a potato from home or Styrofoam balls, colorful markers.

Lesson 1:
- Students will draw pictures of things they like about school on a sheet of paper. On the other side of the paper they will draw the things they don't like about school. Students will discuss their likes and dislikes in class. [17.1]

Lesson 2:
- Students will bring in a potato from home or a Styrofoam ball to make emotional emojis. Each student will be given a different emotion to draw on the potatoes or Styrofoam ball. After the students are done, they will discuss their emojis in class, then describe their personal reaction to the displayed emotions. [17.2]

Week Two: Development
Materials - worksheets of a diagram of a tree, cut-out pictures of the 4 stages of life, small tree branch sticks, tape.

Lesson 3:
- Students will cut out pictures of the different stages of life. Each student will be given a worksheet with a tree diagram. Students will glue the stages in order from childbirth starting at the trunk of the tree and ending with old age at the branches of the tree. [17.3]

Lesson 4:
- Students will explore the life cycle of a human. Each student will be given a life cycle stage to cut out. They will tape that life stage on a stick. After each student is done, they will pair up with 4 other students with different stages and place them in order from birth to old age. Discussion will follow with students about what they know of the different stages in the human life cycle. [17.3]

Week Three: Development
Materials - Soap, water, broom, mop, wash rags, cleaning brushes, and buckets, diagrams of the human body - worksheet and chart, labels of penis, testicles, vagina, breast and anus, tape.

Lesson 5:
- Students or groups will be assigned a chore to do in the classroom. Students will demonstrate the various chores, including straightening up the play area, sweeping and mopping the floor, cleaning the windows, and cleaning the board. After each chore is done, students will sit and discuss types of responsibilities they have at home and how each role/responsibility at home becomes harder as they grow up in their home. [17.4]

Lesson 6:
- Students will be given a handout showing the human body (boy and girl). Teacher will discuss using a chart, the proper names of private parts and where they are located on the human body. Students will then be given labels for the private parts that they will stick on their worksheet after discussion. [17.5]
Week Four: Conclusion and Assessment

Materials- Safe Touch/Unsafe Touch video, BINGO Template

Lesson 7:
- Students will watch the video Safe Touch / Unsafe Touch. After the video, teacher will discuss with students the difference between safe and unsafe touching and how to protect themselves in uncomfortable situations. [17.6]

Lesson 8:
- Students will play a game of BINGO. Each BINGO sheet will have various answers from the topics discussed in this unit. Students will match the pictures on the BINGO sheet to answer the questions given by the teachers.
Private Parts

Boys

Penis
Testicles
Anus

Girls
Breast
Vagina
Anus
Life Cycle of a Human

- Baby
- Child
- Pregnancy
- Seniors
- Adults
## Infant 2: Myself

Total number of Lessons: 7  
Lessons per week: 2 (40 x 2)  
Time per lesson: 40 minutes

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>18.1 Describe what they want to do in the future.</td>
</tr>
<tr>
<td>1</td>
<td>18.2 Describe the characteristics of someone they admire.</td>
</tr>
<tr>
<td>1</td>
<td>18.3 Identify behaviour and actions that can build confidence and make a person feel better about themselves.</td>
</tr>
<tr>
<td>1</td>
<td>18.4 Explore different ways of describing their body, personality, needs, desires and future expectations.</td>
</tr>
<tr>
<td>1</td>
<td>18.5 Identify the importance of appreciating that every person has unique characteristics, strengths, opinions and desires.</td>
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<tr>
<td>2</td>
<td>18.6 Discuss how their own face and body make them feel.</td>
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<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content/Concepts</th>
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</thead>
<tbody>
<tr>
<td>18.1</td>
<td>A goal describes something a person wants to become or do in the future and can include things such as professional or scholastic achievements, an item to be acquired, or an experience they would like to have.</td>
</tr>
<tr>
<td>18.2</td>
<td>Someone who is admired exhibits qualities a person feels are special and hold in high value.</td>
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<tr>
<td>18.3</td>
<td>Knowledge of personal skills or talents, valuing unique differences between self and others, and positive words of affirmation can help a person be more confident and feel better about themselves.</td>
</tr>
<tr>
<td>18.4</td>
<td>Knowledge of how to describe one’s body, personality, needs, desires, and future aspirations can help a person to have a better understanding of themselves and their feelings.</td>
</tr>
<tr>
<td>18.5</td>
<td>It is important to appreciate each other’s differences because this enables people to feel free to be themselves, to learn from other people, to live together with less fighting, and to contribute in the best way they know how.</td>
</tr>
<tr>
<td>18.6</td>
<td>Feeling positively (or negatively) about one’s face and body will cause a person to feel more positively (or negatively) about themselves overall.</td>
</tr>
</tbody>
</table>
**Teaching/Learning Activities**

**Week One: Introduction to Unit**

**Materials:** white paper, crayons, ball

**Lesson 1:**
- Teacher will discuss with students about what is a goal. Students will pass a ball or other item around a circle and introduce themselves by stating their name and a goal they would like to achieve in the future. Students could then be asked to draw and colour a picture of themselves doing what they would like to achieve in the future (goal) (18.1).

**Lesson 2:**
- Students will sit in a circle and play “duck-duck-goose” in which one student will walk around tapping each student’s head saying “duck, duck, duck...” until he or she says “goose.” The “goose” will share with the class who they admire, what characteristics this person has and why they admire the person. (18.2)

**Week Two: Development**

**Materials:** flower worksheet, pictures, art and drawing supplies, white or colored paper

**Lesson 3:**
- Teacher will discuss with students behaviours and actions that make them feel good about themselves. Students will then be given a flower worksheet and they will create their own personal flower by either pasting or drawing pictures of their talents on each petal. Once each student completes their worksheet, their flower will be placed on a classroom display called “The Garden of Greatness.” (18.3)

**Lesson 4:**
- Students will draw a self-portrait of themselves doing something they enjoy. They will then write 3 words or draw pictures that describe themselves, around their portrait. Discussion and sharing will follow. (18.4)

**Week Four: Development**

**Materials:** colored paper, crayons, “The Way I Feel” handout

**Lesson 5**
- Students will draw a picture of their own face using the “The Way I Feel” handout and write a word describing the way they feel about their face and body. (18.6)

**Week Five: Conclusion**

**Materials:** white paper, pencils

**Lesson 6**
- Students will make a chain of compliments with the class and practice giving and receiving compliments or things they appreciate about each other. (18.5)
**Week Six: Assessment**

**Materials:** paper, crayons, stapler

**Lesson 7**
- Students will create a self-reflection book using the materials completed in previous unit activities or new pages of self-portraits, words that describe them, what they want to be/do in the future, and their feelings about their bodies. (18.1, 18.3, 18.4, 18.6)

**Resources:**

http://www.simplysprouteducate.com/2012/08/the-way-i-feel-helping-your-little-one.html

**References:**

https://www.education.com/lesson-plan/all-about-me-i-like-myself/

The Way I Feel

I Feel

Name: ____________________ Date: ____________________
### Standard 1: Male and Female

Number of Lessons: 8  
Lessons per Week: 2  
Duration: 40 minutes

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify basic physical similarities and differences between boys and girls.</td>
</tr>
<tr>
<td>1</td>
<td>Describe hygiene practices that boys and girls should engage in.</td>
</tr>
<tr>
<td>2</td>
<td>Discuss actions that show either respect or disrespect for the opposite sex.</td>
</tr>
<tr>
<td>2</td>
<td>Discuss how most jobs can be done equally well by both men and women.</td>
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<tr>
<td>2</td>
<td>Discuss how some male and female roles in the home and community have been defined by society and how this is changing.</td>
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<thead>
<tr>
<th>Learning Outcome</th>
<th>Content/Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.1</td>
<td>Physical differences between boys and girls involve different genitalia, and appearance of facial features.</td>
</tr>
<tr>
<td>19.2</td>
<td>Everyone should engage in proper and regular cleaning of their entire body, hand and oral hygiene, and washing their hair.</td>
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<tr>
<td>19.3</td>
<td>Actions that show respect for the opposite sex involve appreciating differences in roles and abilities, avoidance of vulgar comments, and respecting personal boundaries.</td>
</tr>
<tr>
<td>19.4</td>
<td>Most jobs can be done equally well by both men and women, this includes office jobs, outdoor work, and work that is considered physically strenuous.</td>
</tr>
<tr>
<td>19.5</td>
<td>Male and female roles in the home and community are defined by society; as society’s opinion and people’s needs change so do the roles that males and females engage in.</td>
</tr>
</tbody>
</table>
**Teaching/ Learning Activities**

**Week One: Introduction to Unit**

**Materials:** Pictures of male and female animals, boy and girl, pictures of hygiene products

**Lesson 1**
- Students will look at photos of male and female animals and decide which sex each animal belongs to. Students will then make a list of the physical differences that help them know if an animal is male or female. They will then look at a picture of a boy and girl and teacher will facilitate a discussion about physical differences between male and female humans. (19.1)

**Lesson 2**
- Students will be given pictures showing different hygiene products. They will work in groups to present to the class what the product is, who uses it and how the different hygiene products are used in order to stay clean. (19.2)

**Week 2: Development**

**Materials:** Respect Survey Worksheet

**Lesson 3**
- Students will discuss what they feel it means to be respected and discuss the proper definition of respect. Students will use the Respect Survey worksheet to survey 4 people and ask them the two questions written on the worksheet. (19.3)

**Lesson 4**
- Students will discuss their survey answers together as a class and create a list for how to respect the opposite gender and behaviors to avoid that would make the opposite gender feel disrespected. (19.3)

**Week 3: Development**

**Lesson 5**
- Students will engage in a class discussion about gender roles. They will be given a set of questions to answer in pairs and then discussion will follow.
  - Give a list of ten to fifteen different types of jobs.
  - Which jobs do you consider easy or difficult?
  - Which jobs are traditionally considered jobs for men? Which jobs are traditionally considered jobs for women?
  - Which of the jobs would you feel comfortable or capable of doing? Which of them would you feel uncomfortable or not capable of doing?
  - What are the differences between men and women that would prevent them from doing certain jobs?

At the end of the discussion students should arrive at the conclusion that most jobs can be done equally well by both men and women, despite differences between them. (19.4)
Lesson 6

- Students will work in groups to identify roles that men and women typically engage in within the home and the community. They will compare the kinds of work they see the men in their home and community doing versus the work the women do in their homes and community. In their same groups students will identify how each role/activity helps their family and community. Discussion with students on which of the activities could be done by both males and females. (19.4, 19.5)

Week 4: Conclusion and Assessment

Materials: Gender Roles in Belize worksheet

Lesson 7

- Before lesson, students will ask members of their families if they feel the roles of men and women have changed over time and how they might have changed. Students will then take turns reading the passage entitled Gender roles in Belize aloud. Students will then discuss the answers to the questions that follow the passage. (19.5)

Lesson 8

- Students will work in groups to role play (i) how to respect the opposite gender, (ii) roles that women and men play in the community, and (iii) hygiene practices that girls and boys should engage in.
Gender Roles in Belize

Gender roles in Belize are very old fashioned and stereotypical. Women in the past were treated as though they are second class. Women holding strong leadership positions in political, economic, social, and religious groups were non-existent. But, there are non-governmental and international organizations that have worked to improve women's rights and changes have been slowly occurring.

Women, in Belize, were normally very dependent on men financially. Most women were expected to take care of the children and the household, while the men go out and work. They tended to have children at a young age. Sometimes they are married, sometimes they are not. Having children out of wedlock is generally accepted in this society, despite being very religious. Single parents must turn to family to help raise their children because of the unfair disadvantages women face in the work force. Today, many women go out to work and provide for their household.

Belize's government still has a lot to improve upon. Women should not be treated as though they are unimportant. They should not be discriminated against when attempting to join the work force. Women are equally valuable assets as men. They should be given the chance to prove themselves.

Questions

1. What were the roles of men and women in Belize in the past?

2. Are these roles like the roles you see in your home and community today?

3. What are the roles of men and women in Belize today?

4. Did the roles and of men and women in Belize change over time? If yes, how?

5. Do you think the roles of women and women will continue to change in Belize?
Personal Care Products

- Perfume
- Hand lotion
- Sun lotion
- Razor
- Tissues
- Sunglasses
- Hand mirror
- Sanitary pads
**Respect Survey**

**Directions:** Survey 1 male classmate, 1 female classmate, 1 male adult family member, and 1 female adult family member by asking them the following two questions. Write their answers to each question below.

<table>
<thead>
<tr>
<th></th>
<th>What are things the opposite gender could do to make you feel respected?</th>
<th>What are things the opposite gender could do that would make you feel disrespected?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Classmate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Classmate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male adult family member</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female Adult family member</td>
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</tbody>
</table>
Standard 2 – Emotions and Feelings
Total Number of Lessons: 12
Lessons Per Week: 2
Duration: 35 minutes
**Goal:** By the end of the unit, students will be able to discuss how emotions impact our lives and how to deal with strong emotions properly

**Learning Outcomes**

<table>
<thead>
<tr>
<th>Number of Lessons</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>20.1</strong> Identify ways in which feelings affect thoughts and actions</td>
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<tr>
<td>2</td>
<td><strong>20.2</strong> Explore how certain situations can trigger different emotions</td>
</tr>
<tr>
<td>2</td>
<td><strong>20.3</strong> Discuss appropriate and inappropriate ways to express feelings</td>
</tr>
<tr>
<td>2</td>
<td><strong>20.4</strong> Explore how changes in a family can affect someone</td>
</tr>
<tr>
<td>2</td>
<td><strong>20.5</strong> Discuss ways of managing and coping with difficult or stressful situations</td>
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<tr>
<td>1</td>
<td><strong>20.6</strong> Discuss how a person can create and maintain emotional and physical boundaries between themselves, family members and others</td>
</tr>
<tr>
<td>2</td>
<td><strong>20.7</strong> Describe the symptoms, causes, effects and some recommended responses to depression</td>
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<tr>
<td>Learning Outcome(s)</td>
<td>Content/Concepts</td>
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<tr>
<td>--------------------</td>
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<tr>
<td>20.1</td>
<td>Positive emotions and feelings make it easier to think and do positive things, while negative emotions make it easier to think and do negative things.</td>
</tr>
<tr>
<td>20.2</td>
<td>Situations that make a person feel good will trigger positive emotions, situations that make a person feel bad will trigger negative emotions.</td>
</tr>
<tr>
<td>20.3</td>
<td>Appropriate ways to express emotions include any behavior that does not cause harm to oneself or others.</td>
</tr>
<tr>
<td>20.4</td>
<td>Changes in a family can trigger strong emotions, both positive and negative.</td>
</tr>
<tr>
<td>20.5</td>
<td>Managing stress or difficult situations effectively involves using positive behaviors to help a person to feel more calm and at ease.</td>
</tr>
<tr>
<td>20.6</td>
<td>Reducing strong, negative emotions can sometimes involve creating and maintaining emotional and physical barriers between oneself and others, including family members.</td>
</tr>
<tr>
<td>20.6</td>
<td>To maintain boundaries between oneself and others a person must identify their need for a physical or emotional barrier, clearly state them, and remain assertive.</td>
</tr>
<tr>
<td>20.7</td>
<td>Depression is a mental condition that causes a person to feel hopeless and sad. It can be caused by negative experiences or situations or have no apparent cause at all. Depression can affect every aspect of a person's life and often requires medical treatment and counselling.</td>
</tr>
</tbody>
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Teaching/learning Activities

Week One: Introduction to Unit:

Lesson 1: Introduction to Emotions

- Students will begin the unit by reviewing the previous knowledge and experiences from prior classes regarding emotions, through a general class discussion. After this review, the teacher will go over the Daily Emotion Journal activity (see Daily Emotion Journal.pdf) and have the students practice filling out the journal. Teacher will present a situation for example ‘you wake up in pain one morning and do not feeling like going to School, what would you do?’ have students orally discuss. Present students with Feelings, Thoughts and Action activity and have students complete the worksheet based on what the discussed. (20.1, 20.2).

Lesson 2: Emotions Impact Behaviour

- Students will discuss the impact of emotions on their behaviour. After the teacher introduces the concepts related to how emotions impact behaviour, students will conduct a set of Think-Pair-Share rounds (see Think-Pair-Share.pdf). The Think-Pair-Share rounds can be based around the following prompts:
  - What happens when you get angry?
  - When you are sad, how do you behave?
  - Do you act the same when you are happy as opposed when you are mad or sad?

Week Two: Development:

Lesson 3: Causes of Emotions

- Provide students with a copy of case study entitle “What Causes Emotions?” Have students read and orally discuss its content, discuss the picture and elicit information from student how they would feel if placed in same or similar situations. Present different emotional situations to students, have them use the Group Poster Presentations activity (see Group Poster Presentations.pdf) to draw their feelings and how another person might feel when exposed to the same situation. (20.2)

Lesson 4: Changes in the Family
Materials: Think-Pair-Share.pdf, Roleplays Unit 20 Lesson 5.pdf

- Discuss with students the different changes that can occur within ones’ self when their immediate family goes through changes for example birth is a new baby, death of a family member, divorce, family members moving to other countries etc. Have students explore how changes in the family impact their emotions by conducting role-plays (see Roleplays Unit 20 Lesson 5.pdf). After these role-plays, the class will discuss the role-plays as a whole class activity (20.4)

Week Three: Development

Lesson 5: Proper Ways to Cope With Emotions

Materials: Spectrum Unit 20 Lesson 9.pdf, Gallery Walk.pdf, flip chart paper, markers

- Students will explore the different ways to respond to emotions and how certain responses are appropriate and others are inappropriate. First, students will discuss the ways that they deal with various emotions. After this introductory discussion, students will identify what are proper and improper ways to deal with emotions through the Spectrum activity (see Spectrum Unit 20) (20.3).

Lesson 6: Dealing with Emotions – The Need to Cope

- Students will explore dealing with emotions and the need to develop good coping mechanisms through role-plays (see Roleplays Unit 20 Lesson 8.pdf). After these role-plays, the class will discuss the role-plays as a whole (20.3, 20.5)

Week four: Development

Lesson 7: Coping with difficult or stressful situations (20.5)

Materials: Red Balloon

- Through discussion have students brainstorm answer to questions: what is stress? What causes stress? What are some consequences of stress? How can stress be managed? Explains to students that Stress is necessary, often helping us escape danger, perform under pressure, and motivating us to do our best. But too much stress, that feeling of being overloaded with too many things to do and not enough time to do them, can cause us to feel angry or agitated, withdrawn or depressed. Stress is both a mental and physical condition, commonly leading to a headache, heart beating fast, tense muscles, stomach ache or indigestion, and sweaty palms. Along with their rapidly changing bodies, minds, and emotions, young people deal with stress due to school, friendships, parents/guardians, siblings, home life relationships, money, extracurricular activities, and uncertainty about the future.

Have students participate in the Balloon activity. Explain that the balloons represent their hearts and all the pain, hurt, anger, and stress that can be found inside of them.
Have each student say one thing that makes them stressed. (Blow into balloon for each one).

Ask: what is happening to the balloon? Explain that when we feel stressed our hearts are filling up like this balloon. Each added stressor, or thing that stresses us out, is more air into our balloon. Blow into the balloon again.

Ask: as things happen to us that are difficult for us or make us feel bad (blow into the balloon a little more), what is happening to the balloon? (it is getting bigger)

Ask: what happens when our balloon is full and we try to add more air? (it pops) Explain that we need to release some stress or anger from our lives so we don’t pop or respond in an unhealthy way. Release air from the balloon.

Have students write a paragraph with ways how they can release stress.

**Lesson 8: What is Depression?**

**Material:**


Read aloud to children article *Depression Regular Sadness vs. Depression* from website above.

Have students discuss what depression is, how it impacts people and possible causes.

Have students answer questions:

- How is depression different than normal sadness
- If you know someone who has depression, what are some things we can do to help?

Students will then conduct rounds of Think-Pair-Share to explore the topic in more detail (*see Think-Pair-Share.pdf*) using the following prompts: (20.7).

**Week Five: Development**

**Lesson 9: Dealing with Depression**

**Materials:** Group Poster Presentations.pdf, flip chart paper, markers, Roleplays Unit 20 Lesson 8.pdf

- Students will discuss ways to cope with depression and the teacher will discuss the resources available to Belizeans. Students will then explore this topic in more detail through Group Poster Presentations (see Group Poster Presentations.pdf) with the following topics: (20.7)
  - What we can do if we have depression
  - What we can do to help those with depression
  - Resources available for people with depression
  - Why we need to get help if we have depression
Lesson 10: Setting Boundaries
Materials: Gallery Walk activity

- Students will discuss the need for setting boundaries. The teacher will first discuss what boundaries are and providing some examples on different types of boundaries. Using the Gallery Walk activity (see Gallery Walk.pdf) have students complete the activity on Boundaries with the following prompts: (20.5, 20.6)
  ◦ What are some boundaries you can use with your friends?
  ◦ What are some boundaries you can use with your family?
  ◦ What happens if you don’t set proper boundaries?
  ◦ How can we maintain barriers?
  ◦ When should we set up boundaries?

Week Six: Conclusion

Lesson 11: Daily journaling presentations
Materials: Daily Emotion Journal.pdf, flip chart paper, markers

- Students will wrap up the daily emotion journal activity by discussing the activity as a class and then presenting the results. Students can either present individually with a flip chart containing the emotions they felt and the causes for these emotions. Alternatively these presentations can be conducted in groups of 4-5, where each presentation aggregates the information from the entire group. See Daily Emotion Journal.pdf (20.1, 20.2, 20.3).

Lesson 12: Unit Review

- Students will review the content of the unit after completing the Daily Journaling presentations from Lesson 11 by completing the Prompt Toss activity (see Prompt Toss.pdf). The prompts for this activity will come from the content presented throughout the unit, including previous prompts. (20.1, 20.2, 20.3, 20.4, 20.5, 20.6, 20.7)
Think-Pair-Share

Purpose
To get students to think about a topic, discuss it and share their thoughts

Process
First, the teacher gives the students a prompt (such as “What makes a meal nutritious?”)
Then, the students individually think about the prompt
Then, the students form pairs and each pair discusses the prompt
Finally, the teacher asks the class as a whole for thoughts, trying to make sure each pair gets a chance to speak at least once.

Timing
2 minutes to Think individually
3 minutes to Pair and discuss
5 minutes to Share with the class

This can be repeated as many times as needed or for as long as class time permits
Spectrum Activity

**Purpose**
To get students to think about a topic, make a choice on a spectrum between 2 extremes in response to a scenario, and explain their reasoning behind that choice.

**Process**
First (before class) teacher decides on the 2 extremes for the given topic (for instance, if the topic were the healthiness of various foods, the extremes would be Healthy and Unhealthy)

Then the teacher makes up signs for the 2 extremes

At the beginning of the activity, the teacher puts one sign at opposite ends of the room or an open field

Then the teacher explains the extremes and the idea of a spectrum and begins the first round

The teacher conducts as many rounds as possible before time runs out or until all scenarios have been used, leaving some time to debrief at the end of the class

**Process for Each Round**
First the teacher reads off a scenario for the students to respond to

Then the students make a decision and walk to the point on the spectrum that represents their choice

Students may go to any point between the 2 extremes, including in the middle or slightly to one side or the other, depending on their level of conviction

Finally the teacher asks each group of students what was their reasoning for making that choice

**Timing**
2 minutes for the teacher to prepare the activity and for setup

2 minutes to explain the activity and each option

3-4 minutes for each round:
- 30 seconds to read the prompt
- 30 seconds for students to move to the location representing their choice
- 2-3 minutes for the teacher to ask students to explain their reasoning behind each choice

2 minutes at the end to discuss the activity
The teacher is encouraged to do as many rounds as time permits while also allowing enough time for students to explain their reasoning.

Spectrum – Unit 20 Lesson 9

Spectrum Extremes:

- Good Response
- Bad Response

Prompts

- You are mad so you hit someone
- You are sad so you talk with someone
- You are mad so you yell at someone
- You are sad so you make fun of someone
- You are mad so you do some exercise after school
- You are mad so you do some exercise during school
- You are sad so you do an activity that you like
- You are mad so you talk to the person that made you mad
- You are sad so you cry
- You are sad so you eat sweets and crisps
- You are mad so you take some deep breaths to calm down
- You are mad so you count backwards from 20 to calm down
- You are sad so you hide away from everyone
- You are scared so you run away
- You are scared so you face your fears
- You are frustrated so you yell at others
- You are frustrated so you take a few minutes to rest
- You are stressed so you don’t do your work
- You are stressed so you take a minute to relax
- You are tired so you go to bed early
You are tired so you sleep during class
Response

Good
Response

Good
Role-Plays Activity

**Purpose**
To get students to think about a topic, demonstrate a concrete example in role-play form and discuss the role-plays of the class as a whole

**Process**
First (before class) teacher decides on the topic and develops several scenarios to illustrate the topic

Then the teacher puts each scenario on separate pieces of paper

At the beginning of the activity, the teacher divides the class into enough equal groups to give each group 1 scenario

Then the teacher gives each group 1 of the pieces of paper, asking the group to not share their given scenario with other groups

The students then plan out how they will present their scenario to the class

Then each group will perform their role-play.

After each role-play, the class will discuss what happened

Finally, the teacher will conclude with a general discussion of the topic as a whole

**Timing**
2 minutes to explain the activity and distribute the scenarios

10 minutes for students to prepare their role-plays

4-5 minutes for each presentation:
- 3-4 minutes for each role-play
- 1 minute for a brief discussion with the class after each role-play

5 minutes at the end to discuss the activity

Please note that this activity will take up the entire class period, so the teacher should not divide the class into more than 5 groups unless they designate additional class periods for the presentations
Role-Plays Unit 20 Lesson 8
Coping with Emotions

1) You get very angry at someone and you do not deal with this anger. One day that person meets you on the way to class and begins to bother you. How do you respond?

2) You get very sad about something and do not deal with this sadness. You then refuse to do anything fun with your friends and your friends start to find other people to play with. How do you respond?

3) After several months of being bullied by another student, you can’t deal with it anymore and start to fight with them. How do you, the other student and the teacher respond to this?

4) You are having a lot of trouble in class and are getting frustrated by not doing as well as before. You do not deal with this frustration and start to give up. How do you, your teachers and your parents respond?

5) Imagine that you are an adult and you are working for someone. Over several months your boss has been making you angry and you do not deal with this anger. One day the boss makes you even more angry and you start to yell at your boss. What happens next?

6) You go through a very bad experience at a place you have to go to often. You become very afraid and do not deal with these emotions, deciding to avoid this location. What happens next?

7) You are very sad and have been for a long time. One day you pass by a person offering you something that they say will make you happy or “take the pain away”. In the past, you have ignored these kind of offers, but now you are getting desperate. What happens next?
Prompt Toss Activity

**Purpose**
To get students to respond to a prompt at random

**Process**
First the teacher will select a topic, such as “Nutrition”. Then the teacher will come up with various prompts related to this topic, at least one per student.

Then the teacher will write each prompt onto a piece of paper (half of a printer sheet is enough)

Then the teacher will create a ball out of these pieces of paper by wrapping each around each other (prompt facing inward so that the students can’t see the prompt) and ensuring that they are sufficiently attached to each other with a small bit of tape

Then the students will form a circle with each student facing the center of the circle.

The teacher will give the instructions and begin the activity.

Students will toss the ball of paper to each other for 10-15 seconds. After this time, the teacher will indicate that it is time to stop. The teacher can use either music or a bell or some other method to indicate that it is time to stop passing the ball around.

 Whoever has the ball in their hands must remove the outermost piece of paper, read it out and respond to the prompt.

After the student responds, the teacher will begin another round and students will start tossing the ball back and forth again. If a student who has already responded to 2 prompts has the ball at the end of the round, they must pass it to the closest person who has not responded yet.

This continues until either no more pieces of paper remain or time runs out

**Timing**
10 minutes setup prior to class
5 minutes to get the students in a circle and describe the activity

Each Round:
- 10-15 seconds to toss the ball around
- 30 seconds to read the prompt
- 60-90 seconds to think about the prompt and respond

For larger classes, you may have to shorten the time each student has to answer or create multiple balls of paper and split the class into 2-3 groups (1 ball per group)
Group Poster Presentations

Purpose
To get students to think about a topic, discuss it and share their thoughts by designing a poster about the given topic and then presenting it to the class

Process
First, the teacher selects a topic and divides the topic into a variety of aspects (for instance the topic of Food Groups can be divided into each food group).

Then the teacher discusses the topic generally with the class to provide the class with a good foundation for the next stages of the activity.

Then the teacher divides the class into enough equal groups to have each group work on an aspect of the topic. For instance, if there are 4 aspects to the topic, the teacher will divide the class into 4 groups.

Then the teacher instructs the students on what kind of content they need to have on the posters (for instance common foods found in the given food group and the benefits of that food group).

Then, the students discuss the topic and develop the poster.

Then, each group presents their poster, allowing some time for questions and answers from fellow students as well as from the teacher.

Finally, the teacher clears up any misunderstandings presented during the presentations.

These posters can then be hung around the class if so desired.

Timing
10 minutes for the teacher to discuss the topic generally and provide instructions on the activity.
10 minutes for the students to discuss and develop the poster.
20 minutes for all group presentations and question and answer periods (the more groups, the less time for each to present, unless the teacher provides additional class time to the presentations).
5 minutes to clear up any misunderstandings.

This activity will take up all of the class period, so please plan accordingly. Since the more groups needing to present means less time to present, try to keep the number of groups below 4 or 5 unless additional class periods are devoted to these presentations.
Gallery Walk

**Purpose**
To get students to think about a topic, share their thoughts with others, respond to the thoughts of others and look at all of the responses from the class.

**Process**
First, the teacher creates several flip charts with a question or prompt on top and posts these around the room, leaving plenty of space between each,

Then the teacher divides the class into equal sized groups equal to the number of flip charts made,

Then the groups are instructed to stand by one of the flip charts, one group per flip chart,

Then the students have some time to respond to the given prompt, writing their thoughts below the title,

Then the groups rotate to a new flip chart and respond to the new prompt, adding any new thoughts they have and not repeating what is already written on the flip chart,

The groups continue to rotate and respond until each group has been to all of the prompts,

After all groups have rotated to all flip charts, the class gathers together with the teacher by a flip chart,

The teacher will then read through each respond and discuss the content of this flip chart with the class,

Then the teacher and the class moves to the next flip chart, reading through the responses and discussing the content of the flip chart,

This continues until all flip charts have been visited,

Finally the class returns to their seats and the teacher discusses the topic as a whole with the class

**Timing**
2 minutes to setup and give instructions
3 minutes per rotation (1 rotation per flip chart) with a single group per flip chart
2-3 minutes per rotation with the entire class
5 minutes to discuss the topic as a whole

Please budget at least 5-6 minutes per flip chart (3 for the first set of rotations and 2-3 for the whole class rotation). This means that there should not be more than 8 or 9 flip charts. 4-5 flip charts tends to be a good number for this activity.
Daily Emotion Journal Activity

Purpose
To get students to reflect on their emotions and identify the causes of various emotions on a daily basis

Description
Students will keep a daily journal throughout the term of their emotions and causes of their emotions. Students are expected to complete these every day for homework unless the teacher provides class time for the specific purpose of completing journal entries. Students may use their HFLE notebook or they may write their journal in a new exercise book or on folder paper. Each day they must write 1 sentence describing how they felt that day and why they felt that way.

For example: *January 5th, 2019. Today I felt happy because I got to play outside in the sun.*

At the end of each HFLE lesson during this term, the teacher may (time permitting) ask to see the journal entries over the past week or may ask for volunteers to talk about one entry over the past week. This will help to make sure the students are keeping the journal on a regular basis.

During the final week, students will work in teams to make a list of all the different emotions the group felt over the term and list causes for each emotion. This will be put onto a poster and presented to the class. Alternatively, the teacher may have the students individually talk about causes for various emotions over the past term.

After all students have given their presentations, the teacher will review all journal entries and can grade the students on the number of entries successfully completed. This can also be done throughout the term as time permits.

Timing
5 minutes for the teacher to discuss the activity during the first class of the term.
2-5 minutes per journal entry for students to write the sentence describing how they felt and what caused them to feel that way.
5-10 minutes to review the journal entries per week (optional)

*For the final presentation:*
- **Group Presentations:** 10 minutes to prepare with 5 minutes per group to present.
- **Individual Presentations:** 5 minutes to prepare with 1-2 minutes per student to present.

This is a long term project and thus students need to be aware of the need to work on it everyday. This can be considered part of the ongoing assessments and/or a part of the final cumulative assessment.
4 Corners Activity

Purpose
To get students to think about a topic, make a choice between 4 options in response to a scenario, and explain their reasoning behind that choice.

Process
First (before class) teacher decides on 4 choices for the given topic (for instance, if the topic were responding to various symptoms of sickness, the options could include Do Nothing, Treat At Home, Go To The Clinic/CHW, and Go To The Hospital)
Then the teacher makes up signs for each of the 4 options
At the beginning of the activity, the teacher puts one sign in each of the 4 corners of the room or of an open field (with enough space to have groups of students race to various corners without injury)
Then the teacher explains each option and begins the first round
The teacher conducts as many rounds as possible before time runs out or until all scenarios have been used, leaving some time to debrief at the end of the class

Process for Each Round
First the teacher reads off a scenario for the students to respond to
Then the students make a decision and walk to the corner that represents their choice
Finally the teacher asks each group of students what was their reasoning for making that choice

Timing
2 minutes for the teacher to prepare the activity and for setup
2 minutes to explain the activity and each option
3-4 minutes for each round:
  - 30 seconds to read the prompt
  - 30 seconds for students to move to the corner representing their choice
  - 2-3 minutes for the teacher to ask students to explain their reasoning behind each choice
2 minutes at the end to discuss the activity

The teacher is encouraged to do as many rounds as time permits while also allowing enough time for students to explain their reasoning
4 Corners – Unit 20 Lesson 6

Corners:
- Happy
- Sad
- Mad
- Other (Must explain the emotion they feel)

Prompts
- You are invited to a friend’s birthday party
- Others bully you
- A family member gets hurt or is sick
- You failed a test or assignment
- You did well on a test or assignment
- Others yell at you
- You get disciplined
- You got sick
- You get to play outside
- Someone broke your things
- Friends say nice things about you
- It is raining
- It is sunny/nice out
- You get to eat your favorite food
- You get a new baby brother/sister
- You did well in a football game
- You lost your favorite thing
- Someone bullies your friend
- Your parents leave you for many days
- Your parents hug you and say they love you
Explain your response (OTHER)
**Standard 3 – Dealing With Emotions**

**Total Number of Lessons:** 12

**Lessons Per Week:** 2

**Duration:** 45 minutes

**Goal:** By the end of the unit, students will be able to effectively deal with strong emotions and discuss the ways improperly reacting to situations can lead to difficult situations.

### Learning Outcomes

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>21.1 Discuss how emotions can affect behaviour and how behaviour can affect emotions.</td>
</tr>
<tr>
<td>2</td>
<td>21.2 Discuss how failure to control how emotions are expressed can lead to difficult situations.</td>
</tr>
<tr>
<td>2</td>
<td>21.3 Describe non-violent ways of expressing strong emotions such as anger, jealousy, rage and frustrations.</td>
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<tr>
<td>2</td>
<td>21.4 Compare and contrast instinctive, emotional and rational responses to situations and events.</td>
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<tr>
<td>2</td>
<td>21.5 Identify the negative effects of poor body image for boys and girls.</td>
</tr>
<tr>
<td>1</td>
<td>21.6 Explore how a traumatic event can affect someone and how they can recover.</td>
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<tr>
<td>1</td>
<td>21.7 Identify how a person who is depressed, grieving or recovering from a traumatic event can be helped.</td>
</tr>
<tr>
<td>Learning Outcome(s)</td>
<td>Content/Concepts</td>
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<tr>
<td>---------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>21.1</td>
<td>Positive emotions can lead to positive, constructive behaviours while negative emotions can lead to negative, destructive behaviour.</td>
</tr>
<tr>
<td>21.1</td>
<td>Negative, destructive behaviour can lead to situations that trigger negative emotions, while positive, constructive behaviour can lead to situations that trigger positive emotions.</td>
</tr>
<tr>
<td>21.2</td>
<td>Failure to control how emotions are expressed can produce negative or difficult situations, including getting into fights, getting disciplined, or other negative consequences for one’s actions.</td>
</tr>
<tr>
<td>21.3</td>
<td>Non-violent ways of expressing strong emotions can include talking through one’s feelings, taking time away from other people or the source of the strong emotions, journaling, or taking deep breath.</td>
</tr>
<tr>
<td>21.4</td>
<td>Instinctive behaviors are immediate and occur without thought, emotional behaviors occur because of how a person feels, and rational behaviors occur once a person has carefully considered all aspects of a situation and what the most appropriate response might be.</td>
</tr>
<tr>
<td>21.5</td>
<td>Poor body image in boys and girls can lead to negative, self-destructive behaviour and severe lack of confidence and depression.</td>
</tr>
<tr>
<td>21.6</td>
<td>Experiencing a traumatic event can lead to changes in a person’s personality, symptoms of depression and other mental illnesses, and major changes to a person’s life. Depending on the severity of the event, someone can recover from a traumatic event by getting support from family and friends, thinking through the experience, talking with a mental health specialist, and/or finding healthy coping mechanisms to deal with the lingering effects of the event.</td>
</tr>
<tr>
<td>21.7</td>
<td>A person recovering from a traumatic event, grieving or is depressed can be helped by participating in mental health therapy, and any other healthy behaviors that promote healing.</td>
</tr>
</tbody>
</table>
Teaching/learning Activities

Week One: Introduction to Unit:

Lesson 1: Responses to Situations
Materials: Weekly Reflection Journal.pdf, flip chart paper, markers
- Introduce students to the words intrinsic, emotional and rational. Have students define each word using a dictionary. Through discussion have students relate each word and its meaning to their lives and experiences. Have students share with class.
  Discussing the different ways how children can respond to different situations that they are facing or have faced. Place each response in categories of intrinsic, emotional and rational. Have students explain why their situation would be rationalized using one of the three responses. Using the Weekly Reflection Journal (see Weekly Reflection Journal.pdf) how students reflect on how they reacted to different situations throughout the term. After students are introduced to this activity, they will practice writing reflections on some experiences they had throughout the past week and reflecting on how they responded. Students will identify their reactions as one of the following: Instinctive, Emotional, or Rational Reactions (21.4)

Lesson 2: How Behavior Impacts Emotions
Materials: 4 Corners Unit 21 Lesson 2.pdf
- Have students use the list of reactions they mentioned in previous class to discuss how they might feel after reacting in each of those ways. After a brief discussion, students will participate in the 4 Corners Activity (see 4 Corners Unit 21 Lesson 2.pdf). Prior to using the situations mentioned in the 4 Corners Unit 21 Lesson 2.pdf, students should use the situations they developed during Lesson 1. (21.1).

Week Two: Development:

Lesson 3: Thoughts and Emotions - Body Image
- Have students discuss what body image is and list positive and negative effects of poor body on one’s self. Have students relate the knowledge from previous class (information on emotion) and how it affects body image. Provide students with reading on What Is Body Image, have students read and discuss information in passage. Have students elicit information on positive and negative effects of poor body on one’s self and compare it to what the list in the introduction of the lesson. Discuss the concept of body image and how poor body image can lead to bad and self-destructive behaviour, including the negative impact on mental health.
- Have students complete the Body Image activity (see Body Image.pdf) (21.5)

**Lesson 4: How Emotions Impact Behaviour**
- Students will continue to discuss the relationship between emotions and behaviour by performing several rounds of Think-Pair-Share using the following prompts: (21.1, 21.2):
  - What do you do when you are mad and meet someone on the road to school?
  - You have a lot of homework to do but you feel frustrated because you don’t understand the assignment. Do you try to do the assignment or do you give up?
  - When you are happy, do you say nice things to people?
  - When you are sad or mad, do you say nice things to people?

**Week Three: Development**
**Lesson 5: Why We Need to Control Our Emotions**
**Materials:** Think-Pair-Share.pdf, Shared Experiences.pdf

- Students will explore the need to control emotions and what can happen when we do not cope effectively by conducting several rounds of Think-Pair-Share (see Think-Pair-Share.pdf) using the following prompts (21.2)
  - What happens if we do not express our anger properly?
  - What are things you can do to express sadness properly?
  - Have you seen someone express their emotions in an inappropriate way? What happened?

**Lesson 6: Effects of Not Dealing With Emotions Properly**
- Students will complete the discussion of dealing with strong emotions by exploring the results of not dealing with emotions properly. After discussing the topic briefly, students will complete the Shared Experiences (see Shared Experiences.pdf) activity. (21.2)

**Week Four: Development**
**Lesson 7: Healthy Coping Mechanisms**
**Materials:** Gallery Walk.pdf, Spectrum Unit 21 lesson 7.pdf, flip chart paper, markers

- Students will continue to discuss the importance of properly coping with emotions by identifying healthy and unhealthy coping mechanisms. After discussing ways to cope with emotions in a non-violent way, students will identify whether certain coping mechanisms are good or bad by participating in the Spectrum activity (see Spectrum Unit 21 lesson 7.pdf) (21.3).
Lesson 8: Traumatic Events and Grief
- Students will explore the results of traumatic events by first discussing what a traumatic event is and some examples of traumatic events. After the introductory discussion, students will complete the Gallery Walk (see Gallery Walk.pdf) activity with the following prompts: (21.6)
  ◦ What are examples of traumatic events?
  ◦ How can traumatic events affect us?
  ◦ What are some ways we can help people who go through traumatic events?
  ◦ What should you do if you go through a traumatic event?

Week Five: Development
Lesson 9: Depression
Materials: Think-Pair-Share.pdf, Group Poster Presentations.pdf, flip chart paper, markers
- Students will discuss the causes and effects of depression. The class will begin by talking about what is depression and the common causes. After this introductory discussion, students will complete the Group Poster Presentation (see Group Poster Presentations.pdf) activity with the following prompts: (21.7)
  ◦ What is depression?
  ◦ What are the causes of depression?
  ◦ What are the symptoms of depression?
  ◦ What can we do to help people (including ourselves) with depression?

Lesson 10: Dealing With Depression, Traumatic Events and Grief
- Students will identify ways to deal with depression, traumatic events and grief. First the class will discuss the ways we can respond to depression, grief and traumatic events, including the various resources available in their community. Then students will conduct several rounds of Think-Pair-Share (see Think-Pair-Share.pdf) with the following prompts: (21.6, 21.7)
  ◦ After someone experiences a traumatic event, what can they do to recover?
  ◦ What can someone who is grieving do to recover?
  ◦ You find out that your friend is depression. What can you do to help?

Week Six: Conclusion
Lesson 11: Weekly Reflections presentations
• Students will conclude the unit by going over the Weekly Reflection Journal activity. Students will work in teams to discuss their experiences completing the journal activity and summarize their results on a sheet of paper. The groups will then present their results to the class. See Weekly Reflection Journal.pdf for more information. (21.1, 21.2, 21.3, 21.4).

Lesson 12: Unit Review
• Students will review the content of the unit after completing the Weekly Reflection Journal presentations from Lesson 11 by conducting the Prompt Toss activity. Prompts will be derived from previous lesson content. (21.1, 21.2, 21.3, 21.4, 21.5, 21.6, 21.7)
Body Image Activity

Purpose
To get students to identify parts of their body that they like and realize that they should not have a poor body image

Process
First the students draw an image of themselves, labeling parts of their body that they like or are proud of (avoiding private parts)
Then the students write a paragraph about why they like their body
Then students write a paragraph about any concerns people may have regarding the body
Then the teacher asks each student to list 1 body part or aspect of their body that they like
Then the teacher asks the class to list some ideas about what people might be unhappy about their body, including why people might be unhappy about that part
For each listed concern, the teacher asks if this is something that can be changed and if not the teacher explains that each of us are different and that we should not be ashamed of things we cannot change
Finally the teacher discusses the negative impacts of poor body image, including discussing topics like:
• Eating Disorders and the negative health outcomes of these
• Depression
• Use of illegal substances and steroids
• Lack of confidence
• Suicide

Timing
2 minutes for the teacher to explain the activity and pass out associated worksheets (see below)
5 minutes for students to draw themselves and label the parts they like
10 minutes for students to write about what they like about their body
10 minutes for students to write about concerns people may have
5 minutes for students to list what they like about their body
5 minutes to list concerns people may have and for the teacher to respond to each
8-10 minutes for the teacher to discuss the negative consequences of having poor body image
Name: _______________  Standard 3, Teacher: ______________________
Date: __________________  School:____________________

What I Like About My Body

Instructions: Draw an image of yourself below and label the parts that you are happy about (NO PRIVATE PARTS)
What about your body are you happy about or feel proud of?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Why does this make you happy/proud?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What about a person’s body might make them unhappy or ashamed?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Why would this make them unhappy or ashamed?
Gallery Walk

**Purpose**
To get students to think about a topic, share their thoughts with others, respond to the thoughts of others and look at all of the responses from the class

**Process**
First, the teacher creates several flip charts with a question or prompt on top and posts these around the room, leaving plenty of space between each

Then the teacher divides the class into equal sized groups equal to the number of flip charts made

Then the groups are instructed to stand by one of the flip charts, one group per flip chart

Then the students have some time to respond to the given prompt, writing their thoughts below the title

Then the groups rotate to a new flip chart and respond to the new prompt, adding any new thoughts they have and not repeating what is already written on the flip chart

The groups continue to rotate and respond until each group has been to all of the prompts

After all groups have rotated to all flip charts, the class gathers together with the teacher by a flip chart

The teacher will then read through each respond and discuss the content of this flip chart with the class

Then the teacher and the class moves to the next flip chart, reading through the responses and discussing the content of the flip chart

This continues until all flip charts have been visited

Finally the class returns to their seats and the teacher discusses the topic as a whole with the class

**Timing**
2 minutes to setup and give instructions
3 minutes per rotation (1 rotation per flip chart) with a single group per flip chart
2-3 minutes per rotation with the entire class
5 minutes to discuss the topic as a whole
Please budget at least 5-6 minutes per flip chart (3 for the first set of rotations and 2-3 for the whole class rotation). This means that there should not be more than 8 or 9 flip charts. 4-5 flip charts tends to be a good number for this activity.
Prompt Toss Activity

Purpose
To get students to respond to a prompt at random

Process
First the teacher will select a topic, such as “Nutrition”. Then the teacher will come up with various prompts related to this topic, at least one per student.

Then the teacher will write each prompt onto a piece of paper (half of a printer sheet is enough)

Then the teacher will create a ball out of these pieces of paper by wrapping each around each-other (prompt facing inward so that the students can’t see the prompt) and ensuring that they are sufficiently attached to each-other with a small bit of tape

Then the students will form a circle with each student facing the center of the circle.

The teacher will give the instructions and begin the activity.

Students will toss the ball of paper to each-other for 10-15 seconds. After this time, the teacher will indicate that it is time to stop. The teacher can use either music or a bell or some other method to indicate that it is time to stop passing the ball around.

Whoever has the ball in their hands must remove the outermost piece of paper, read it out and respond to the prompt.

After the student responds, the teacher will begin another round and students will start tossing the ball back and forth again. If a student who has already responded to 2 prompts has the ball at the end of the round, they must pass it to the closest person who has not responded yet.

This continues until either no more pieces of paper remain or time runs out

Timing
10 minutes setup prior to class
5 minutes to get the students in a circle and describe the activity

Each Round:
- 10-15 seconds to toss the ball around
- 30 seconds to read the prompt
- 60-90 seconds to think about the prompt and respond

For larger classes, you may have to shorten the time each student has to answer or create multiple balls of paper and split the class into 2-3 groups (1 ball per group)
Role-Plays Activity

Purpose
To get students to think about a topic, demonstrate a concrete example in role-play form and discuss the role-plays of the class as a whole

Process
First (before class) teacher decides on the topic and develops several scenarios to illustrate the topic

Then the teacher puts each scenario on separate pieces of paper

At the beginning of the activity, the teacher divides the class into enough equal groups to give each group 1 scenario

Then the teacher gives each group 1 of the pieces of paper, asking the group to not share their given scenario with other groups

The students then plan out how they will present their scenario to the class

Then each group will perform their role-play.

After each role-play, the class will discuss what happened

Finally, the teacher will conclude with a general discussion of the topic as a whole

Timing
2 minutes to explain the activity and distribute the scenarios

10 minutes for students to prepare their role-plays

4-5 minutes for each presentation:
- 3-4 minutes for each role-play
- 1 minute for a brief discussion with the class after each role-play

5 minutes at the end to discuss the activity

Please note that this activity will take up the entire class period, so the teacher should not divide the class into more than 5 groups unless they designate additional class periods for the presentations
Role-Plays Unit 21 Lesson 4
How Emotions Impact Behavior

1) You are walking along the road to school and you come across your friend. Act out this situation 4 times, role-playing a different emotion each time. Emotions include Happy, Sad, Mad, and Frightened

2) You are in class working on a group project but you are having trouble working with your group. Act out this situation 4 times, role-playing a different emotion each time. Emotions include Happy, Sad, Mad, and Frightened

3) You are playing a game with several of your friends and you are starting to lose. Act out this situation 4 times, role-playing a different emotion each time. Emotions include Happy, Sad, Mad, and Frightened

4) You are going to a shop to pick up some snacks, but you realize that you don’t have enough money for all the snacks you want. Act out this situation 4 times, role-playing a different emotion each time. Emotions include Happy, Sad, Mad, and Frightened

5) You are asked by your mother to do chores that you do not like to do. Act out this situation 4 times, role-playing a different emotion each time. Emotions include Happy, Sad, Mad, and Frightened

6) You are walking along the road and see someone who needs your help. Act out this situation 4 times, role-playing a different emotion each time. Emotions include Happy, Sad, Mad, and Frightened

7) You are with your friend and you start to have a disagreement. Act out this situation 4 times, role-playing a different emotion each time. Emotions include Happy, Sad, Mad, and Frightened
Shared Experiences Activity

**Purpose**
To get students to reflect on times that not controlling emotions properly led to bad situations

**Process**
First the students think about a time that they experienced or saw someone else experience a bad situation after not controlling their emotions properly

After the students fill out the Shared Experiences worksheet (below), the teacher asks for examples of situations that resulted from not controlling emotions properly

Each time a student lists a new type of situation, the teacher writes the situation on the board

Finally, after everyone has had a chance to share examples the teacher reviews all of the situations and reiterates the need for properly managing emotions and adds additional situations as needed for completeness.

- Ideally, at least 8 students should have a chance to respond before moving on
- If after 2-3 minutes no additional students volunteer and fewer than 8 have already volunteered, the teacher should randomly select students to respond until 8 total have responded

**Timing**
2 minutes for the teacher to explain the activity and pass out associated worksheet (see below)
15 minutes for students to fill out the worksheet
15-20 minutes for students to share the situation they wrote down
5 minutes for the teacher to fill in any missing situations and review the activity

Please note that this activity will take the entire period
Shared Experiences:
When not controlling emotions led to bad situations

Instructions: Think about a time when someone you saw got into a bad situation because they did not control their emotions properly. **DO NOT INCLUDE NAMES**

What do you think the person was feeling before the situation?

__________________________________________________________________________________

What did they do?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

What happened next?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________

What should they have done instead?

__________________________________________________________________________________

__________________________________________________________________________________

__________________________________________________________________________________
Spectrum Activity

Purpose
To get students to think about a topic, make a choice on a spectrum between 2 extremes in response to a scenario, and explain their reasoning behind that choice.

Process
First (before class) teacher decides on the 2 extremes for the given topic (for instance, if the topic were the healthiness of various foods, the extremes would be Healthy and Unhealthy)
Then the teacher makes up signs for the 2 extremes
At the beginning of the activity, the teacher puts one sign at opposite ends of the room or an open field
Then the teacher explains the extremes and the idea of a spectrum and begins the first round
The teacher conducts as many rounds as possible before time runs out or until all scenarios have been used, leaving some time to debrief at the end of the class

Process for Each Round
First the teacher reads off a scenario for the students to respond to
Then the students make a decision and walk to the point on the spectrum that represents their choice
Students may go to any point between the 2 extremes, including in the middle or slightly to one side or the other, depending on their level of conviction
Finally the teacher asks each group of students what was their reasoning for making that choice

Timing
2 minutes for the teacher to prepare the activity and for setup
2 minutes to explain the activity and each option
3-4 minutes for each round:
- 30 seconds to read the prompt
- 30 seconds for students to move to the location representing their choice
- 2-3 minutes for the teacher to ask students to explain their reasoning behind each choice
2 minutes at the end to discuss the activity
The teacher is encouraged to do as many rounds as time permits while also allowing enough time for students to explain their reasoning.

**Spectrum – Unit 21 Lesson 7**

**Spectrum Extremes:**
- Good Way to Cope
- Bad Way to Cope

**Prompts**
- Eating sweets
- Eating Crisps
- Playing Football or another sport
- Not eating anything
- Hitting others
- Yelling at others
- Being mean or rude to others
- Counting down from 20
- Taking deep breaths
- Asking for help
- Eating a healthy snack
- Walking or running for a bit
- Ignoring others
- Not doing your chores or schoolwork
- Talking with someone you trust about the issue
- Talking to the person making you unhappy (mad/sad/frustrated)
- Hurting yourself
- Crying
- Sleeping
- Reading
• Ignoring/Suppressing your emotions
• Giving up
• Writing about your feelings in a journal
To Cope

Good Way

Good Way
Bad Way To Cope
Think-Pair-Share

Purpose
To get students to think about a topic, discuss it and share their thoughts

Process
First, the teacher gives the students a prompt (such as “What makes a meal nutritious?”)
Then, the students individually think about the prompt
Then, the students form pairs and each pair discusses the prompt
Finally, the teacher asks the class as a whole for thoughts, trying to make sure each pair gets a chance to speak at least once.

Timing
2 minutes to Think individually
3 minutes to Pair and discuss
5 minutes to Share with the class

This can be repeated as many times as needed or for as long as class time permits
Weekly Reflection Journal Activity

Purpose
To get students to reflect on their emotions and discuss the impact various responses to these emotions can have on them and others

Description
Students will keep a weekly journal throughout the term about various situations they encountered which evoked strong emotions and how they responded to these situations. Students may use the template below or they may write their journal in an exercise book or on folder paper. Each week students are expected to write at least 1 paragraph explaining the situation, how it made them feel and how they responded. They should be sure to include a description of how their reaction impacted the situation. Students are expected to complete this weekly reflection for homework prior to class unless the teacher explicitly gives time during class (not recommended).

At the end of each HFLE lesson during this term, the teacher may (time permitting) ask to see the journal entries over the past week or may ask for volunteers to talk about one entry over the past week. This will help to make sure the students are keeping the journal on a regular basis.

During the final week, students will work in teams to make a list of all the different situations they experienced which caused strong emotions and how various responses impacted the situation. This will be put onto a poster and presented to the class. The teacher may wrap up the presentations by discussing with the class what they observed throughout the presentations. After all students have given their presentations, the teacher will review all journal entries and can grade the students on the number of entries successfully completed. This can also be done throughout the term as time permits.

Timing
5 minutes for the teacher to discuss the activity during the first class of the term
5-10 minutes per journal entry for students to write their responses
5-10 minutes to review the journal entries per week (optional)

For the final presentation:

- 5 minutes to discuss in their groups
- 10 minutes to prepare their posters
- 5 minutes for each group to present
- 10 minutes for the teacher to discuss the presentations at the end
This is a long term project and thus students need to be aware of the need to work on it everyday. This can be considered part of the ongoing assessments and/or a part of the final cumulative assessment.

Name: ______________________ Standard 3, Teacher: ______________________

Date: ______________________ School: ____________________________________

Weekly Reflection Journal:

Instructions: Think about a situation you were in over the past week that made you feel a strong emotion and think about how you responded to the situation and your emotions.

What was the situation? How did it make you feel?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

How did you respond?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

What happened next?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
What Is Body Image?

Our body image begins to form at an early age and can be influenced by our parents, caregivers, peers, and life experiences. We often think of body image in terms of physical appearance, attractiveness, and beauty. Our body image relates to how we feel about our bodies and what we think our bodies look like to others. In some cases, our perspectives may not be objective. Remember that every body is different. We all have different genetics, which influence our facial features, body shape, height, and weight. Even if everyone ate the same things and did the same amount of exercise, we still would not all look the same. The ideal body weight is the weight that allows us to feel strong and energetic and lets us lead a healthy life. Someone with a healthy body has the energy, for example, to spend time with friends, participate in sports, and concentrate on school or work. Encourage students to avoid comparing their bodies with those of their friends or the people shown in advertisements and on television. Students don’t need to rely on charts, formulas, or tables to dictate what the right body weight is for them. Instead, they need to eat balanced meals full of nutritious foods and participate in moderate to vigorous exercise regularly.

Background Information How Big Is the Body Image Problem?

Poor body image increases the risk for extreme body/weight control behaviours. Researchers have found that increased preoccupation with appearance and body dissatisfaction put people at greater risk for engaging in dangerous practices to control weight and size (e.g., extreme dieting and exercise compulsion). These behaviours can lead to more harmful behaviours that can put an individual at risk for developing disordered eating or an eating disorder.

How Do Positive and Negative Body Image Differ?
We have a positive body image when we have a realistic perception of our bodies and enjoy them just as they are. Positive body image involves understanding that healthy, attractive bodies come in many shapes and sizes, and that physical appearance says very little about our character or value as a person. Having a healthy body image means that we keep our assessment of our bodies separate from our sense of self-esteem, and it ensures that we don’t spend an unreasonable amount of time worrying about food, weight, and calories. The adoption of an active healthy lifestyle has a positive impact on our attitudes towards our bodies.

### Positive and Negative Body Image*

<table>
<thead>
<tr>
<th>People with positive body image exhibit</th>
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</thead>
<tbody>
<tr>
<td>• self-confidence, energy, vitality, and positive self-appraisal</td>
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<tr>
<td>• feelings of attractiveness and beauty</td>
</tr>
<tr>
<td>• trust and respect for their bodies</td>
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<tr>
<td>• freedom of expression with their bodies, not dependent on weight</td>
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<table>
<thead>
<tr>
<th>People with negative body image describe</th>
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<tbody>
<tr>
<td>• dissatisfaction with their physical appearance</td>
</tr>
<tr>
<td>• a belief that their appearance is being scrutinized and evaluated by others</td>
</tr>
<tr>
<td>• excessive emphasis on physical appearance in how they evaluate themselves and distressing preoccupation with their bodies</td>
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<tr>
<td>• feelings of shame and/or embarrassment</td>
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</table>

Total number of lessons: 7  
Time per lesson: 45 minutes  
Lessons per week: 2 (45 x 2)

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>22.1 Describe the physical, emotional and cognitive changes associated with growth and development in both males and females that take place during puberty.</td>
</tr>
<tr>
<td>1</td>
<td>22.2 Explore how changes in the body affect hygiene practices, including those related to the skin, hair, ears, nails and feet, those needed to reduce body odour and those involving care for the penis, vagina, anus and breasts.</td>
</tr>
<tr>
<td>1</td>
<td>22.3 Explain the benefits of exercise in relation to bodily growth and development associated with puberty.</td>
</tr>
<tr>
<td>1</td>
<td>22.4 Discuss actions that show how each person can interact with both males and females in a way that respects their experiences, feelings, opinions, needs, rights and aspirations.</td>
</tr>
<tr>
<td>1</td>
<td>22.5 Discuss how young people are often attracted to risky behavior.</td>
</tr>
<tr>
<td>1</td>
<td>22.6 Discuss how young people can often be subjected to bullying and abuse related to changes in their bodies.</td>
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<tr>
<td></td>
<td>22.7 Discuss the importance of talking with parents, caregivers and trusted adults if they or one of their friends is depressed or suicidal</td>
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### Content / Concepts

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content / Concepts</th>
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</thead>
<tbody>
<tr>
<td>22.1</td>
<td>Both males and females may have significant changes in physical characteristics (genitalia, body hair, periods etc.) and behavioral characteristics (irritability, thinking patterns, emotional expressions etc.)</td>
</tr>
<tr>
<td>22.2</td>
<td>Puberty may cause undesirable body odor and improved hygienic practices are necessary to properly maintain healthy genitalia and accessory organs.</td>
</tr>
<tr>
<td>22.3</td>
<td>Regular exercise can promote healthy muscle and bone development and improve mental health among pubescent children.</td>
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</tbody>
</table>
Behaviors and actions that focus on understanding, compassion, and sympathy help encourage positive social relationships.

Peer pressure and harmful social norms may cause young people to participate in risky behaviors.

Developmental changes during puberty may cause unwanted attention from the opposite sex and differences in bodily characteristics can lead to bullying.

Depression is a common condition among young people. Conversations with trusted adults is a healthy coping mechanism to help manage these emotions and is especially important with individuals with suicidal thoughts.

Teaching/Learning Activities

Week One: Introduction
Materials: FAQ slips, anonymous question box, pencil, teenage growth timeline activity

Lesson 1:

- In this activity, students will be introduced to what puberty is and discuss a variety of frequently asked questions. Split students into small groups and give each group a set of frequently asked questions about puberty from students. These questions could include topics like “What is puberty?”, “What physical changes happen to your body during puberty?”, “How long does puberty last?”, “When does puberty start?” and more. To assess their initial knowledge about puberty, have each group come up with their best guess to questions. (22.1)

Lesson 2:

- Review each question that was given to the groups in the previous lesson by doing a teenage growth matching activity. Clear up any misconceptions that come up and propose an anonymous question box that will be open for students throughout the puberty unit. (22.1)

Week Two: Development
Materials: Hygiene toolkit (deodorant, soap/shampoo, razor blades, feminine products, toothbrush/paste, water bottle), positive peer relationships scenarios

Lesson 3:

- Students will learn the various tools that help improve hygiene as a child experiencing puberty. Have prepared a small puberty hygiene kit that contains all the tools needed to stay healthy and hygienic. The kit could include items such as deodorant, soap/shampoo, razor blades, feminine products, toothbrush/paste, water bottle and more. Ask the students what all tools you would think would be in the toolbox and if they mention a correct item, pull it out and demonstrate it to the students. Discuss why the item is in the hygiene kit and why it is important for health and hygiene. (22.2)

Lesson 4:
In this activity, students will split into 6 groups and each group will participate in a role-play where groups explore pubescent-based social situations between peers. They will role play from the scenarios either positive responses promoting good relationships among peers OR negative responses that hinders positive relationships. Positive behaviors/actions include respectfully complimenting a person of the other gender, exercising regularly, or showing effort to understand those that are different. Negative behaviors/actions include catcalling, using illegal drugs/alcohol or stealing. Have the rest of the class try to guess the actions portrayed in the role plays and discuss each action emulated. (22.3 / 22.4)

**Week Three: Development**

**Materials:** risky behaviors role play scenarios

**Lesson 5:**

- Split the class into three groups and assign each group a role play scenario on risky behaviors. After each role play, students will answer a set of questions and have a brief discussion based on what they saw in the role plays. (22.5)

**Week Four: Development**

**Materials:** printer paper, markers/colored pencils, pencil, tape, newspaper article on suicide, childhood depression handout

**Lesson 6:**

In this activity, students will create posters to compete in a class-wide bullying awareness poster contest. The posters can depict the negative consequences that are associated in children that get bullied. With the theme of this unit, ensure that students are including information that educates about unwanted attention due to pubescent growth and how it’s damaging to student’s self-image, esteem and more. Make sure the posters exhibit examples of the negative behaviors. Students can also use the posters as a visual teaching aid and present their information to the class or younger students. The school teachers may form a judging panel and award the best poster/presentation with a small prize. (22.6)

**Lesson 7:**

- Share a newspaper article entitled “youngest suicide victim in Belize”. Have students discuss about the article...encourage discussion about identifying warning signs of depression and suicidal thoughts in children. Elicit from students, ideas about ways to cope, managing emotions and who to trust to have healthy conversations with. (22.7)

**Week Five: Conclusion and Assessment**

**Materials:** Notecards with words/phrases discussed in previous lessons (physical/behavioral pubescent growths, risky behaviors, hygiene practices, peer relationships etc) tape

**Lesson 8**

- Draw a table on the chalkboard with three columns – one for male, female, and both (male and female). Have prepared notecards with different words/phrases on them. Give each student a random card and instruct them to tape it to the appropriate column on the chalk board, depending on whether the word/phrase applies to only males, females or both. Discuss the students’ choices to the whole class afterwards (22.1-22.7) Suggested words/phrases to be placed on notecards: various physical and behavioral developments that occur during puberty for
males, females, or both (acne, muscle/height/genital/hair growth, voice changes, mood swings, sexual thoughts, interest in other sex, concernment with appearance, childhood depression, bullying etc.

**Teenage Growth Timeline Activity**

**Boys**

- Stage 1: Between 9 - 12
- Stage 2: Between 9 - 15
- Stage 3: Between 11 - 16
- Stage 4: Between 11 - 17
- Stage 5: Between 14-18

**Girls**

- Stage 1: Between 8 - 11
- Stage 2: Between 8 - 14
- Stage 3: Between 9 - 15
- Stage 4: Between 10 - 16
- Stage 5: Between 12-19
PUBERTY STAGES IN GIRLS

1. Stage One (approximately between the ages of eight and eleven): The ovaries enlarge and hormone production starts, but external development is not yet visible.

2. Stage Two (approximately between the ages of eight and fourteen): The first external sign of puberty is usually breast development. At first breast buds develop. The nipples will be tender and elevated. The area around the nipple (the aureole) will increase in size. The first stage of pubic hair may also be present at this time. It may be coarse and curly or fine and straight. Height and weight increase at this time. The body gets rounder and curvier.

3. Stage Three (approximately between the ages of nine and 15): Breast growth continues and pubic hair gets coarser and darker. During this stage, whitish discharge from the vagina may be present. For some girls, this is the time that the first menstrual period begins.

4. Stage Four (approximately from ages 10 to 16): Some girls notice that their aureoles get even darker and separate into a little mound rising above the rest of the breast. Pubic hair may begin to have a more adult triangular pattern of growth. If it did not happen in Stage Three, menarche (first menstruation) should start now. Ovulation may start now, too. But it will not necessarily occur on a regular basis. (It is possible to have regular periods even if ovulation does not occur every month.)

5. Stage Five (approximately between ages 12 and 19): This is the final stage of development. Full height is reached, and young women are ovulating regularly. Pubic hair is filled in, and the breasts are developed fully for the body.

PUBERTY STAGES IN BOYS

1. Stage One (approximately between ages nine and 12): No visible signs of development occur, but, internally, male hormones become a lot more active. Sometimes a growth spurt begins at this time.

2. Stage Two (approximately between ages nine to 15): Height increases and the shape of the body changes. Muscle tissue and fat develop at this time. The aureole, the dark skin around the nipple, darkens and increases in size. The testicles and scrotum grow, but the penis probably does not. A little bit of pubic hair begins to grow at the base of the penis.

3. Stage Three (approximately between ages 11 and 16): The penis starts to grow during this stage. It tends to grow in length rather than width. Pubic hair is getting darker and coarser and spreading to where the legs meet the torso. Also, boys continue to grow in height, and even their faces begin to appear more mature. The shoulders broaden, making the hips look smaller. Muscle tissue increases and the voice starts to change and deepen. Finally, facial hair begins to develop on the upper lip.

4. Stage Four (approximately 11 to 17): At this time, the penis starts to grow in width, too. The testicles and scrotum also continue to grow. Hair may begin to grow on the anus. The texture of the penis becomes more adult-looking. Underarm and facial hair increases as well. Skin gets oilier, and the voice continues to deepen.

5. Stage Five (approximately 14 to 18): Boys reach their full adult height. Pubic hair and the genitals look like an adult man’s do. At this point, too, shaving is a necessity. Some young men continue to grow past this point, even into their twenties.
## Matching Activity

### Girls:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
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<tbody>
<tr>
<td>Stage 1</td>
<td>A. Some girls notice that their aureoles get even darker and separate into a little mound rising above the rest of the breast. Pubic hair may begin to have a more adult triangular pattern of growth. If it did not happen in the previous stage, menarche (first menstruation) should start now. Ovulation may start now, too. But it will not necessarily occur on a regular basis. (It is possible to have regular periods even if ovulation does not occur every month.)</td>
</tr>
<tr>
<td>Stage 2</td>
<td>B. Full height is reached, and young women are ovulating regularly. Pubic hair is filled in, and the breasts are developed fully for the body.</td>
</tr>
<tr>
<td>Stage 3</td>
<td>C. The first external sign of puberty is usually breast development. At first breast buds develop. The nipples will be tender and elevated. The area around the nipple (the aureole) will increase in size. The first stage of pubic hair may also be present at this time. It may be coarse and curly or fine and straight. Height and weight increase at this time. The body gets rounder and curvier.</td>
</tr>
<tr>
<td>Stage 4</td>
<td>D. Breast growth continues and pubic hair gets coarser and darker. During this stage, whitish discharge from the vagina may be present. For some girls, this is the time that the first menstrual period begins.</td>
</tr>
<tr>
<td>Stage 5</td>
<td>E. The ovaries enlarge and hormone production starts, but external development is not yet visible.</td>
</tr>
<tr>
<td>Stage</td>
<td>Description</td>
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<tr>
<td>-------</td>
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</tr>
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<td>Stage 1</td>
<td><strong>A.</strong> The penis starts to grow during this stage. It tends to grow in length rather than width. Pubic hair is getting darker and coarser and spreading to where the legs meet the torso. Also, boys continue to grow in height, and even their faces begin to appear more mature. The shoulders broaden, making the hips look smaller. Muscle tissue increases and the voice starts to change and deepen. Finally, facial hair begins to develop on the upper lip.</td>
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Teenage Growth and Positive Peer Relationships – Scenarios

Instructions: This activity will help students learn about some ways that they can promote positive actions and create positive peer relationships among fellow students. First, the students will split into three groups and each group will be given four of the following scenarios. As a group, the students will work together to come up with two responses to each scenario: one response will be positive and promotes good relationship and the other response will be a negative response that hinders positive relationships. Give the students ten minutes to formulate their responses and then bring them back together. Have each group present their scenarios and responses in front of the class. At the end of each scenario, instruct the class to identify a positive characteristic (such as understanding, respect, honesty) for the positive response and a negative characteristic (such as jealousy, hate, anger) for the negative response. Contrast these characteristics using a tee table on the blackboard.

1. Your friend borrowed some money from you last week to buy a soda, but he has not yet paid back the money. You are short of money for lunch today and would need the money back to eat.
2. A group of your friends all competed in a foot race. You got first but you best friend placed in last.
3. You see a group of boys that are bullying a younger child behind the school because he looks different than the rest of the students.
4. A group of kids are playing kickball during break and the ball is accidently your direction and hits you in the back of the head.
5. After leaving the classroom, the teacher unknowingly drops a five-dollar bill on the ground. One of your friends picks it up and puts it in his pocket. Later in the day, the teacher asks if anybody had seen his five-dollar bill around the class.
6. You are walking home from school with a group of friends when one of the boys in the group makes a disrespectful comment about how a fellow female classmate looked during the day.
7. You overhear another student make fun of you for giving an incorrect answer in front of the whole class.
8. On a Friday, you and your friend made plans to play board games on the weekend but when you arrive home your parents tell you that you have to go help your grandma around her house the entire weekend. You will not be able to play board games with your friend.
9. Your class just recently had a student enroll in the school. During lunch, you see him eating by himself on the other side of the school’s football field.
10. Your best friend has started playing with someone else at recess. Whenever you ask to join, they tell you that they already have enough people.
11. You became jealous of another student’s clothing because it is nicer than yours, so you steal one of their watches while they were not looking. The students find out that you were the person who stole it, so she asks you about it.
12. It is testing day and a student near you realized that he forgot to bring his paper, pencil, and eraser for the test. You have an extra of each, but the class is silent as the teacher is passing out the test.
Teenage Growth and Risky Behaviors – Role Play

**Instructions:** This activity will help students learn about some risky situations that they may encounter as they grow. Split the class into three groups (group A, group B, and group C) and assign each group one of the following role-play scenarios. Give the students 10 minutes to create a 5-minute role play that describes the scenario that they were given. Once prepared, the groups will present one at a time while the other two groups will answer Question Set #1 and Question Set #2. The groups will cycle through presenting and answering the question sets until all three role-play scenarios have been completed. Discuss the common elements of the roleplay afterwards.

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**Role-play Scenario #1**
You are playing football with a group of friends at the local football field. Your parents know that you are there and expect you to be home at 7PM. It is almost 7PM and it will be dark in less than thirty minutes. Some older kids see you playing at the field and walk over to you. You recognize one of them as a high school aged brother of one of the kids that you are playing football with. They invite your group of friends back your friend’s house for a small party to drink alcohol. You are all underage and your parents are expecting you home soon.

**Role-play Scenario #2**
You and your friends are hanging around the school during break when a female student crosses a nearby road. A friend of yours sees the girls and loudly yells some disrespectful comments towards the girl which makes her visibly uncomfortable. Some of the guys in your groups laughs at the comments but you know that she did not like what was said to her.

**Role-play Scenario #3**
You are walking to church with your family on a Sunday morning when your best friend calls you over while you walk past his house. You let your parents know that you will be right behind them as you head over to your friend’s house. After a brief conversation about the day, your friend pulls out a small bag from his back pocket. The bag contains a small amount of marijuana. He wants you to try some with hi. You know that your teachers/parents always tell you that drugs are bad, but he insists that it is only a small amount.

**Question Set #1**
1. What was the potential risky behavior in this scenario?
2. Why is it a risky behavior? What could happen if the main character commits to this behavior?

**Question Set #2**
1. What should the main character of the role play do should now? How should he react?
2. How could the characters of the role-play avoid situations like this in the future?
Seven-year-old Antwone Marin Becomes the Youngest Victim of Suicide in Belize

The loss of life of a child is painful, but when the young child dies by suicide; it is beyond comprehension. In the southern village of Seine Bight, a myriad of questions are left hanging as news spread that a seven-year-old primary school student took his life. What had bedevilled Antwone Marin to cut his life short is unclear, though it is known he was grieving the death of his cousin, his same age. The little boy was reportedly found on Monday evening by his babysitter inside their small wooden house in an isolated area. He was suspended on a clothesline running through the room. She cradled him and rushed to get help. A first responder, who attempted to assist, says he was stunned at the marks on his neck, and along with another person, they attempted to resuscitate him. They then rushed the unresponsive child to the hospital. Now, suicides are not reported as a general rule, but tonight we carry this very unusual case because experts say that it is healthy to openly talk about the signs associated with suicides.
Childhood Depression

Most kids have days when they feel sad, lonely, or depressed. But, if your child seems persistently sad or hopeless and it is affecting relationships, he or she may suffer from childhood depression, a serious mental health condition that needs medical assessment and treatment.

What Are the Signs and Symptoms of Childhood Depression?

The symptoms of childhood depression may vary. It depends on the child and his or her particular mood disorder. Many times, childhood depression goes undiagnosed and untreated. That's because it's passed off as normal emotional and psychological change that occurs during growth.

The signs and symptoms of childhood depression include:

- Changes in appetite -- either increased appetite or decreased
- Changes in sleep -- sleeplessness or excessive sleep
- Continuous feelings of sadness or hopelessness
- Difficulty concentrating
- Fatigue and low energy
- Feelings of worthlessness or guilt
- Impaired thinking or concentration
- Increased sensitivity to rejection
- Irritability or anger
- Physical complaints (such as stomachaches or headaches) that do not respond to treatment
- Reduced ability to function during events and activities at home or with friends, in school or during extracurricular activities, or when involved with hobbies or other interests
- Social withdrawal
- Thoughts of death or suicide

Childhood Depression: Warning Signs of Suicide?

Parents should be particularly vigilant for signs that may indicate that a child with depression is at risk for suicide. Warning signs of suicidal behavior in children include:

- A focus on morbid and negative themes
• Frequent accidents
• Giving away possessions
• Increased acting-out behaviors
• Increased crying or reduced emotional expression
• Increased risk-taking behaviors
• Many depressive symptoms (changes in eating, sleeping, or activities)
• Social isolation
• Substance abuse
• Talking about death and dying
• Talking about suicide or feeling hopeless or helpless
• Vocal outbursts or crying

Source: https://www.webmd.com/depression/childhood-depression#4
**Standard 5: Sex and Sexuality**

Total number of lessons: 8  
Time per lesson: 45 minutes  
Lessons per week: 2 (45 x 2)

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>23.1 Discuss the significance of the law relating to the age of consent for sexual activity.</td>
</tr>
<tr>
<td>2</td>
<td>23.2 Discuss how television, movies, music videos and the internet shape their understanding of sex and sexuality.</td>
</tr>
<tr>
<td>1</td>
<td>23.3 Discuss the advantages for a person of delaying when they start to engage in sexual activity.</td>
</tr>
<tr>
<td>1</td>
<td>23.4 Discuss how peers, older children, adults and social media can put pressure on a person to become sexually active before they are ready.</td>
</tr>
<tr>
<td>1</td>
<td>23.5 Identify how people can control when they become pregnant.</td>
</tr>
<tr>
<td>1</td>
<td>23.6 Identify the benefits of openly discussing sex and sexuality with parents, caregivers and responsible adults.</td>
</tr>
<tr>
<td>1</td>
<td>23.7 Identify how to access accurate and safe information about sex and sexuality.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Content/Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.1</td>
<td>Those who engage in sexual activity with persons who have not yet reached the legal age of consent (16 years) are committing a crime and may be punished under the law.</td>
</tr>
<tr>
<td>23.2</td>
<td>Media is often the first and only exposure people have to sex or sexual activity, as such it is often the source of one’s understanding for how they should engage in such activity.</td>
</tr>
<tr>
<td>23.3</td>
<td>Delaying sexual activity allows a person time to develop physically and emotionally, increase their understanding of their own and other’s bodies, increase their understanding of what they desire from a sexual partner, decrease risk of early pregnancy, and decrease likelihood of engaging in unsafe sexual activity.</td>
</tr>
<tr>
<td>23.4</td>
<td>External pressure to engage in sexual activity may come in the form of insults, hurtful jokes, and threats for lack of experience, as well as constant encouragement to engage in such activities.</td>
</tr>
<tr>
<td>23.5</td>
<td>Birth control, fertility monitoring, abstinence, and only engaging in protected sexual activity can help a person control when they become pregnant.</td>
</tr>
<tr>
<td>23.6</td>
<td>Openly discussing sex and sexuality with trusted responsible adults can enable a person to receive information necessary to more confidently make the best decisions for them, reduce their chances of unwanted pregnancies or sexually transmitted infections.</td>
</tr>
<tr>
<td>23.7</td>
<td>Accurate and safe information about sex and sexuality can be found using teen specific, factual websites, speaking to trusted adults, and certain health care providers.</td>
</tr>
</tbody>
</table>
Teaching/Learning Activities

Week One: Introduction

Materials: Any of the following: magazines, newspapers, internet articles, music/song lyrics etc

Lesson 1:

- Students will work in groups to create their definitions of sexuality. Students will present their definitions and then compare their definitions to the correct definition for sexuality. Students will discuss what members of their community consider acceptable or unacceptable types of sexuality and displays of sexuality. It is important to stress respecting differences in people’s opinions. (23.2)
  - Home Assignment: Students will find 2 different displays of sex and/or sexuality in 2 different forms of media (either music video, the lyrics to a popular local song, Facebook/Instagram, television, newspaper, or radio).
  - Note: Make sure students have access to internet, magazines or newspaper at home, if not teacher may bring in examples for students to look at in class.

Lesson 2:

- Students will present their findings from the previous home assignment with the class. In small groups, students will choose 1 of the examples described by their peers and answer the following questions:
  - How does this form of media show sex or sexuality?
  - What does this form of media show you about sex or sexuality?
  - Is this commonly how you see sex or sexuality displayed?
  - Do you agree with how sex and sexuality or displayed in this form of media? Why or Why not?
  - Do you feel this form of media supports/or encourages sexual activity? Why or Why not?
  - Students will present their group’s answers to the questions to the rest of the class. (23.2)

Week 2: Development

Materials: Pressures Brainstorm sheet, Newspaper article on statutory rape, A letter to the editor of Amandala newspaper

Lesson 3:

- Students will make a list of common pressures a teen may feel to have sex or engage in any sexual activity. Pressures can come from adults, peers, or social media. This list will be created by students anonymously writing down forms of pressure someone might receive on small pieces of paper and putting them all in a bag. Students will discuss the forms of pressure written on the board, how they might make someone feel, and what a person can do to reduce or eliminate each kind of pressure. (23.4)
Lesson 4:

- Students will work in small groups to read the “Statutory Rape News Stories” and “A letter to the editor of the Amandala newspaper”. Students will answer the questions at the end of the worksheet. Discussion will follow about the Belizean law relating to statutory rape, what it is, and their opinions on the current statutory rape laws and age of consent. (23.1)

Week Three: Development

Materials: Talking to My Parents About Sex handout, Parent Talk Instructions

Lesson 5/6:

- Students will take turns reading the “Talking to My Parents About Sex” handout. Students will discuss qualities that make them feel an adult is trustworthy or reliable (define these words for students if they are unsure what they mean). Students will be asked to identify an adult in their life they feel possess these qualities and share briefly with the class about personal experiences they’ve had with their adult of choice (unrelated to sex or sexual activity) that makes them feel they are trustworthy and reliable. In small groups, students will use the advice provided in the handout to create a role play about talking to a parent or adult about sex (guidance for the role play are in the Parent Talk Instructions). Students will create at least 3 hypothetical or real questions about sex to be addressed during their Parent Talk role play. Students will have a class discussion about the role plays from the last lesson, as indicated in the Parent Talk instructions. (23.6)

Week 4: Conclusion and Assessment

Materials: Sexual and reproductive health pamphlets (may be found at local clinic or BFLA office (look for pamphlets that target adults and some that target teens), My Life, My Choice cards (one for each student), My Personal Lifeline handout.

Lesson 7:

- Students will look at different sexual health pamphlets from the local clinic making note of the kind of language used, the organization/institution that produced the pamphlet, and the graphics/style of the pamphlet. Students will use this information to discuss how to know the information they are reading is factual and how to apply this to information found on the internet. (23.7)
- Students will discuss different ways to prevent pregnancy, focusing on abstinence and then the use of different types of contraception. (23.5)
  - Note: Teacher may use photos to show each type of contraception rather than using actual examples. Promoting Abstinence handouts (BFLA) may also be distributed to students.
Lesson 8:

- Students will work in groups to create a poster that spreads awareness regarding one of the following topics: age of consent and consequences for statutory rape, advantages of delaying sex, pressures to engage in sexual activity, methods of contraception, safe sources of information about sex and sexual health, and talking to parents about sex. Students will present their posters to the class with their groups.

- Students will complete the “My Personal Lifeline” handout. Class discussion may follow as indicated in the handout instructions. Home assignment: Students may be given a My Life My Choice card to create and then worn at school for a period of time. (23.3)
B. Pressures Brainstorm

*Students examine reasons why teens may become sexually active by exploring different sources of pressure.*

1. Write this question on the board: **What pressures are there for teens to become sexually active?**
2. Give students time to write down a response to the question. Emphasize that the question refers to all teens, and that answers should not be personal.
3. Give students the option to remain anonymous by not writing their name on the page.
5. Without revealing the author of any statement to the class, use the students’ responses to lead a discussion. Use the following framework:

   - Write the identified pressure on the board. (This step may require you to summarize student responses. For example, both “Peers make you feel like a loser if you don’t,” and, “Some people’s friends might already be having sex,” could both be summarized as “Peer Pressure”.)
   - For each pressure identified by the students, discuss the following questions:
     - Why might this cause a teen to feel pressure to have sex?
     - If a teen is feeling this kind of pressure, what can they do to reduce or eliminate the pressure?

**Points for discussion:**

**Peer Pressure**

- Like any situation, doing something because of peer pressure versus making your own decision is not recommended.

- Sex may be encountered outside of a traditional romantic relationship, as in the case of sex for fun or sex for favours. It is important to emphasize that students need to do what is good and risk free for themselves. Consider the values and beliefs of your family and community. Is sex outside of a traditional romantic relationship something they would see positively?

**Alcohol and Drug Use**
• Using alcohol or drugs reduces your ability to make informed decisions. This reduced ability can lead to actions that may not reflect your values or convictions.

• People who are drunk, high, sleeping or unconscious can’t give consent for any sexual activity, either legally or practically. To have clear communication about consent, both people should be sober and alert.

**Relationship—Partner Pressure/Partner Agreement**

• Decisions about sexual relationships should be made equally by partners. These decisions should reflect the values and wishes of both partners.

• It is important to respect your partner’s decision to not become sexually active and important to understand that you deserve to be treated with respect if you decide against becoming sexually active.

• If both partners want to proceed with becoming sexually active, this decision comes with responsibilities and possible consequences. It is essential to ensure that sexual activity is as safe as possible.

**Media (TV, movies, music, Internet, social media, etc.)**

• The media often provides an unrealistic portrayal of sexuality. Sexual activity is often portrayed as having no negative consequences. Also, media tends to portray sexual activity as being more prevalent than it actually is.

**Pornography**

• Some students who are exposed to pornography say that they will try to emulate it. Ensure students understand that pornography portrays an unrealistic or unhealthy version of sexuality. Remind students that the people depicted in pornography are actors and they are putting on a performance.

**Clothing/ Appearance**

• While clothing can send messages, it is important to emphasize that interpreting these messages as consent for sexual activity is wrong. Consent is not given by clothing or appearance. Consent can only be given verbally and freely. The absence of “yes” means no.

• Clothing can represent culture and belief. It is important to respect other’s values and beliefs around clothing.

**Hormones/ Attraction**
Feeling sexual attraction to someone is a natural and normal response to hormones. Hormones and attraction do not provide a reason or excuse for inappropriate behaviour. For example, it is normal to be attracted to someone, but not normal to harass that person.

Having sexual feelings is normal, however a person does not have to act on these feelings (e.g. if they are not ready, if it is not appropriate, or consent has not been given) even if two people share these feelings.

**Curiosity**

- Being curious about sexual activity is normal. However, becoming sexually active needs to happen when someone is ready. If you have questions about sexuality, you can ask a parent or supportive adult in your life for an honest, open answer.

**Prior Sexual Activity**

- Abstinence is a choice. A person who has been sexually active once or many times can still choose abstinence.

**Seeking Acceptance/ Love/ Comfort**

- Often, troubling situations and low self-esteem can lead a person to seek acceptance, love and comfort in ways they would otherwise not be comfortable. Becoming sexually active is not a healthy way to solve problems or to gain acceptance and can decrease self-esteem.

6. Debrief this activity using the following questions:

- How is not making a decision about becoming sexually active, a decision?

- Why is equality between sexual partners so important?

- What skills does a person need when they are making decisions about a sexual relationship?
News Story About Statutory Rape From Belize

In San Ignacio, Belize

“Friday, September 25th, 2015. BMG: San Ignacio police are investigating a case of statutory rape between a 13-year-old female of Buena Vista Village in the Cayo District and a 17-year-old Guatemalan male who she refers to as her boyfriend.

Yesterday, September 24th, the minor along with her mother, reported that her and the Guatemalan male who also resides in the village, had been having sexual intercourse from February 14th to May 23rd 2015.

A medical examination confirmed that the 13-year-old is indeed sexually active and although it was consensual sex, the age of consent for a female to have sex in Belize is 16 years.”

-BreakingBelizeNews.com

Oct 18, 2018

San Pedro Police Investigate Rape of a Child

A thirty-one-year-old Salvadoran national is accused of raping his five-year-old step-daughter on Monday night while she was left with him at their house in San Pedro. The step father was arraigned today in Belize City before Magistrate Emerson Banner who told him that no plea will be taken because the offence is of an indictable nature. No bail was offered and the stepfather who has been living in Belize for about five months was remanded to the Belize Central Prison until December tenth. The mother of the child had stepped out of the house briefly when the heinous act took place. To add salt to the wounds, when the child was taken for medical attention there was no doctor available at the polyclinic. The following day, however, a medical examination was conducted on the five-year-old girl and it established that she had been carnally known. The step-father is facing the charge of ‘rape of a child’. To protect the girl, details of her identity and that of her family will not be disclosed.
Questions

1. How old were the persons involved in each story?
2. What actions took place between the persons involved and why were their actions criminal?
3. What was the punishment, or possible punishment for each person arrested, if so?
4. Why do you think a child below the age of 16 cannot consent to sex?
Mothers, Talk to your daughters....

(Letter to editor, Amandala newspaper, 17 May 2013)

May 7, 2013

Dear Editor,

There is a growing epidemic in our country. Our daughters are under attack. They are being preyed upon by immoral men without conscience. The recent statistics from the Police Department show an alarming increase in the cases of carnal knowledge. Take a quick search if you can on a computer through Channel 5’s website history of “carnal knowledge” and you’ll see how many sickening cases there are in our country.

The most recent and disturbing case is that of a stepfather who raped his 12-year-old daughter and impregnated her. A child having a child! The emotional, physical and psychological damage caused to this child is irreversible. She will be left scarred for life.

If you keep up to date on Facebook, the incredulous comments made by some sick and perverted men in our society actually suggest that it was the child’s fault! A child cannot even begin to understand the sexual act, but I assure you she knows it’s wrong.

The age of consent in Belize is 16 years old. The statutory rape laws are based on the premise that until a person reaches a certain age, that individual is legally incapable of consenting to sexual intercourse, the sex is not consensual.

However, there are some that argue that an age limit cannot be used to determine the ability to consent to sex, since a young teenager might possess enough social sense to make informed and mature decisions about sex, while some adults might never develop the ability to make mature choices about sex, as even many mentally healthy individuals remain naïve and easily manipulated throughout their lives.

Another rationale comes from the fact that minors are generally economically, socially, and legally unequal to adults. By making it illegal for an adult to have sex with a minor, statutory rape laws aim to give the minor some protection against adults in a position of power over the youth.

Regardless of the argument, the fact remains it is illegal to have sexual intercourse with a child under the age of 16 years old. However, many of these cases never make it to court. Many times, the mother changes her mind, the child is made out to look like a liar, or the case falls apart in court.
Talking to your Parents about Sex

You probably think that talking to your parents about sex is impossible. You’re not alone. 83% (nearly all) of kids your age are afraid to ask their parents about sex. Yet 51% (about half) of teens actually do. Why? It’s a fact that **teens who talk with their parents about sex are less likely to become pregnant because they’re more likely to use contraception or protection when they become sexually active.**

Kids are not only talking to their parents about sex, but they’re also benefiting from conversations they were afraid to have in the first place! The truth is that most parents want to help their kids make smart decisions about sex. They know it’s vital for teens to have accurate information and sound advice to aid the decision-making process.
Not my parents! Is that what you’re thinking?

Before you rule out talking to your parents, ask yourself these two questions:

**Do they want to talk about sex with me, but are too nervous and embarrassed to bring it up?**

If you think your parents are nervous about raising the issue, you’re probably right. Many parents think that if they acknowledge their child as a sexual being, their son or daughter will think it’s okay to go ahead and have sex. They might also be afraid that if they don’t have all the answers, they’ll look foolish. Some parents have said they’re afraid kids will ask personal questions about their sex life, questions they won’t want to answer.

**Do I know and trust another adult who will answer my questions without making a big deal out of it?**

Think about all the adults in your life. Is there someone else’s parent . . . a teacher or guidance counselor, coach, aunt, uncle, neighbor or another adult you instinctively trust? That’s the person who will give you straight answers.

If you’re still not convinced it’s a good idea to talk to an adult, consider this:

- Your parents (or any other adult) are sexual beings themselves, and at one time in their life, they had to make the same decisions you’re struggling with right now.

- Your friends really don’t know any more than you do, no matter what they say about their sexual experience.

- The Internet and other media can’t give you everything you need. Only people who know you can do that.

**How to Ask Your Parents about Sex**

Now that you know why it’s important to ask a caring adult about sex, you need to know how to ask the questions.

First, set the stage before you talk to your parents about sex

- Try to pick a time when neither of you is in a hurry or a bad mood. "Not now" is not the answer you’re shooting for.
Choose a place that's comfortable and private. Your bedroom, the car or a park are all good options. The idea is to minimize distractions and interruptions.

Next, set the tone for your conversation

- The best way to ensure that your side of the discussion will be respected is to show respect to theirs. It's natural for you to have differing opinions; acknowledge it and respond tactfully: "I want to think more about what you've said. Can I ask you a different question?"
- Be polite. Good manners help keep the conversation on a high level of respect and can even elevate it to a higher level, especially if one of you says or does something "wrong."
- Be truthful. What's the point in asking questions if you don't want real answers? Besides, you know what happens when you're not honest. Somehow, sometime it comes back to haunt you. So just say what you mean.
- Be direct. If you want to know about birth control or sexually transmitted diseases or infections (STDs/STIs) infections or homosexuality or any other sensitive issue, ask. The only way to get a clear answer is to ask a question clearly.
- Listen. You might be surprised by how much they know and how good their advice is.

Then, choose the approach you would like to take

- "I heard someone say..." (Fill in the blank with your question.) Then follow with: "Is that true?"
- "Some of the kids at school are doing... (Fill in the blank again.) I want to know what you think."
- "I saw this... (movie/TV show/article/ad) about... (Yup, fill in the blank again). What does it mean?"
- "What was dating like when you were my age?"
- "Did your friends try to pressure you into having sex or doing something you didn't like?"
- "Our sex-ed teacher told us about... (You know what to do here.) and I have questions I'd rather ask you."
- "I'm worried about my friend (Don't fill in the blank.) and want to help him/her. What do you think I should I do?"
- "I'm wondering what the right age is to have sex. Can we talk about it?"

Finally, stop on a good note
And remember: Your sexual journey is just beginning. You have time to consider your options and people to help you make healthy decisions. Take advantage of both. Be one of the “lucky” ones who listens, learns, and loves wisely.
My Life, My Choice
I will wait because,
_____________________________________________
_____________________________________________
_____________________________________________
(Name)____________________
My Personal Life Line

The line below represents your personal life line. At the bottom is this year. At the top is the year you turn 30 years old. Your teacher will give you instructions to complete the activity.
**Teacher Instructions**

C. Life Line

Students examine their personal life goals and decisions, and explore the impact that becoming sexually active might have on these plans.

1. Give each student a copy of My Personal Life Line handout.
2. Have students write the current year at the bottom of the line, and the year they will turn 30 at the top.
3. Have students write their age next to the bottom of the line.
4. Have students make marks along the timeline indicating:
   - The age at which they would like to start their first ‘real’ job.
   - Have them write the type of occupation they would like to pursue.
   - The youngest age at which you would like to become involved in a long-term committed relationship. Have them write the word ‘relationship’ or ‘marriage’ here.
   - The age at which they would like to be a parent for the first time. Next to the mark, write the age and number of children you would like to have. If a student never intends to have children, have them write ‘no children’ at the age that represents a possible answer.
   - The accomplishments they would like to achieve (such as graduation, travel, etc.) between now and the first mark along the line.
   - Any other major events along the timeline that have not been covered in the instructions.
5. Poll the group to determine the average age for beginning an occupation, entering into a long-term committed relationship/marriage, or having children.
6. Discuss the various plans that students have listed to occur between now and when their ‘adult life’ begins, as indicated by the marks indicating occupation, relationship/marriage and children.
7. Ask the students to put two more marks on the timeline, one in the space between now and relationship/marriage, and the other at any point they choose. Number these marks 1 and 2.
8. Have students label the two extra marks as follows: 1 = pregnancy. 2 = STIs. Some students may refuse to write these down and that is okay.
9. Post-Post activity discussion:
• How would these events fit into your planned lifeline?
• In the case of teen pregnancy, what other goals would likely have to be cancelled, altered, or postponed?
• What other impacts do you imagine there would be?
• What about an STI? What implications does this have for the future?
• If you disagree with the appearance of any of these “added” life situations in your life, what does this mean for the decisions and lifestyle choices you are making now or will have to make in the near future?
• What are you doing now to accomplish the goals you’ve indicated?

Standard 6: Changes and Transitions
Number of Lessons: 7  
Lessons per week: 2  
Duration: 45 minutes

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24.1 Explore the different stages of human life: from birth, through infancy, childhood, adolescence, adulthood and old age.</td>
</tr>
<tr>
<td>1</td>
<td>24.2 Discuss how the roles and responsibilities of a person, at home and in the community, change as they get older.</td>
</tr>
<tr>
<td>1</td>
<td>24.3 Identify ways to adjust as they move from primary school to secondary school and the world of work.</td>
</tr>
<tr>
<td>1</td>
<td>24.4 Describe what they can and should do to reduce the likelihood that they will abuse alcohol, tobacco, highly caffeinated drinks, marijuana and other substances.</td>
</tr>
<tr>
<td>1</td>
<td>24.5 Describe the effects that the consumption of alcohol, tobacco and marijuana have on the physical and cognitive development of teenagers.</td>
</tr>
<tr>
<td>1</td>
<td>24.6 Discuss the development of sexual attraction in adolescence.</td>
</tr>
<tr>
<td>2</td>
<td>24.7 Discuss some challenges associated with the physical, emotional and cognitive changes they are likely to experience during their teenage years.</td>
</tr>
</tbody>
</table>

Learning Outcomes:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Content/Concepts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.1</td>
<td>Each stage of human life contains specific developmental milestones necessary to human function and progress.</td>
</tr>
<tr>
<td>24.2</td>
<td>The roles and responsibilities of a person in a home and community will change throughout the different stages of life.</td>
</tr>
<tr>
<td>24.3</td>
<td>There are many strategies students can implement to ease the transition into primary school, secondary school, and the world of work.</td>
</tr>
<tr>
<td>24.4</td>
<td>Students should participate in after school activities and sports to avoid abusing alcohol, tobacco, highly caffeinated drinks, marijuana, and other substances.</td>
</tr>
<tr>
<td>24.5</td>
<td>One will be able to explain the effects of drugs and alcohol on the body physically and cognitively.</td>
</tr>
<tr>
<td>24.6</td>
<td>One will be familiar with the development of sexual attraction in adolescent age.</td>
</tr>
<tr>
<td>24.7</td>
<td>The physical, emotional, and cognitive changes that happen in teenage years can be challenging.</td>
</tr>
</tbody>
</table>
Teaching/Learning Activities:

**Week One: Introduction**

**Lesson 1**

**Materials:** paper, pencil, poster board,

- Using the worksheet *Your Life Cycle* students will draw pictures of three stages of their life. How they looked like as a baby, what they look like now and what they will look like when you become an adult. Have students discuss the differences about them now than when they were a baby. Introduce to students different stages of life, have them draw each stage and place them on a poster board for a classroom walk through gallery. Birth, childhood, adolescence stages of life should display an important event that happen during those years of life should be noted. And adulthood and old age should be displayed in future aspirations/predictions. [24.1]

**Lesson 2**

**Materials:** Table showing the stages of human life

- Draw five columns on the black board with the headings – *infancy, childhood, adolescence, adulthood* and *aged* (*table is attached as a worksheet*). Have students categorize the changes according to the stages of life when they occur, i.e. from the time that one is born till one becomes an adult and grows old. Record changes on the worksheet and in table on the blackboard. In case, learners do not respond, you could provide the following list of changes to initiate the activity: for example, *growth in height, learning to talk, learning to walk, menarche, getting a beard, going to school, voice breaking, becoming shy, becoming responsible, osteoporosis (weakening of bones), being economically independent, menopause etc.* Note that some changes may continue through more than one stage of life (for example, being economically independent) and that all changes may not occur in all individuals (for example, boys will not get menstrual periods). Stop the listing when the learners have listed approximately four to five changes in each phase of life. Discuss with students that adolescents need to be prepared for the physical, mental, psycho-social and emotional changes that take place during this phase of life so that they are not anxious about them and respond to these changes in positive and responsible ways. [24.7]

**Week Two: Development**

**Lesson 3**

**Material:** strips of paper with statement.

Discuss with students *Lesson 3: Class Discussion statements* have students create a flip book of different physical, emotional, and cognitive feelings that they experience as teenagers. The flip books will consist of an emotional challenge, a picture, and a solution to how to overcome that challenge. Students will discuss their flip book with the class. [24.7]

**Lesson 4**
Materials-
- Students will interview their parents at home using questions about tasks in the house and community as they grew up. Students discuss their answers with the class and how their parents’ roles and responsibilities changed as they grew up. [24.2]

Week Three: Development
Lesson 5
Materials: shop paper, markers

- Students will be divided into groups of 3. Each group will be assigned the topics primary school, secondary school, and work life. Each group will discuss challenges they believe they may face for their assigned topic and some ways they can prepare to face those challenges. Each group will write the discussed points on the shop paper, stick it on the wall and present their information to the class. [24.3]

Lesson 6
Materials- Case Study: Teens: Alcohol And Other Drugs
Provide each student with the case study entitle Teens: Alcohol And Other Drugs, have students read the case study and prompt discussion amongst students in relation to alcohol and drugs intake in teenagers. Discuss the effects of alcohol and drugs on teenagers. Have students work in groups to create strategies on how to reduce the likelihood of abusing alcohol, marijuana, tobacco, and caffeinated drinks. Have them create an ad campaign that advocates against alcohol, marijuana, tobacco, and caffeinated drinks. [24.4]

Week Four: Assessment and Conclusion
Lesson 7

- Divide class into 3 groups. Provide group one with a facts sheet entitle Marijuana, group two with one entitle Alcohol and groups 3 with fact sheet entitle tobacco. Have each group read and orally discuss the effects of consumption of marijuana, alcohol and tobacco on the body. Have each groups complete the worksheet in relation to the topic they read on and discuss each question orally with other group. Discuss the effects that the consumption of alcohol, tobacco and marijuana have on the physical and cognitive development of their bodies. [24.5]

Lesson 8
Materials: shop paper, markers

- Divide students into groups of 5, provide each group one of the tasks listed below, give the groups 10 minutes to complete the task and write discussed information on shop paper, place shop paper on wall. Have presenter from each group present the information

Group Tasks:
1. Discuss and list the psycho social and emotional changes in girls and boys during adolescence
2. Discuss and list the physical changes among girls during adolescence
3. Discuss and list the physical changes among boys during adolescence
In case students do not respond, the teacher could initiate the discussion by suggesting ‘if changes like menstruation, nocturnal emission etc were more difficult to report than others, for example, growth in height, facial hair etc’. Explore reasons for hesitation/shyness in reporting certain changes and write them on the writing board/chart. Ask the students to identify different ways in which this hesitation can be overcome and write them chalk board.

Discuss with students that adolescence is marked by changes that are not only physical but also psychological, social and emotional.

The changes that occur during adolescence are under the control of chemical substances known as hormones. In the boys, the hormone testosterone is released and in the girls, the hormone estrogen is released at the onset of puberty.

The production of these hormones is under the control of an endocrine gland known as the pituitary gland.

These changes prepare adolescents for adult roles and responsibilities and the other sex maybe sexually attracted to them.

Reinforce that none of the changes in the body are dirty or bad, it is a due to maturity. [24.6]

Assessment:

Students will be placed in groups to create their own role play a topic from this unit without using words that are associated with that topic. Students will have to guess which topic is which and explain the reason for their answer.
Experimentation with alcohol and drugs during adolescence is common. Unfortunately, teenagers often don’t see the link between their actions today and the consequences tomorrow. They also have a tendency to feel indestructible and immune to the problems that others experience.

Using alcohol and tobacco at a young age has negative health effects. Some teens will experiment and stop, or continue to use occasionally without significant problems. Others will develop a dependency, moving on to more dangerous drugs and causing significant harm to themselves and possibly others. It is difficult to know which teens will experiment and stop and which will develop serious problems. Teenagers at risk for developing serious alcohol and drug problems include those:

- with a family history of substance use disorders
- who are depressed
- who have low self-esteem, and
- who feel like they don’t fit in or are out of the mainstream

Teenagers abuse a variety of drugs, both legal and illegal. Legally available drugs include alcohol, prescribed medications, inhalants (fumes from glues, aerosols, and solvents) and over-the-counter cough, cold, sleep, and diet medications. The most commonly used illegal drugs are marijuana (pot), stimulants (cocaine, crack, and speed), LSD, PCP, opiates or opioid pain killers, heroin, and designer drugs (Ecstasy). The use of illegal drugs is increasing, especially among young teens. The average age of first marijuana use is 14, and alcohol use can start before age 12. The use of marijuana and alcohol in high school has become common.

Often teenagers use other family members' or friends' medications to get high. Additionally, some adolescents misuse their friends' stimulant medications like Ritalin and Adderall.

Drug use is associated with a variety of negative consequences, including increased risk of serious drug use later in life, school failure, and poor judgment which may put teens at risk for accidents, violence, unplanned and unsafe sex, and suicide.

Parents can prevent their children from using drugs by talking to them about drugs, open communication, role modeling, responsible behavior, and recognizing if problems are
developing. Prescription pain killers like opioids should be kept secure and closely monitored. Any prescription medications that are no longer being used should not remain in the home.

**Warning signs of teenage alcohol and drug use may include:**

**Physical:** Fatigue, repeated health complaints, red and glazed eyes, and a lasting cough.

**Emotional:** personality change, sudden mood changes, irritability, irresponsible behavior, low self-esteem, poor judgment, depression, and a general lack of interest.

**Family:** starting arguments, breaking rules, or withdrawing from the family.

**School:** decreased interest, negative attitude, drop in grades, many absences, truancy, and discipline problems.

**Social problems:** new friends who are less interested in standard home and school activities, problems with the law, and changes to less conventional styles in dress and music.

Some of the warning signs listed above can also be signs of other problems. Parents may recognize signs of trouble and possible use of alcohol and other drugs with their teenager. If you have concerns you may want to consult a physician to rule out physical causes of the warning signs. This should often be followed or accompanied by a comprehensive evaluation by a child and adolescent psychiatrist or mental health professional.
Alcohol

Straight Facts: Serious Dangers

Booze... Bubbly... Fire water... Barley Pop... even Joy Juice...

People have a lot of wacky names for alcohol. And there's dozens more for alcohol poisoning; that is, for being drunk. That's a lot of creative energy wasted on the substance that kills more people than all illegal drugs combined. If you still think it's funny or innocent, think again. Alcohol is a powerful, addictive drug, and it kills. Alcohol routinely gives people headaches and makes them sick to their stomachs, but a little vomit is the least of their worries. Alcohol can cause big-time trouble with parents, school, work, and the law.
Teenagers who drink have lower grades in school, may lose their jobs, and can be arrested for purchasing, possessing, or drinking alcohol. Drinking alcohol pickles people's brains, so they make bad choices. People who drink are more likely to have unsafe, unprotected sex, and to become pregnant or to get sexually transmitted diseases, including HIV/AIDS. Not to mention that when people drink they more frequently get into fights and commit other crimes.

Alcohol causes problems; it doesn't solve them. Make the healthy choice not to drink.

Alcohol is the most damaging and deadly of any drug out there besides nicotine, the drug in tobacco. Because alcohol is a legal drug for people over 21, the messages about alcohol can be confusing. Alcohol advertising plays a large part in this confusion.

Health

- Alcoholism affects more people than diabetes, lung cancer, breast cancer, or heart attacks, and is about as common as hypertension (high blood pressure.)
- Every year, about 12,000 people in the world die from alcohol-related cirrhosis of the liver.

Crime

- Alcohol is a factor in nearly 40 percent of violent crimes.
- About 60% of mentally ill prisoners and 51% of other inmates in State prison were under the influence of alcohol or drugs at the time of their current offense.

What are the short-term effects of drinking?
Drinking alcohol can have these effects, varying with the amount the person drinks:

- Slower reaction times and reflexes.
- Heavy sweating.
- Blurry or double vision.
- Nausea and vomiting.
- Lowered reasoning ability.
- Lower inhibitions (doing or saying things you otherwise would not.)
- Poor motor coordination.
- Inability to drive a car.
- Slowed heart rate.
- Slowed breathing rate.
- Reduced blood pressure.
- Anxiety, restlessness.
- Mental confusion.
- Memory loss.
- Coma
- Death from respiratory arrest.

The physical damage caused by heavy drinking includes:

- Birth Defects — Drinking any alcohol while pregnant can do severe, permanent damage to the child. A woman who could be pregnant must not drink any alcohol!
- Alcohol use during pregnancy is the #1 cause of nonhereditary mental retardation.
- The child may exhibit lifelong hyperactive behavior and learning disabilities.
- Liver Damage — The liver processes nutrients and filters the blood, among other things. The liver suffers the most life-threatening damage from alcohol:
  - Fatty liver — Accumulation of fat in the liver slows its function.
  - Alcoholic hepatitis — Liver cells swell and cause blockage. This is 10 — 30% fatal.
  - Cirrhosis — Heavy scarring of the liver prevents blood flow. Cirrhosis is usually fatal.
  - Liver cancer.
- Pancreas Damage — The pancreas helps to regulate the body's blood sugar levels by producing insulin, and has a role in digesting the food we eat.
- Pancreatitis — Inflammation of the pancreas causes severe abdominal pain, unwanted weight loss, and can cause death.
- Heart Disease
- Hypertension (high blood pressure.)
- Enlarged heart — cannot be repaired.
- Coronary heart disease — narrowed arteries lead to heart attack and death.
What Is Tobacco?

What we commonly call "tobacco" includes cigarettes, cigars, loose pipe tobacco, chewing tobacco, and snuff. These products contain the dried, processed leaves of the tobacco plant *nicotiana rustica* or *nicotiana tabacum*. All tobacco contains nicotine, an addictive drug. Today’s tobacco also contains thousands of other chemicals designed to make the products more user-friendly and addictive.

Chemicals in Tobacco

In addition to nicotine, cigarette smoke contains over 4,000 different chemicals. The vast majority of these chemicals are added to the tobacco to add to its addictiveness, improve its flavor, and/or to increase burn rate, which increases sales.

Tobacco Functions in the Brain

When a smoker inhales tobacco smoke, nicotine reaches the brain in a few seconds. Nicotine from smoking reaches the brain even faster than it would if it were injected with a needle! Spit tobacco takes a bit longer to be absorbed into the bloodstream through the gums. No matter how it enters the body, when the nicotine gets to the brain, it affects the way the billions of brain cells, or neurons, communicate with each other.

Between and around neurons are critical spaces called synapses. Neurons communicate by sending messages along their bodies and across the synapses by releasing "messenger" chemicals called neurotransmitters. When a "receiving" cell has a certain level of the neurotransmitter, it turns around and sends the message to the next neuron. Nicotine acts like a stimulant. It excites more neurons to release excess neurotransmitters. After a person takes in nicotine a few times, the brain adjusts to the new levels of these neurotransmitters. Without nicotine, the brain suddenly has a lower level of the neurotransmitters it has become used to. The addict feels uncomfortable withdrawal symptoms. The brains of addicts develop a set "necessary" level of nicotine. The addict will adjust his smoking or chewing to maintain the brain’s desired level of nicotine.

What are the short-term effects of smoking?

- Bad breath.
- Bad taste in mouth.
- Smelly hair and clothes.
- Yellow and brown stains on teeth.
- Lost athletic ability.
- Damage to the respiratory system.
- Addiction to nicotine.
- Risk of other drug use.
- Decreased lung capacity.
- Limited lung growth and function if used in youth.
- Elevated heart rate.
- Chronic cough.
- Increased incidence of bronchitis.
- Increased incidence of asthma and more severe asthma.

What are the short-term effects of chewing spit tobacco?

- Bad breath.
- Bad taste in mouth.
- Excess saliva production – drooling.
- Stained teeth.
- Stains on clothes.
- Addiction to nicotine.
- Receding gums (gums pull away from teeth.)
- Permanent gum loss.
- Sensitive teeth.
- Increased risk of tooth decay.
- Sores, white and red patches, and lumps in mouth.

Long-term Effects

What are the long-term health consequences of smoking or chewing tobacco?

- Tobacco Kills
- Heart Disease
- Cancer
- Lung Disease
- Reproductive Damage
- Birth Defects
- Other Damage
Marijuana

Marijuana, "pot," or "weed," is the most commonly used illegal drug. Many abusers try to convince others that pot is harmless fun, but don’t be fooled. There’s plenty of harm in marijuana, and no one is immune.

Marijuana is psychologically addictive. As with any addictive drug, users build "tolerance" for marijuana – the need for more of the drug over time just to feel the original effects. The longer someone uses, the more time and money he or she spends on the drug, and the more damage it does.

Some users defend marijuana, saying it’s okay because it grows naturally. Yes, so does poison ivy, but you wouldn’t want to smoke it. Marijuana causes increasing deterioration in mental ability, and motivation, causes reproductive damage, and can increase the user’s risk of lung or oral cancer.

Short-Term Effects of Marijuana Use

Marijuana has some physical and mental effects that kick in after only a few uses, including:

- Problems with memory and learning.
- Difficulty thinking and problem solving.
- Lowered grades in school or poor job performance.
- Weakened relationships with friends and family.
- Loss of coordination and risk of injury.
- Inability to drive safely or do complex tasks for up to 24 hours after use.
- Distorted senses of sight, hearing, touch, time, and depth.
- Reduced athletic ability.
- Elevated heart rate.
- Anxiety.
- Panic attacks

Long-Term Effects of Marijuana Use

Respiratory System Damage

- Daily cough.
- Chronic bronchitis.
- More frequent chest colds.
- Injured lung structures.
- Pneumonia.
Increased risk of lung or oral cancer – Marijuana deposits in the lungs roughly five times as much tar as tobacco and contains nearly 50% more of the cancer-causing chemical benzopyrene than the average tobacco cigarette.

**Immune System Damage**

- Causes damage to the cells and tissues that protect the body from disease.
- Users are more likely to become ill.

**Reproductive System Damage**

- Decreased sperm count.
- Abnormal sperm cells.
- Decreased production of estrogen.
- Menstrual or ovulatory irregularities.

**Danger During Pregnancy**

- May affect good functioning of the mother’s immune system.
- Increased miscarriage rate.
- Possible brain damage in the fetus.
- Lower birth weight, which is associated with more health problems.
- THC can be passed to a baby in breast milk, which can impair the infant's motor development (control of muscle movement).

**Emotional Damage**

- Amotivational syndrome is the most common side effect of long-term marijuana use. Marijuana users:
  - Lose interest in setting and achieving goals.
  - Stop caring about things that used to be important to them.
  - Neglect school, work, chores, personal health, and their relationships.
  - It can take up to 2 years of abstinence to regain a normal motivation level.
  - More delinquent behavior and aggression

**Intellectual Damage**

- Permanent damage to thinking and reasoning ability.
- Difficulty sustaining attention.

**Psychological Addiction**
- Increasing tolerance -- Users need increasing amounts of marijuana to feel its effects.
- Many users develop compulsive drug craving and drug seeking.
- Abusers continue to use marijuana despite negative consequences in their lives.
Tobacco, Alcohol & Drug Worksheet

(Short Term Effects)
1. List 6 short term effects of alcohol use:
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

(Long Term Effects)
2. Who is more likely to develop an alcohol abuse or dependence problem, men or women?
3. List 2 effects that heavy drinking can cause in teenagers
   a. 
   b. 
4. People who drink as teenagers have a greater chance of what later in life?
5. List 4 diseases alcohol can cause for the liver:
   a. 
   b. 
   c. 
   d. 
6. List 5 other health problems caused by drinking alcohol.
   a. 
   b. 
   c. 
   d. 
   e. 
1. Just because marijuana is grown naturally does not mean that damage is not done by smoking it. List 4 things you put yourself at risk of if you smoke marijuana:
   a. 
   b. 
   c. 
   d. 

(Short Term)

2. List 5 short term effects of marijuana use:
   a. 
   b. 
   c. 
   d. 
   e. 

(Long Term Effects)

3. What long term effects does marijuana have on the following areas:
   A. Respiratory System:
   B. Immune System:
   C. Reproductive System:

4. What type of emotional damages could occur from smoking marijuana?
   a. 
   b. 
   c. 
   d.
5. What type of intellectual damage could occur?
   a. 
   b. 

   (Tobacco)

(Short Term Effects)

1. What short term effects are there for smokeless tobacco that are different from the short term effects of cigarettes?
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 

(Long Term Effects)

2. What long term effects are there from smoking on the Reproductive System?

3. What other long term damage might occur from smoking?
Lesson 3:
Class Discussion

- The world is a changing place. We may find changes exciting and good or scary and painful. Sometimes we can influence changes in our lives and at other times we have no control over them.

- Some of the changes in our lives are predictable. If we are prepared for them, we may be able to influence some of these processes and manage them better. For example, growth and maturation is a continuous process.
and adolescence is a stage in the continuum of growth and development across the life span.
Humans also go through stages of growth and development. You began life as a baby. Do you remember how you looked? Draw your baby self in circle number 1. In circle number 2, draw what you look like now. What is different about you than when you were a baby? In circle number 3, draw what you will look like when you become an adult. Maybe you will become a doctor, a scientist or an astronaut.
Tobacco and the Body

Tobacco contains many chemicals that can harm the human body. Nicotine is found in all tobacco products, including cigarettes and chewing tobacco, as well as in electronic cigarettes. This chemical travels through the bloodstream to all parts of the body and is addictive. In addition, the smoke from a lit cigarette or cigar contains more than 7,000 chemicals. Study the diagram below to see the effects on the body.

**Ears**: Children who are exposed to secondhand smoke have more ear infections. Germs get into the pocket of air behind the eardrum. That causes fluid to build up in the pocket, which leads to pain.

**Lungs**: The chemicals in smoke enter the pathways in the lungs where oxygen from the air is absorbed into the body. The poisonous chemicals damage the lungs’ cilia—fine hairs that help remove dirt from the air. The damage can make it more difficult to breathe and cause a permanent cough. Children who breathe in smoke are more likely to get illnesses such as pneumonia and bronchitis. The chemicals can also damage cells in the lungs and cause cancer.

**Brain**: Nicotine can reach the brain within seconds after a person smokes or uses tobacco. The chemical changes the way signals in the brain are processed. It can make people feel more alert or feel a sense of pleasure. But nicotine is addictive. When the effects of nicotine wear off, people feel a strong need to get more. That’s why it can be very difficult to stop smoking once you start.

**Tongue**: Your tongue is covered in taste buds. These cells detect the flavors in food. Using tobacco products can damage the taste buds. People who smoke may not be able to taste as well as nonsmokers. Exposure to the chemicals from the use of other tobacco products can also cause cancer of the tongue and mouth.

**Blood and Heart**: Chemicals in tobacco smoke can change the way your blood flows. They also damage the vessels that carry blood through your body. These changes can cause your heart to beat harder and faster. That can increase a person’s risk of a heart attack.

Use the information in the diagram to answer the following questions.
(Write your answers on separate paper.)

1. What chemical makes it difficult to stop smoking once a person has started? Explain how.
2. Name at least three effects of breathing in tobacco smoke.
3. Explain why children who are around tobacco smoke may get sick with breathing illnesses.