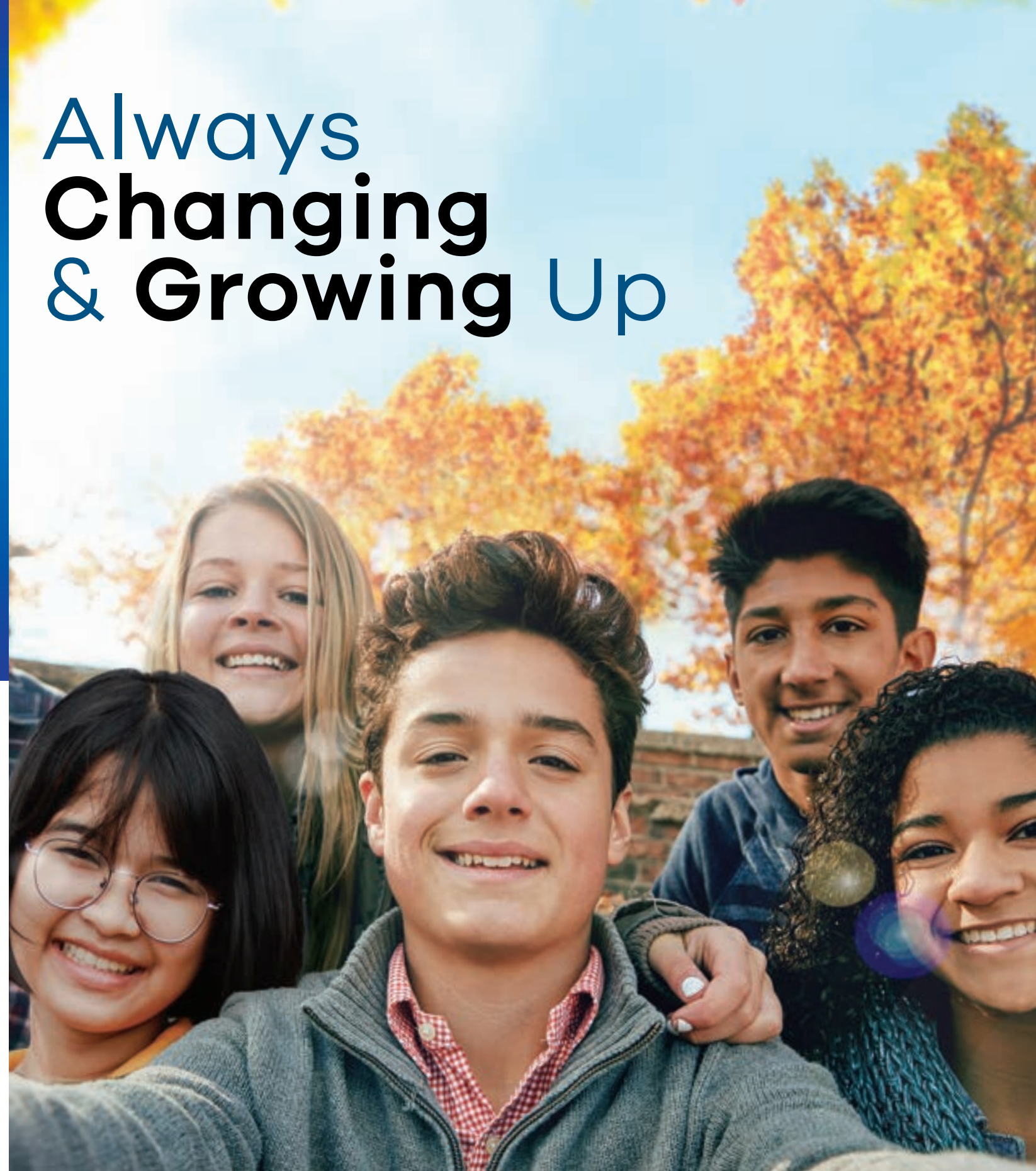


Always Changing & Growing Up



Grades 7 & 8 Puberty Education
Leader's Guide 2026



Dear Educator,

In addition to puberty education, this resource promotes physical activity and healthy living for all adolescents in grades seven and eight. Always Changing & Growing Up is an educational program endorsed by Ophea and Physical and Health Education Canada (PHE Canada), and has been developed and written by physical and health educators as well as students. The development and distribution of this program is possible through the generous support of the manufacturer of Always® and Tampax®.

Current research indicates that adolescents are opting out of physical education, sport, and physical activity at alarming rates. The 2014 Active Healthy Kids Report Card on Physical Activity for Children and Youth continues to report that: *“When we break down the numbers and assess them against international guidelines, we find that the proportion of children and youth achieving 60 minutes of physical activity – is still well below half of Canadian kids.”*†

There are many barriers that challenge adolescent participation, such as income disparity, transportation, and parents/guardians levels of education. Additional barriers include perceived incompetence/low self-esteem, a poor body image and lack of motivation. Attention must be given to the challenges many adolescents face – decreased self-esteem, increased emphasis on appearance and gender bias. Similarly, attention must be paid to the stereotypes prevalent in society and how they affect young students. Because of these stereotypes, many have felt a need to hide or suppress their emotions and behave in certain ways. This often begins at an early age, and causes many to find themselves in conflict when they reach adolescence. This resource has been designed to help students develop the skills necessary to overcome these barriers and lead active, healthy lives.

Recently this program pioneered the idea of helping students avoid missing school because they lack access to products needed to manage their periods. Research shows that nearly 1 in 7* Canadian students are missing out on school activities, have left school early or have missed an entire school day! The #endperiodpoverty initiative has inspired many schools and school boards as well as government officials to address this issue directly and establish local programs to provide access to free period care products at schools.

All of the Always Changing & Growing Up resources are available online in digital form at www.ophea.net and www.phecanada.ca. In addition to this Leader's Guide and the Always Changing & Growing Up Student Guide and Parent Guide, educators can view or download several activity sheets, pre and post-tests and answer sheets supporting their efforts to teach this material.

This year we have added content including a lesson plan **Body Image Related to Social Media and AI Filters**. We have also added an activity sheet **Understanding Physical Development**, found in the online, downloadable worksheets.

We hope you enjoy the content.

Brought to you by



www.always.com

and is educationally endorsed and promoted by



www.ophea.net



www.phecanada.ca

Contents

Introduction	2
Why Use This Program	3
Downloadable Tools	4

Physical Activity

Physical Activity Lessons Overview	5
Lesson Plans 1-4	6-21

Nutrition

Healthy Eating	22-24
Lesson Plan 5	25-27
Eating Well with Canada's Food Guide	28-29

Emotional Health

Emotional Health Overview	30-33
Lesson Plans 6-9	34-40

Confidence

Lesson Plan 10	41
Lesson Plan 11: Failing is More Than OK	44

Physical Health & Hygiene

Puberty for those with Male Sex Organs	45
Male Sex Organs	46
Questions Individuals Ask	47
Puberty for those with Female Sex Organs	48
Female Sex Organs	49
Menstruation	50
FAQs	51
Hygiene Products	52-55
Health for those with Female Sex Organs	56-57
Body Care	58-61
Body Image Related to Social Media and AI Filters	62-63

Resources	64
Acknowledgements	65

† Active Healthy Kids Canada. (2014). Is Canada in the Running? The Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth. Toronto, ON: Participation.

* The Always Confidence & Puberty Keep Going Study, March 2018; based on Canada females 16-24 years old.



Introduction

This active learning program has been designed for all students in grades seven and eight:

At this time, most students are experiencing physical, emotional and social changes. The program is designed to help all students at this age develop an active, healthy lifestyle because we know that physical activity and exercise can apply its effects on the brain by enhancing mood, releasing endorphins and stimulating nerve tissues, which are important during this developmental stage.

This program has been designed to help youth develop the skills to overcome barriers and manage changes by developing a confident self-image. It has been written with, and for students to ensure that the program is relevant and meaningful to them. The program materials include this Leader's Guide, a Student Guide and a Parent Guide for students to take home to their Parents/Guardians, as well as activity sheet downloads and activities which are available at www.phecanada.ca and www.ophea.net.

As with any school program/activity, leaders should consider their overarching school protocol and guidelines concerning student safety before having students engage in any of the activities detailed in this book.

The Goal of This Program

The goal of this program is to help adolescents develop the skills required to lead active, healthy lifestyles by:

- Participating in physical activity.
- Developing healthy body images.
- Enhancing their self-esteem.

Desired Learning Outcomes

On completion of this program, adolescents should:

- Be motivated and encouraged to begin and/or remain physically active.
- Acquire the skills to overcome the barriers to becoming physically active.
- Increase their self-esteem and develop a positive self-image.
- Manage their time effectively to become physically active.
- Develop healthy body images.
- Understand the benefits of regular physical activity in relation to menstrual health for those with female sex organs.
- Develop an understanding of emotional changes that take place during puberty and in doing so develop strategies for taking charge of their feelings.
- Acquire the skills to feel competent when doing physical activities.
- Understand the importance of goal setting.
- Be motivated to develop and maintain a healthy weight.
- Gain valuable knowledge about their bodies.
- Project confident and energetic self-images.
- Demonstrate respect for self and others.
- Increase an understanding of gender differences associated with puberty.
- Develop empathy for their peers.
- Act as advocates for their peers in the pursuit of physical activity.

Why Use This Program

Always Changing & Growing Up program is designed for easy use by:

- teachers
- public health educators
- active living leaders

It reflects current educational thinking and uses a variety of methods to accommodate the different learning styles of pre-high school students. The program helps meet the curriculum outcomes for physical and health education educators. In addition, the lesson plans support family studies, guidance and life-skill outcomes. The program is also integrated with language arts.

Although the Always Changing & Growing Up program has been developed with the education system in mind, the activities included in the materials can easily be incorporated into any community active living program.

The program is student-centered and allows for a combination of individual, partner and group sharing opportunities. The activities are meaningful and fun, and will help students develop the skills needed to lead active, healthy lives.

How To Use This Program

Prior to introducing this program to students, you may want to consider mixing and matching the activities based on the needs of your class. The program is divided into four key themes:

PHYSICAL ACTIVITY contains four lesson plans with suggested activities that are designed to identify and address barriers to becoming physically active and identify lifestyle changes to encourage regular physical activity. Each lesson plan includes in-class activities to reinforce these concepts as well as an out-of-class physical activity to demonstrate various options for being active. The activities have been designed to contribute to the "physical literacy" of students, by contributing to the development of their: fundamental movement skills, knowledge and understanding (e.g. game play, fitness, etc.), levels of confidence and physical competence. More information on physical literacy can be found at: phecanada.ca and choose Professional Learning.

NUTRITION offers an overview of healthy eating tips and strategies, along with a lesson plan that provides information on the nutritional facts presented on the product labels on most pre-packaged foods. In this section, leaders are encouraged to help students review their eating habits and identify simple changes that promote healthier eating choices. Canada's Food Guide is also reproduced in this section as a readily accessible resource.

EMOTIONAL HEALTH includes three lesson plans concerning body image and self image. This section also provides resource materials should leaders want to discuss self esteem, relationships, cyber bullying and peer pressure.

PHYSICAL HEALTH & HYGIENE offers a detailed overview of physical changes at puberty and identifies types and proper use of menstrual care products, health issues for all genders, as well as personal hygiene matters pertaining to caring for skin and hair.

When To Use This Program

This program is designed to supplement or complement a comprehensive health education program. The program can be used at any time during the year. Some of the options for using this program are as follows:

- As part of the health education program. Students will be able to complete the health-related activities in class and then participate in the physical activity between health-related activities.
- As part of the physical education program. Students will be able to participate in the physical activities when they have been incorporated into physical education lessons. Alternate between these and the health-related activities.
- As part of a community active living program. The Always Changing resources and its health-related activities can be incorporated easily into any program.

Time Requirements

There are ten lesson plans included in the guide. Each will take approximately 40 to 50 minutes of classroom time. In addition, the four physical health activities can also be covered in 40 to 50 minute sessions.





Available at www.phecanada.ca and www.ophea.net

A - IN-CLASS ACTIVITIES

Identified throughout the Leaders Guide, use these eleven tools to reinforce concepts and as a precursor to in-class discussions. Examples include:

- PHYSICAL ACTIVITY EACH DAY, EVERY DAY ACTION PLAN
- PERSONAL PHYSICAL ACTIVITY CONTRACT
- PERSONAL TAKING CHARGE CONTRACT
- TAKING CARE OF YOURSELF
- EMOTIONAL HEALTH WORD SEARCH
- PHYSICAL ACTIVITY AND YOU
- FEELING GREAT (2 pages)
- FOOD AND HEALTH

B - BACKGROUND INFORMATION

For leaders wishing to review literature on the need, the benefits and the barriers concerning physical activity and adolescents.



This section is dedicated towards making physical activity part of the healthy living of adolescents. According to Heart and Stroke, "With only half of young people ages 5 to 17 years active enough for optimal growth and development it is essential that the physical activity level of students be increased." In addition to outlining the various fitness components, the material also includes in and out-of-class activities designed to engage students in physical activity and provide an understanding of the benefits and barriers to it.

Guidelines that describe the amount and types of physical activity that offer health benefits to children and youth can be found at www.csep.ca/guidelines.

Heart and Stroke. (2006). Canada's Report Card on Physical Activity for Children and Youth. Toronto, ON: Participation.

Theme: Physical Activity

LESSON ONE

- * Introduction of Program to Students
- * Active Stop: What's Happening?
- * Active Stop: Getting and Staying Physically Active
- * Lesson Extensions
- * Physical Activity: Fitness Circuit

LESSON TWO

- * Active Stop: Overcoming the Barriers to Getting and Staying Physically Fit
- * Active Stop: Overcoming the Time Barriers
- * Lesson Extensions
- * Physical Activity: TGfU - Invasion Games

LESSON THREE

- * Active Stop: Why Adolescents Participate in Sport
- * Active Stop: Destroying the Myths About Being Active
- * Lesson Extensions
- * Physical Activity: Soccer

LESSON FOUR

- * Active Stop: Energy Supply
- * Active Stop: Setting Physical Activity Goals
- * Lesson Extensions
- * Physical Activity: Multicultural Games



Technology/Screen Time

"Research has shown that increased TV viewing, computer play and cell phone text messaging reduces sleep time in children and adolescents, and results in greater feelings of fatigue. This suggests that not only does screen time reduce the time available for physical activity, but the resulting fatigue from reduced sleep may contribute to further reduce physical activity levels. Moreover, heavy media use in the form of TV viewing and playing computer games is associated with skipping meals and replacing meals with high-calorie and high-fat snack foods, and eating faster during meals to get back to enjoyable screen time, which may contribute to the childhood obesity epidemic.

TV viewing and computer game playing, also referred to as screen time, is associated with a host of negative psychological consequences such as increased aggression, reduced academic achievement and cognitive functioning, reduced sleep time and earlier initiation of high-risk behaviours. It is worth noting that when used appropriately in moderation and monitored by parents/guardians, TV viewing and educational computer games can enhance academic achievement, and reduce disruptive behaviours and improve psychological profiles in children and youth."

Active Healthy Kids Canada. (2013). Report Card on Physical Activity for Children and Youth. Toronto, ON: Participation.

Activity Sheet Downloads are available at www.ophea.net and/or www.phecanada.ca



Background Information

This lesson has been set up to introduce the program to your students and to help them understand the benefits of being physically active. It will also help them identify and overcome the barriers to being physically active.

Introduction of Program to Students

- ✦ Inform students that they are going to participate in a unique program that has been designed to help them develop skills to lead active, healthy lifestyles.
- ✦ Refer to the online, downloadable Student guide, reminding them that the guide is theirs to use throughout the program.
- ✦ Have students look through their guide and explain that you have a companion Leader's Guide that will assist class discussions surrounding the physical and emotional aspects of developing healthy active lifestyles as young adults.

Active Stop: WHAT'S HAPPENING?

This Active Stop is intended to provide students with information on how participating in quality physical activity experiences can help them achieve an active, healthy life. Organize students into small groups with peers they will be comfortable working with. Have students identify reasons not to participate in physical activity. Each group will come up with their top 6 reasons. Their lists should be put in rank order with 1 being the most common response. Students should discuss their thoughts within their groups. Are they valid?

Once this has been done have the groups compare their lists with the list below. **The following are common reasons that adolescents have for not being active:**

Not good at sports and people might laugh at me	1
Concerned about body image	2
No energy, don't feel like it, just lazy	3
Lack of opportunity	4
Lack of time, too much school work	5
Concerned about appearance and sweating	6

Have a class discussion to compare and contrast all responses.

Active Stop: GETTING AND STAYING PHYSICALLY ACTIVE

This Active Stop asks students to reflect on their own personal activity level. Have students complete and discuss the **Physical Activity and You** activity sheet download available at www.ophea.net and/or www.phecanada.ca.



Lesson Extensions

These Lesson Extensions take a closer look at the components of physical fitness.



Search Party

In small groups or pairs, have students discuss the answers to the following questions:

- ✦ How can physical activity help us live an active life?
- ✦ In what ways can a student your age be more physically active?

Ask students to list the activities (inside and outside of school) in which they have participated since the start of school. Beside each activity, have them record which of the following fitness components, played an important role in participating in the activity.

- ✦ Agility
- ✦ Coordination
- ✦ Muscular Endurance
- ✦ Flexibility
- ✦ Muscular Strength
- ✦ Cardio-Respiratory Endurance
- ✦ Balance

Help students understand each component by sharing the definition of each as found on pages 10 and 11 of this guide.

The Changing Chapter

Have students choose one of the activities listed previously in the Search Party and write a commercial with a partner, or group of three, promoting the fitness component. Have them read their commercial aloud to the class. If possible, have the students' record and edit their commercials, then share them with the class.

Courage Contract

Have students, either on their own or with a partner, design a personal contract for promoting positive physical activity experiences.

Here are some ideas for their consideration:

- ✦ Videotape commercials and send them to various classes for feedback.
- ✦ Create physical activity challenge check lists (I participated in 20, 25, or 50 physical activity events in one year).
- ✦ Organize a Jump Rope for Heart program for the school or a feeder school.
- ✦ Set up Terry Fox Run, Fitweek, International Walk to School Month or Heart Health Month activities that would promote mass participation for the school or community. Go to PHE Canada's website for more ideas at www.phecanada.ca

- ✦ Ensure all activities are inclusive and accessible for students of diverse abilities. If you need to plan for adaptations, use the STEP Framework to support you (link to: <https://phecanada.ca/sites/default/files/content/docs/Home%20Learning%20Resource/Step%20Framework/The%20STEP%20framework.pdf>)

Additionally, create opportunities to teach students about inclusive sport and physical activities, such as wheelchair basketball, goal ball, para ice hockey, etc., by incorporating them into your health and physical education lessons.

Learn more about how to create school-based physical activity experiences for students of all abilities at <https://phecanada.ca/professional-learning/all-abilities>





Myths

Clarify with students the meaning of the word “Myth” (an unfounded or false notion).

Facilitate a class discussion on one/two/all of the following myths. A class may be divided into two groups or as a large group discussing the influence of technology on physical activity.

MYTH 1

Some people believe individuals should restrict their physical activity during menstruation. Research shows that regular physical activity (before, during and after periods) has many benefits.

- * Decrease in menstrual cramps.
- * Fewer premenstrual symptoms.
- * Higher self-esteem.
- * No harmful effects.

MYTH 2

Some people believe adolescents should not participate in weight training. Research has shown that it can have positive benefits for adolescents as long as it is done properly and safely. However, it will not build muscles if you haven’t reached puberty yet. The benefits of weight training include:

- * Enhanced sports performance.
- * Reduced risk of injury.
- * Improved strength, enhanced muscular development, refined coordination and motor skills, and better overall fitness.

Bradley, Jay, 2003, “Weightlifting for Adolescents and Children When to begin and how much is too much?”, Hughston Health Alert, Vol. 25, No. 2, Spring, assessed July 29, 2010.



MYTH 3

Many adolescents believe that technology does not interfere with physical activity levels.

- * Children who are more sedentary tend to accumulate fewer steps per day and, in turn, are less likely to meet the physical activity guideline.
- * The TTFM (Tell Them From Me) Survey shows that for every hour of screen time children and youth accumulate, they spend 1/3 of an hour less being physically active.

www.participaction.com/wp-content/uploads/2022/09/2013-Children-and-Youth-Report-Card.pdf

Ask students to brainstorm a list of reasons why people may continue to believe:

- * physical activity should be reduced during menstruation **OR**
- * weight training should not be done by adolescents **OR**
- * technology does not interfere with physical activity levels.

Have students explain how the listed ideas/reasons may have originated.

What are some of the “myths” about these topics that they have heard?



Participating to the best of your abilities takes a good level of fitness. If an individual’s fitness isn’t at a reasonable level, skills are often not performed well. Students will discover how to develop fitness and in doing so build self esteem by working through a circuit. They can go to the stations in any order they wish (this will help them develop some personal responsibility), as long as they are free and they get through all the stations in the time allotted.

Activities

Have students take their resting heart rate. To calculate your heart rate, count your pulse for 10 seconds and multiply it by 6. After warming up your class adequately (i.e. jogging, jump rope, tag game, etc. followed by stretching), have the students work through the stations. Use appropriate, upbeat music to keep them motivated and as a way to manage movement. Stop the music after 1 minute, and have them find a new station. Allow about 15 to 20 seconds to get to the next station and get ready to go. The number of seconds for each activity may be varied depending on the fitness level of the group. Students can record their results on a piece of paper or personal chart.



SOME STATION IDEAS:

- 1 Jog around the gymnasium
- 2 Tuck Jumps for height (tuck knees to chest, land with bend in knees)
- 3 Push-ups (knee or toe)
- 4 Wall Push-ups
- 5 Dance appropriately to music (line dance – Macarena, hip hop; etc.)
- 6 Alternating Lunges (make sure knees do not go past toes)
- 7 Bench Dips (from sitting on bench, legs extended forwards, place hands at hips with fingers pointing forwards, slide off bench, lower body by bending at elbows until elbows are at 90 degree angle and return to start position)
- 8 Crunches
- 9 Short rope skipping (tricks are allowed if they can be done continuously)
- 10 Skier Hops (2 foot jump from side to side across 2 parallel lines on the floor about 30 cm apart)
- 11 Bench Step-ups (on to bench or stairs one foot at a time up and then down)
- 12 Wall Sit (thighs at 90°, knees over ankles)
- 13 Squats (knees over ankles)
- 14 Shuttle runs (run between markers 10m apart)
- 15 Crunch to stand (must come to full stand then lower back down to floor, repeat)
- 16 Lizards (lie on front on the floor with arms extended above head, raise one leg and opposite arm off floor and return)

Note: Visit www.ophea.net and www.phecanada.ca to find a variety of helpful resources.



Review each of the following fitness components and discuss how they play an important role in physical development and physical activity.

AGILITY

Agility is the ability to make successive movements in different directions as efficiently and as rapidly as possible. It is important in activities involving dodging, quick starts, stops and changes in direction. Agility is closely related to speed, strength and coordination and can be improved through participation in activities that involve these factors.

COORDINATION

Coordination is the effectiveness and rhythmical efficiency with which one moves their body. It involves the harmonious working together of all the many body parts. The various sensory modalities (i.e., visual, touch, and kinesthetic [perception]), play an important part in coordinated movement. The terms “eye-hand” and “eye-foot” coordination are indicators of the perceptual and motor systems of the body working smoothly together.

MUSCULAR ENDURANCE

Muscular endurance (i.e., carrying groceries) refers to the ability of a muscle to sustain or repeat a contraction for a period of time. Common activities that can improve muscular endurance include biking, running and playing sports. Even walking can help teens stay healthy and condition leg muscles.

FLEXIBILITY

Flexibility is the range of motion around a joint. A good level of flexibility is essential for proper execution of physical activities and skills. It allows more freedom and greater range of motion in a joint, thereby avoiding muscle pulls and strains. The most successful method of stretching is the static, or slow, passive stretching exercises as opposed to the ballistic or bouncing type. Static stretching involves moving the joint through the full range of motion. Students should be encouraged to take joints to the limit of their range and then hold for a period of 10 to 30 seconds, repeating the stretch 2 or 3 times.



MUSCULAR STRENGTH

Muscular strength is a measure of the force that can be produced by a group of muscles. Before trying new and more difficult skills it is important to have a basic level of strength. You can increase basic strength without building bulky muscles and, in some cases, being less bulky can even help you perform activities and skills better. Muscular strength is achieved through progressive resistance training such as lifting weights that only require 70 – 80% of your strength for a few repetitions. As strength increases, the resistance level (e.g., 75 – 85%) can also be increased. Remember, building muscle strength under expert supervision can prevent accidents and improve results.

CARDIO-RESPIRATORY ENDURANCE

This is considered the most important component of physical fitness for any age. This term refers to the ability of the heart and lungs to perform as an efficient team during sustained vigorous activity. People with a high level of cardio-respiratory endurance are able to be active with less effort and less fatigue. Any vigorous activity that increases both heart and breathing rate can improve cardio-respiratory endurance. A general guideline for students at the intermediate level is to maintain 20 minutes or more of sustained activity (about 3 – 4 times a week) while keeping the heart rate at/or above 160 beats/minute. Canada's Physical Activity Guide for Youth recommends an increase of physical activity between 30 and 90 minutes each day.

BALANCE

Balance is the ability to maintain equilibrium when one's centre of gravity and base of support is altered. Balance is controlled by the semicircular canals located in the inner ear, proprioceptor nerve endings located in the muscles and joints as well as the focus of the eyes during movement.

There are 2 types of balance – static and dynamic. Static balance your ability to maintain equilibrium while your centre of gravity remains stationary – such as standing on 1 foot. Dynamic balance is the ability to maintain balance while your centre of gravity is shifting such as walking on a balance beam or jumping rope on 1 foot. Good balance is important because it is a part of virtually all games and sports. Not surprisingly it can be improved by practicing and participating in these activities!

HEART RATE

Pulse is a measurement of how fast the heart is pumping. The carotid pulse can be found by pressing with the index and middle fingers at the side of the neck just under the jaw. To get your heart rate, take your pulse for 10 seconds and multiply by 6. Check to see if the heart rate is being raised to the desired level. If not, then adjust the intensity and/or length of the activity. The average resting heart rate for a 12 year old is 70 – 80 beats per minute.



WORD SEARCH ANSWER KEY:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
1	m	l	d	n	a	s	c	r	o	e	v	t	i	v	i	t	c	a	c	i	b	o	r	e	a	
2	l	t	e	n	b	t	d	u	i	s	d	e	g	n	i	t	a	p	i	c	i	t	r	a	p	
3	t	n	x	a	n	g	l	i	w	l	t	u	a	s	k	a	t	e	b	o	a	r	d	i	n	g
4	x	i	l	a	b	t	e	k	s	a	b	r	m	n	s	i	l	c	i	d	j	a	d	t	d	g
5	a	e	l	n	t	y	o	b	a	a	m	t	p	m	r	u	i	f	c	t	s	u	f	n	r	e
6	n	i	c	m	s	a	e	t	o	t	e	e	l	y	e	s	v	a	h	b	n	g	f	t	n	y
7	a	c	t	n	a	n	b	l	a	f	u	d	a	c	w	s	t	r	e	t	c	h	i	n	g	w
8	d	d	c	n	e	u	c	m	i	b	r	n	y	s	o	l	i	l	u	t	e	l	i	t	t	m
9	a	a	t	f	a	d	i	a	s	o	i	y	e	o	p	a	s	v	a	s	c	n	i	o	b	
10	i	e	l	r	i	s	i	e	w	w	v	e	r	e	l	r	i	q	s	o	l	a	e	c	t	d
11	r	t	h	d	o	s	m	f	r	d	i	y	b	a	l	t	a	e	v	u	a	c	s	t	x	o
12	s	c	r	g	s	e	e	c	n	h	i	m	l	u	i	n	a	r	i	u	b	m	s	i	r	s
13	a	r	r	e	b	b	i	n	o	u	m	c	w	x	d	a	e	s	u	x	r	a	y			
14	w	a	a	n	a	n	r	u	c	c	o	r	i	a	b	a	l	g	e	r	c	m	b	t	e	
15	p	i	d	a	l	e	u	n	k	i	a	c	e	n	i	c	u	a	i	a	n	i	r	i		
16	a	t	p	a	w	t	c	m	n	e	r	e	y	w	h	g	c	u	l	a	l	e	e	s		
17	e	c	n	a	r	u	d	n	e	y	r	o	t	a	r	i	p	s	e	r	o	i	d	r	a	c
18	t	c	e	a	s	e	x	t	g	s	c	y	t	e	a	f	p	u	b	c	b	d	t	e	r	e
19	e	n	n	h	t	i	n	o	n	c	o	u	t	u	a	g	u	m	n	i	a	n	t	y	i	e
20	a	r	a	g	r	l	f	l	n	r	c	n	u	s	c	s	i	x	r	c	n	p	s	i		
21	o	r	a	i	e	n	e	r	g	y	l	e	v	e	l	o	n	e	o	r	u	e	a	d	e	i
22	s	g	e	c	n	e	d	i	f	n	o	c	a	s	u	c	l	l	a	b	o	r	c	g	a	
23	l	u	e	l	g	t	u	h	a	r	t	r	w	t	o	f	x	a	d	i	i	t	r	i	o	y
24	r	l	a	r	t	d	x	p	h	y	s	i	c	a	l	a	c	t	i	v	i	t	y	h	n	y
25	p	f	t	c	h	x	r	y	e	l	y	t	s	e	f	i	l	y	n	t	l	a	e	h	i	t
26	r	a	u	u	w	s	t	p	t	d	n	e	e	n	t	o	i	h	u	u	i	r	n	b		



Background Information

This lesson has been set up to help students understand the benefits of increased physical activity. It will also allow students to identify some of the barriers to physical activity and begin to look at some of the ways to overcome these barriers.

Active Stop: OVERCOMING THE BARRIERS TO GETTING PHYSICALLY ACTIVE

This Active Stop outlines a few common barriers to physical activity and asks the students to provide suggestions that might help overcome these barriers. Unfortunately, most of the research in this area pertains to people with female sex organs, so what is gathered from the people with male sex organs in class will have to guide the discussions. The Canadian Association for the Advancement of Women in Sport and Physical Activity (CAAWS) has a program called On the Move whose objective is “to increase the participation of girls and women in all aspects of Canadian sport and physical activity.” They list their Top 10 On the Move Success Factors for getting those with female sex organs active as:

- 1 Fun
- 2 A mix of physical and social activities
- 3 Input into program design
- 4 Those with female sex organs only
- 5 A safe and supportive environment
- 6 Peer age groupings
- 7 Basic skill development
- 8 Role model leader
- 9 Food
- 10 Choice of clothing and music

Discuss how or if this list might be different for those with male sex organs. How can we get all youth more active?

Discuss how physical activity can be another way of meeting people and making friends. What options are available within your community?

The Canadian Association for the Advancement of Women in Sport and Physical Activity (CAAWS) (2017). ON THE MOVE TOP 10 SUCCESS FACTORS. Toronto, ON: CAAWS.

Active Stop: OVERCOMING THE TIME BARRIERS

This Active Stop takes a closer look at lack of time as a barrier to physical activity. Many teenagers perceive lack of time as a barrier to physical activity (owing to jobs, chores, school work, etc.) while additional barriers include lack of interest or motivation, being too tired, safety concerns, competitive situations, finances, as well as a lack of skills. Today, young people spend 7 hours, 38 minutes consuming media. With multi-tasking, the actual amount of media content is over 10 hours per day.* Students are asked to discuss what may prevent them from having adequate physical activity time and then are asked to develop solutions to these barriers.

* www.participation.com/wp-content/uploads/2022/09/2013-Children-and-Youth-Report-Card.pdf

Lesson Extensions

These Lesson Extensions are designed to help students organize their schedules, making room for physical activity.

SEARCH PARTY

- * Have students work in a small group or in pairs and brainstorm on the ways people save time and a list of how people waste time and students discuss how a part-time job could help or hurt their ability to manage time. Students can then share their findings with the class using a chart.

ROLE PLAY

- * Students can then role play how the person who wastes time can become better organized. Each group can present their skit to the class.

THE CHANGING CHAPTER

- * Have students create a school year calendar and/or a day planning book for personal use. The calendar might include daily physical activities and special events.

COURAGE CONTRACT

- * Have students, on their own or with a partner, design a personal contract for planning and taking control of their time. Here are some ideas for them to consider:
- * Create a “To Do” book to record which types of tasks make the most demands on their time (cleaning their room, volunteering, homework, part-time job, talking to friends on the phone, physical activity, shopping, video games, watching television, etc.). Their daily tasks should be organized in order of importance.



Suggestions for Overcoming Physical Activity Barriers

LACK OF TIME

Identify available time slots. Monitor your daily activities for one week. Identify at least three 30-minute time slots you could use for physical activity.

Add physical activity to your daily routine. For example, walk or ride your bike to school, organize school activities around physical activity, walk the dog, exercise while you watch TV, etc.

Select activities requiring minimal time, such as walking or jogging.

SOCIAL INFLUENCE

Explain your interest in physical activity to friends and family. Ask them to support your efforts.

Invite friends and family members to exercise with you. Plan social activities involving exercise.

Develop new friendships with physically active people. Join a group, such as the YMCA or a hiking club.

LACK OF ENERGY

Schedule physical activity for times in the day or week when you feel energetic.

Convince yourself that if you give it a chance, physical activity will increase your energy level; then, try it.

LACK OF MOTIVATION

Plan ahead. Make physical activity a regular part of your daily or weekly schedule and write it on your calendar.

Invite a friend to exercise with you on a regular basis and write it on both your calendars.

Join an exercise group or class.

FEAR OF INJURY

Learn how to warm up and cool down to prevent injury.

Learn how to exercise appropriately considering your fitness level, skill level, and health status.

Choose activities involving minimum risk.

LACK OF SKILL

Select activities requiring no new skills, such as walking or jogging.

Take a class to develop new skills.

LACK OF RESOURCES

Select activities that require minimal facilities or equipment, such as walking, jogging, jumping rope, or calisthenics.

Identify inexpensive, convenient resources available in your community (community education programs, park and recreation programs, worksite programs, etc.).

WEATHER CONDITIONS

Develop a set of regular activities that can be done despite the weather conditions (dance, indoor swimming, walking on the treadmill, rope skipping, martial arts, playing basketball, etc.)



Background Information

Activity approach: The TGfU (Teaching Games for Understanding) approach, recognizes students as active participants (mentally, physically, and emotionally) in the process of learning and enjoying games. Since they learn games in a variety of ways, students are always at different stages of understanding, and they progress at different rates. For this reason, TGfU focuses on individual, social and contextual processes. If students understand what they are to do and why, they'll probably enjoy the activities much more.

Background Information: The focus of the model is placing the student in a game situation where tactics, decision making and problem solving is critical. There are four categories of games (net/wall, target, striking and fielding and zone), but this session will only focus on "zone games". Zone games are team games where the purpose is to score points by entering the opposing team's zone, while preventing them from entering your zone (i.e. hockey, football, basketball, soccer, etc.).

Support materials:
<https://ophea.net/playsport>

Move Think Learn
<https://phecanada.ca/programs/move-think-learn>

TACTICAL AWARENESS COMPONENTS

Students will develop tactical awareness and game play strategy skills through participation in repeated, gradually modified games that will enable them to realize and appreciate how to gain an advantage over opponents. In other words, students need experiences in lead-up games that allow them to determine how to play tactically. This session will focus on:

SPACE: Where an object should be placed in the area of play and where a player should go in the area of play.



Activities

KEEP-AWAY / 2 VS. 1

Objective: Students should develop an awareness of the importance of when and how to use space as a strategy to maintain possession. Offensive players need to create open lanes to receive a pass.

Activity Instructions: Divide students into groups of 3, play 2 vs. 1. Create a square playing area that does not interfere with others.

This activity can be done with any type of equipment (i.e. bean bags, basketballs, playground balls, scoops, floor hockey sticks, etc.); it will depend on space.

★ Play a game of Keep-Away (i.e., trying to maintain possession within the predetermined area for as long as possible.

★ Fakes may be used.

Depending on what equipment is used, the following may be implemented to guide the games:

★ Players can only dribble the ball for a designated number of seconds or steps.

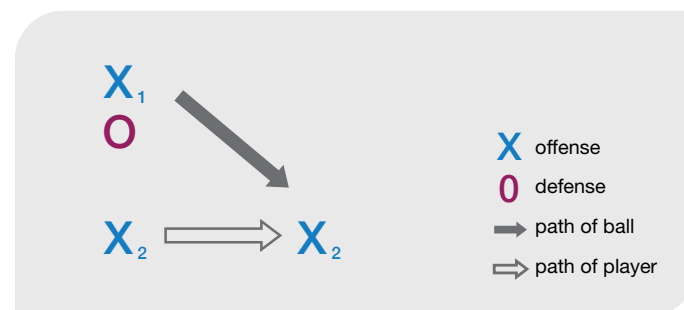
★ After a designated number of throws/passes if the defense has not successfully turned over the ball/puck/etc, they switch out with one of the offensive players.

★ Hand-offs are not allowed. It must be a pass or throw.

★ The ball may not be thrown up and over the head of the defense repeatedly so that the offensive player does not have to move to receive the pass.

Note: May restrict defensive player by only allowing them to move from side to side.

Set up:



Discussion Questions:

1. What strategies helped you to maintain possession? (e.g., moving to open space, passing quickly)
2. How can we make "keep-away" more inclusive (e.g., groups of 4, play 2 vs. 2)?
3. In future "keep-away" activities, what would you do differently?



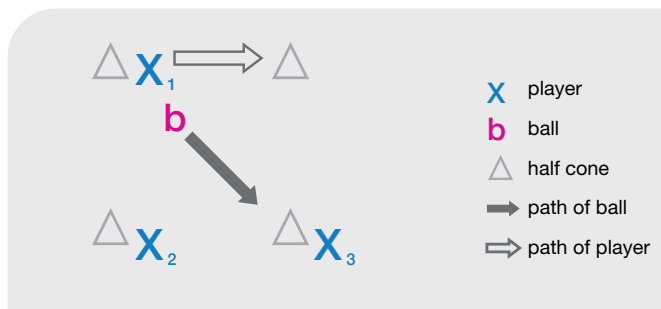
3 VS. 0 GRID TO 3 VS. 1 GRID

Objective: Students should identify group members most open to receiving a pass based on the positioning of the defender.

Activity Instructions: Set up a 4 cone grid of 3 m x 3 m with 3 people to a grid (See diagram below). In this set up the player with the ball (many different types of balls can be used) passes to a team mate and then moves to the empty cone.

Once students locate where the empty cone is consistently, introduce a fourth group member who will act as a defender. The defender's role is to intercept or block a pass between two players. If the ball is blocked or intercepted, the player who made the pass switches roles with the defender. Eventually take away the cones. Fakes may be used.

Set up:



Discussion Questions:

1. How did you choose which player to pass to?
2. How did your approach to the activity change once a defender was added?
3. What was your strategy as a defender?

ENDZONE

Objective: Students should develop an awareness of when and how to use space. Students should understand the role of offense and defence, and recognize similarities to other invasion games.

Activity Instructions:

★ Divide students into small groups (no more than 4 per group). For every two groups, designate a playing area with one endzone on either side (one endzone per group). Provide one ball/beanbag per two teams. The objective of this activity is to accumulate points by passing the ball to a group member in the endzone.

★ To begin, one group starts with the ball/beanbag in the centre of the playing area. All group members can move freely, except for the person in possession of the ball/beanbag. All group members must receive one pass before throwing to a player in the endzone for a point to count. When a player in the endzone successfully receives a pass, they score one point and possession turns over to the other team. Play resumes in the centre of the playing area.

Modifications:

- ★ Players are not allowed to speak, and must communicate visually.
- ★ The size of the playing area is adjusted.
- ★ The number of players per team is adjusted.
- ★ One group member acts as the goalie (i.e. stands in the endzone).

Discussion Questions:

1. What strategies helped you to move around the defenders (e.g., moving to open space, passing quickly)?
2. How can we make "endzone" more inclusive (e.g., auditory ball, communication using visual cues only)?
3. What sports can these strategies be applied to (e.g., football, rugby, soccer)?



Background Information

This lesson has been set up to help students understand why some participate in sport and physical activity. Many people do not participate in physical activity because they think that you need expensive equipment and clothing or several friends to play with, or don't have the skill set.

Active Stop: WHY ADOLESCENTS PARTICIPATE IN SPORTS

This Active Stop encourages students to complete a crossword puzzle of reasons why adolescents like to participate in sport. They are then asked to share their reasons for participating (or not participating) in sport with a friend. This puzzle can be found on page 5 in the Online Always Changing Student Guide. The solution to the puzzle can be found below.



"If only some of the advantages of physical activity were to be procured by any one medicine, nothing in the world would be held in more esteem than that medicine."

– Francis Fuller 1666

Lesson Extensions

These Lesson Extensions will help students understand the importance of physical activity in preventing many different diseases and health conditions.

SEARCH PARTY

- ★ Have the students research and identify the top 5 fatal diseases or health conditions. The list will probably include Heart Disease, Cancer, Osteoporosis, Depression as well as Autoimmune Diseases (such as lupus, multiple sclerosis, and type 1 diabetes). In small groups, ask them to find out how regular physical activity can help prevent the diseases or health conditions they researched.

Active Stop: DESTROYING THE MYTHS ABOUT BEING ACTIVE

This Active Stop enables students to identify and destroy some of the myths surrounding participation in physical activity. Below are the correct myth matches:

YOU NEED TO...	TO...
be fit...	join an aerobics class
have a martial arts outfit...	do karate
be on a winning team...	enjoy sports
train really hard...	burn off calories
be a great athlete...	enjoy playing the game
have six on a side...	play volleyball

THE CHANGING CHAPTER

Encourage the students to write a letter to their principal, Ministry of Education or board trustee advocating for more physical education in schools and their reasons for this request.

COURAGE CONTRACT

Ask the students to create a collage or exhibit outlining the benefits of daily physical activity. Students can all sign the collage to display their commitment to physical activity. Try to get the exhibit displayed in the front foyer of the school.



Find your smile through this soccer-based activity! The following skills and activities are targeted to build competence and confidence. By taking a skill-theme approach to learning soccer, your students will learn the basics so that they will have the tools to participate. Once your students feel comfortable and safe with each progressive movement, they will have ample opportunity to have a good time. It's all about having fun! All you need is a safe place (soccer field, park, or even inside a gymnasium) and a few pieces of equipment (soccer balls, cones, whistle). Enjoy!

Skills

A) KICKIN' N' PASSIN'

- ★ Keep an eye on the ball.
- ★ Place your non-kicking foot beside the ball.
- ★ Aim the toes of your non-kicking foot towards the target.
- ★ Strike the centre of the ball using the instep of your kicking foot.
- ★ Make sure the kicking leg follows through to the target.

B) GO FOR IT

- ★ To increase the distance of your kick, strike the centre of the ball with top of your foot (i.e., connect your shoe laces with the ball).
- ★ Increase the power of your kick by taking a few steps and approaching the ball from a side angle.

C) DRIBBLE-DRIBBLE

- ★ Keep your eyes on the ball as well as on the other student(s) by using your peripheral vision.
- ★ Maintain balance with an arms-by-sides and knees bent position.
- ★ To move the ball down the field, take small steps and tap the ball with alternating feet ensuring that the foot is square in the direction you are moving. Maintain control by keeping the ball within 1–2 metres of your feet.
- ★ Add variety by using the inside and outside of feet to tap the ball.



Activities

KICKOUT

This is all about ball control. Mark an area approximately 10 metres square. All students start inside the square, and each has a ball.

- ★ On the leader's signal the students begin dribbling inside the square, keeping close control of their own ball while trying to kick the balls of other players out of the square.
- ★ If a student gets their ball kicked out of the square, they must dribble the ball around the area 2 times before re-entering the square and continuing.

FREEZE TAG

This activity requires precision and strategy as students work together to keep from being "frozen". Mark off a square 10 X 10 metres. Select 2 students who are "It". Other students remain in the square, each with a ball.

- ★ On the whistle, students dribble their balls while the students who are "It" tag and "freeze" as many other students as possible.
- ★ Students who are tagged become "frozen" in place and therefore, stop, spread their legs, and hold the ball over their head.
- ★ To get "unfrozen", another student must pass a ball through the legs of the "frozen student".
- ★ Once "unfrozen", students resume dribbling. Students should dribble away from the "tagger" and toward teammates who need to be "unfrozen".
- ★ If a student dribbles the ball outside of the square, that student returns to a place inside the square and is automatically "frozen".





Activities

SMALL-SIDED SOCCER SKILL BASEBALL

Set up several diamonds so there are small groups of students at each diamond. The object is to dribble the soccer ball around the bases of a makeshift baseball diamond with each new kicker from the home team progressing as many bases as possible without being caught out, until they eventually score at home. The bases are replaced with hula hoops. The fielding team assumes regular softball positions.



- * The “batter” (e.g. punter or kicker) begins with 2 balls in front of themselves at home plate. They can either choose to punt the ball or kick it off of the ground. Make sure to have plenty of choices for types of balls for students to kick.
- * After kicking or punting, the kicker heads to 1st base dribbling the SECOND ball.
- * Meanwhile, the fielding team traps the ball to gain control and passes it (with their feet) to the nearest base where a player is approaching. Whichever player (the fielder or the dribbler) stops their ball inside the hula hoop first determines whether the dribbler is out or safe.
- * If the runner is safe they stay on the base for the next kicker at home to kick or punt. The ball being played by the fielding team is returned to home plate after each play is completed for the next kicker to punt.

- * A second ball is again placed at home plate so that when the kicker punts they can dribble it to first base after they kick or punt. This is why 5 balls are needed in case the bases are loaded (3 balls) plus the 2 needed at home for each new kicker/punter (2 balls). No fielder can block the base path or entrance into the hula hoop.
- * Every member of the kicking team gets to kick/punt before switching with the fielding team.

SASKATCH SOCCER

The game begins with students linking up into lines of 4. Groups can be uneven. The players hold hands/put their arms around each other/hold on to bibs/vests to create lines.

There are usually 3 goals but there can be more. The goals are designated around the field with jackets or shoes. Each goal is defended by a team of two players. The goalie pair may hold hands or be linked, but they don't have to.

- * Any member of each team of 4 can shoot any ball in any net, but before shooting the ball, each member must touch the ball. Usually this happens as they approach the goal and kick/pass the ball to each other.
- * If a member of another team touches the ball after that they must kick pass the ball to each team member again before a shot is taken.
- * When a goal is scored the team goalies that were scored on are replaced by field units.

Note: Anything can be changed during the game: the number of balls, size of goals, number of goals, etc.



Background Information

This lesson provides students with the opportunity to establish some realistic goals and to make a personal commitment to achieving those goals through a personal physical activity contract. It also helps the students address the topic of energy supply.

Active Stop: ENERGY SUPPLY

This Active Stop helps students assess the 3 factors affecting their energy supply: nutrition, physical activity and rest. Have students complete the activity sheet download “Taking Care of Yourself”. **The master copy can be downloaded at www.ophea.net and/or www.phecanada.ca.** Have students share their results and recommendations for improving their energy supply.

Active Stop: SETTING PHYSICAL ACTIVITY GOALS

This Active Stop contains ideas for successful goal setting. Here, students will complete a personal physical activity contract, and sign the contract along with a witness. Throughout the year, students may choose to complete the contract with new or revised goals, or you may choose to make this a requirement. It will be necessary for you to provide them with a blank contract. **A master copy of the Personal Physical Activity Contract can be downloaded at www.ophea.net and/or www.phecanada.ca.**

Lesson Extensions

These Lesson Extensions take a closer look at energy, and what can be done to increase energy supplies.

SEARCH PARTY

A master copy of the Eating Well with Canada's Food Guide is included on page 28-29. In small groups, ask the students to identify the 4 major food group areas and the recommended number of daily servings for each group. Have students brainstorm a typical breakfast, lunch, and dinner for a student their age. Have the students analyze the breakfast, lunch, and dinner according to the Eating Well with Canada's Food Guide. Have them list the foods that typical students should eat more of, and those they should eat less of.

THE CHANGING CHAPTER

Have students alone or in pairs, write a poem that includes the use of the word “energy” in it.

COURAGE CONTRACT

Have students, on their own or with a partner:

- * Create a map of the community Energy Supply Depots (grocery stores, fitness centres, parks...).
- * Interview an energetic person to find out how they increase their energy supply.
- * Set up a personal energy plan with goals and rewards built into it.



Multicultural games provide students with:

- * an awareness/understanding of where games that they play or modified versions of them have come from.
- * developing respect for other cultures.
- * provide essential training in social interaction.

Activities:

1,2,3 DRAGON (CHINA)

5 to 10 or more people form a line with each player holding the shoulders of the person in front of them. The person in the front is the "Head." The person at the back of the line is the "Tail."

- * To begin, the tail shouts "1,2,3 dragon." The head leads the line and tries to catch the tail. (**Note:** A flag can be placed in the side waistband of the "Tail" that the "Head" must capture.) The line must stay together the whole time.
- * The game is over and the head moves to the end of the line to become the tail, if the:
 - dragon breaks, the dragon dies.
 - head catches the tail.

The second person in line now becomes the head.

SEPAK TAKRAW (THAILAND)

There are many variations of Sepak Takraw. The object of Sepak Takraw is to keep the ball in the air. To score, the other team must not return the ball. The first to win 2 sets of 15 wins the match.

Net Sepak Takraw is like volleyball except you can't use your hands and the net is only 5 feet high. As in volleyball you can only hit the ball 3 times before sending it over the net. A rubber/cloth volleyball or a beach ball can be used when students are first learning.

Net Sepak Takraw is played on a court that is 44 feet by 20 feet. The net is stretched across the center line. There is a service circle 8 feet back from the net. Serves come from within the service circle.

To increase activity and improve skills smaller sided games of 3 vs 3 or 4 vs 4 should be played.

PELOTA EN EL AIRE (ARGENTINA)

This game originated from Argentina and means "Ball in the Air." This is an activity that uses two groups working cooperatively and keeps everyone moving at the same time.

What You Need:

- * 1 set half cones
- * 2 hoops to mark the start and finish
- * 1- 8 ½" playground ball
- * A small area either indoors or outdoors

This game can be played indoor or outdoors. Divide group into 2 teams - A and B. Team B forms a circle with 1 player holding the ball; Team A lines up within the Home Boundary Area.

- * When the activity leader signals "Go," team A runs around team B (see diagram) following the running path. At the same time, team B passes the ball around their circle as fast as possible.
- * Team B players count out loud the number of passes and try to make as many passes possible before team A is back within their home boundary.
- * When all the players of team A have returned home, they shout, "Stop", and team B stops passing the ball. If a pass is being made when "Stop" is called, the pass is completed and counted.
- * The teams change places and a new game begins.

Make sure students:

- * remain in line order when jogging.
- * hand the ball to the person standing beside them; they should not throw the ball.
- * count with each handoff: 1, 2, 3.

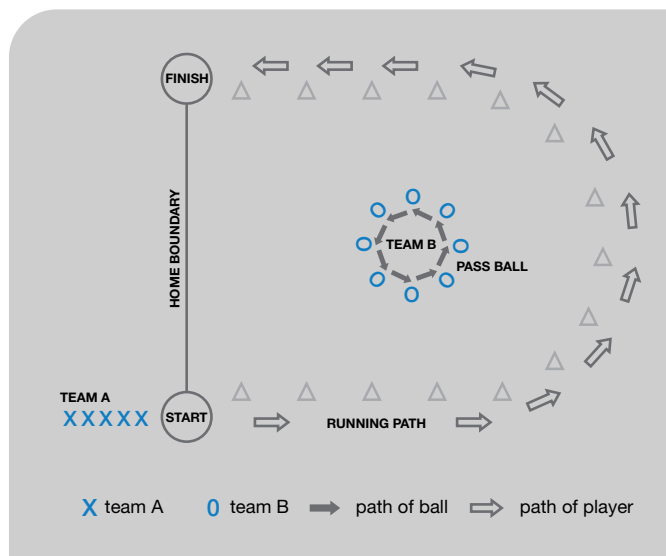
Vary the way the ball is passed around the circle:

- * backwards over the head
- * between the legs
- * around the back
- * right-to-left
- * left-to-right

Teams could remain in place for 2-3 turns before changing places. In place of running, teams could gallop, jump, hop, slide, run backwards or any other movement around running path.



PELOTA EN EL AIRE (ARGENTINA)



KICKBALL (MEXICO)

Kickball originated in Mexico, with versions of the game being played by various cultures across North America. In this version of Kickball, the object is to maneuver a ball quickly around obstacles from one end of the field to the other. Teammates must work together to maneuver their ball as quickly as possible around the obstacles to the other end of the field.

What you need:

- * 36 cones of 6 different colors
- * 6 rubber soccer balls, size 5

Divide group into 6 teams—providing each team with 1 ball. Designate each team a color with a matching set of cones. Scatter 6 cones for each team between start and finish lines to be the obstacles for running around. Designate start and finish lines.

Once the field has been set up, each team must work together to maneuver their ball as quickly as possible around the half cones to the other end of the field.

- * Each team member must touch, dribble, or pass the ball before another student may touch it. Each group works together to maneuver the ball through their course.
- * Teams can try to improve their time with each turn.
- * Make sure that when players are dribbling, they keep their heads up and keep clear of other students who are dribbling.
- * Students must remain in their own obstacle area.

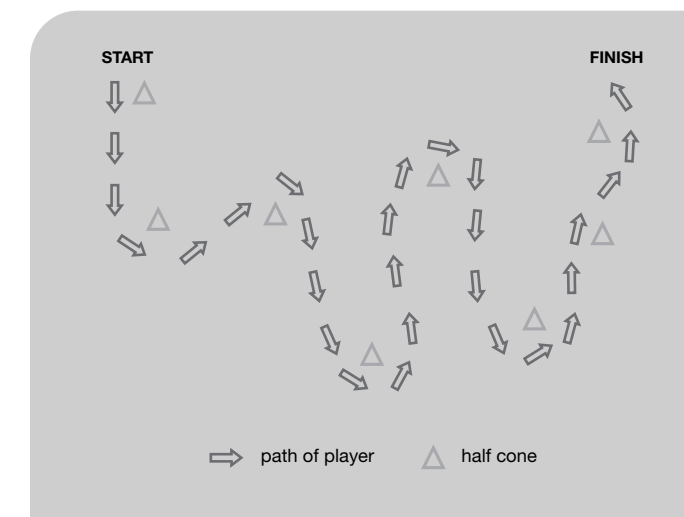


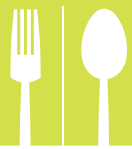
- * Every member must touch the ball at least twice before they reach the end of the course (this will depend on the size of groups and number of obstacles).

Variations on the Activity:

- * Combine 2 teams and move around obstacles of both colors.
- * Allow only 2 touches of the ball before passing.

KICKBALL (MEXICO)





Healthy eating is important at any age, but it's particularly important when the body is growing and changing into its adult shape. Healthy eating is a way of balancing the food you eat to keep your body strong, energized, and well-nourished. Teenagers have more influence than ever about what they are eating both at home and outside of home. Being knowledgeable and developing healthy habits will allow them to make food choices which will not only impact their bodies during puberty but also have a lasting effect on their overall health and wellness throughout their lives.

Healthy eating means choosing a variety of foods that supply the necessary amounts of vitamins and minerals needed by the body, as well as enough calories to supply energy for all the daily activities that teenagers enjoy. Choosing fresh fruits and vegetables is a great starting place for a healthy diet, along with complex carbohydrates (e.g., whole grain products) and quality sources of protein (e.g., cooked legumes, nuts and seeds, tofu, or meat). Maintaining a healthy diet is about finding balance so indulging in sweet and salty foods (e.g., French fries, candy) and sugar-sweetened beverages (e.g., soda) is fine every so often. Drinking plenty of water is essential as well.

Theme: Label Reading

LESSON FIVE

- ✦ **Nutrition Stop:** What Would You Choose?
- ✦ **Nutrition Stop:** Analyze This
- ✦ **Lesson Extensions**

Activity: YOUR EATING HABITS

Different types of foods do different jobs in the body – that's why everyone needs a good balance of all the different food groups.

How healthy are your student's eating habits?

- ✦ Hand out to the students the "Food and Health" activity sheet download at www.ophea.net and/or www.phecanada.ca. Have them list the foods that they eat over a five-day period (Monday to Friday).
- ✦ Help the student to identify which of the foods they eat provides them with: fat, carbohydrates, protein, vitamins, minerals and fibre.
- ✦ Ask the students to write why their diet is balanced/unbalanced.
- ✦ Ask the student to identify how they can improve their diet.

What is "Healthy Eating?"

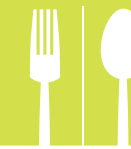
AN OVERVIEW

- ✦ Making healthier snack choices.
- ✦ Having snacks when hungry or when extra energy is needed.
- ✦ Eating foods each day like fruits and vegetables, protein, whole grain foods, and making water your drink of choice to meet your nutritional needs.
- ✦ Balancing nutritious foods with moderate amounts of other foods like sweets or fast foods.
- ✦ Eat portions that satisfy your hunger, eating slowly and stopping when full.



Healthy Eating is a Great Way for Adolescents to:

- ✦ Have energy all day long.
- ✦ Get the nutrients their bodies need.
- ✦ Carry out daily tasks and participate fully in physical activity.
- ✦ Reach their maximum height (if they are still growing).
- ✦ Prevent unhealthy eating habits (like skipping meals, being overly hungry and over-eating at the next meal).



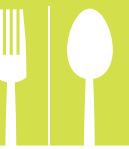
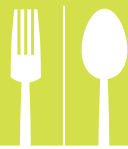
Healthy Eating

TIPS FOR HEALTHY EATING

As a class or in smaller groups, have students list as many healthy eating ideas and strategies as possible that they would recommend to a friend. Compare their findings to the list below.

- ✦ Don't skip meals - plan meals and snacks ahead of time.
- ✦ Maintain a routine of eating regular meals with snacks throughout the day.
- ✦ Learn to make healthy, well-balanced meals.
- ✦ Try foods which are grilled, stir fried or steamed.
- ✦ Try fresh or dried herbs (basil, oregano, parsley) and spices (lemon pepper, chili powder, garlic powder) to flavour food.
- ✦ Make water your drink of choice.
- ✦ Be mindful when eating. Slow down when you eat. Try to relax and pace yourself so that your meals last at least 20 minutes, since it takes 20 minutes for you to feel full.
- ✦ Listen to your hunger cues.
- ✦ Try fibre rich foods, such as whole grains, vegetables, and fruits to increase your feeling of comfortable fullness.
- ✦ Make healthier food choices. There are no good foods or bad foods. All foods can be part of healthy eating, when eaten in moderation.
- ✦ Learn to read and check the nutrition labels on food.





TO HELP YOU ESTIMATE THE AMOUNT OF VARIOUS FOODS YOU EAT:

Vegetables and Fruits

- * A baseball is equal to about 1 piece of fruit or 250 mL (1 cup) raw or cooked vegetables.
- * A computer mouse is equal to 125 mL (½ cup) of sliced fruit or “shapeless” foods, like peas, might look like.

Milk and Alternatives

- * Two 9-volt batteries are equal to about 1½ ounces of cheese and contain calcium equal to 250 mL of milk.
- * A small carton of milk is equal to 250 mL.
- * A baseball is equal to 250 mL (1 cup) of yogurt.

Protein

- * A box of cards is also equal to about 75 g of meat, fish, or poultry.
- * A computer mouse has the same volume as 125 mL (½ cup) of beans.
- * A 9-volt battery is equal to about 15 mL (1 tablespoon) of peanut butter.

Whole Grains

- * A baseball is equal to about 250 mL (1 cup) of cereal.
- * A computer mouse is equal to about 125 mL (½ cup) of pasta.
- * Thickness of 10 CDs is about equal to 35 g of bread.

Make Water Your Drink of Choice



For more resource material about nutrition visit: www.canada.ca/en/services/health/food-nutrition.html

Background Information

Since 2007, the Canadian Government has mandated that the labels on most prepackaged foods provide us with a variety of information. This has been done to:

- * Clear up confusion on labels.
- * Have data that can help us select healthier foods.
- * Provide food companies with an incentive to improve the nutritional value of their product.
- * Have regulations for definitions, label claims and truth in labelling.

In order to ensure that we as consumers are making healthy choices it is important to be able to identify the amount of nutrients, calories, and serving sizes in a product. This knowledge should then be used to determine which foods contain higher or lower amounts of the recommended daily amounts (DV - daily value) of nutrients or calories, so that they can use the 5% - 20% DV guide to get LESS of some nutrients, while getting RECOMMENDED amounts of others. Finally, it is important to recognize that the Nutrition Facts label is based on a daily intake of 2,000 calories which doesn't take into account individual needs.



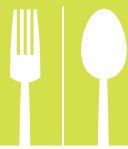
Nutrition Stop: WHAT WOULD YOU CHOOSE?

Have students play “Name that Food Game”.

- * If possible, have three products that fit with these: candy of some kind, onion soup mix, and a can of cat/dog food in brown paper bags. Give the students a handout that has the three corresponding nutrition fact labels printed on it. The labels should not indicate what the product is! They are to imagine being on a deserted island with 2 other people. They are starving but all they have are these three foods to share. They are to pick the one that they would eat, then decide what the food is (they do not need to identify brand names).
- * The leader will ask the students which ones chose product 1, 2 and 3 and will record the results on chart paper/front board. Ask students why they chose the product they did. Discuss what kinds of information they took from the 3 labels.
- * The leader will remove the 3 products from the bag or write down on the board which each product was. Discuss the students reactions to their choices.



Nutrition Facts	
Tomatoes, red, ripe, raw	
Serving Size 140g	
Calories	27
Water	141g
	%Daily Value
Total Fat 0g	0%
Cholesterol 0mg	0%
Vitamins	
Vitamin A 1241IU	25%
Vitamin C 18.9mg	32%
Vitamin K 11.8mcg	15%



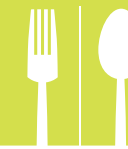
Nutrition Stop: ANALYZE THIS



* Here is a link for an interactive food package image which depicts the mandatory information as well as requirements related to certain voluntary information such as claims and brand names. Go to www.inspection.gc.ca and search for "Interactive Food Label".

Alternatively, you can search for other examples of food labelling activities.

- * Using the label from the pre-test have the students **look at ingredients.**
Note: Ingredients are listed from the largest amount to the smallest amount (by weight). Check to see if sugars, solid fats, or whole grains are listed among the first few ingredients. Look at ingredients to choose more nutrient-dense foods.
- * Have students bring in labels from foods sold in a grocery store.
Note: Have some on hand for students who may not have any or may forget.
In small groups (3 to 4 students) have them compare labels for % of Daily Values and nutrients (fats, saturated fats, cholesterol and sodium – 5%).
- * Now **take a Closer Look at the Label** for the serving size in common metric amounts. "Servings per container" refers to the amount in the entire package of the food. Calories listed are what the calories are if you were to eat one serving. If you eat more than one serving, you need to multiply what you ate by the calories.
- * Calories from fat are listed to relate how much of a product is comprised of fat.
- * There is a section where the total fat, saturated fat, trans fat and cholesterol are all listed. These are ones we want to be low.
- * Sodium is listed on the nutrition facts label and the basis is the recommended 2,400 mg per day.
- * Total carbohydrates are just that – the total amount of carbohydrates per serving.
- * Sugars include added sugar and those that naturally are occurring in foods (like fruits for example).
- * Fibre, Vitamins A and C, calcium and iron are the nutrients that most Canadians are lacking in their diets. The goal is to have the DV high (20%) for these foods.



THE CHANGING CHAPTER

Create a nutritional food product that fits into one of the four food groups from "Canada's Food Guide" or the "Food Guide for First Nations, Inuit and Metis". Once the product is created, design a corresponding nutrition label with all the appropriate nutrition facts.

COURAGE CONTRACT

Students need to develop an "Action Plan" for using this knowledge in their own lives. It may mean that they have to go grocery shopping with their parent/guardian.



Lesson Extensions

These Lesson Extensions are designed to help students better understand product labels and what can be gained by label reading.

SEARCH PARTY

Take students on a field trip to a grocery store. Have each student choose 3 products that they would typically eat at home and 3 products that they have always wanted to try. Students need to examine the labels for nutritional value.



Eat well. Live well.

Eat a variety of healthy foods each day

Have plenty of vegetables and fruits

Eat protein foods

Make water your drink of choice

Choose whole grain foods



Healthy eating is more than the foods you eat



Be mindful of your eating habits



Cook more often



Enjoy your food



Eat meals with others



Use food labels



Limit foods high in sodium, sugars or saturated fat



Be aware of food marketing

© 2019 Ministry of Health, Canada. All rights reserved. For more information, visit www150.com. Tel: 1-877-947-7233. Fax: 1-877-947-7233.



Growing up isn't just physical. This section addresses emotional changes caused by puberty as well as advice about peer pressure, self-esteem and relationships. Students need to be made aware that there are natural internal changes taking place in addition to the external changes they can see.

During puberty, students are experiencing hormonal fluctuations that will affect their emotional behaviour and health. Their brains are developing and forming likes and dislikes, their personalities, and who they are. These changes can affect friendships, how teens interact with their parents/guardians, and most importantly, how they view themselves (self-image and body-image).

Puberty is a time when students are developing their emotional maturity. This includes, self-discipline, independence, accepting reality, accepting responsibility for themselves and others as well as developing a sense of self-esteem.

Theme: Body Image LESSON SIX

- ★ **Body Image Stop:** What's It All About?
- ★ **Body Image Stop:** Developing a Healthy Body Image.
- ★ **Lesson Extensions**

LESSON SEVEN

- ★ **Body Image Stop:** Is It Real?
- ★ **Body Image Stop:** Developing a Healthy "Physical" Body Image.
- ★ **Lesson Extensions**

Theme: Self-Image LESSON EIGHT

- ★ **Self-Image Stop:** What's It All About?
- ★ **Self-Image Stop:** What We Say Really Matters.
- ★ **Self-Image Stop:** Taking Charge.
- ★ **Lesson Extensions**



Self-Esteem

Everyone has self-esteem. It is the respect you have for yourself – how you feel about who you are and what you look like. Essentially, how much you like yourself. It allows us to believe in ourselves; to have courage and to respect ourselves. Parents/guardians help to build positive self-esteem in their children from the time they are born. Other people help in the development of positive self-esteem such as leaders, coaches, friends and classmates. Support, encouragement and validation from others can help growing teenagers to feel proud of who they are. Positive self-esteem will also help teenagers in making good choices – choices that can affect the rest of their lives.

MYTH: If I act like other people want me to I will have more friends.

FACT: They aren't really your friends if you're not being true to yourself. Good friends accept you for who you are.

BOOST SELF-ESTEEM

Remind students that they are their own person, no matter what shape, size or ethnicity. Encourage them to be proud of who they are and accept and embrace the things they cannot change about themselves. Negative comments from people around them or even those in their own heads are bound to happen and will only bring them down. If they stop listening, eventually the critical voice inside loses its power. Ask students to practice positive self-affirmations every day, being as specific as possible. If it helps, encourage them to write them down. Everyone has valuable qualities and are all worthy of respect. Always try your best to think positively!



Personal Relationships

Friendships are an important part of our identities. Our relationships with others help us to define and validate who we are. Right now, teenagers are developing social and personal skills that will help them later in life. They are also learning how to adjust to multiple social situations. One person may have one personality, let's say "the joker" with one group and be "the brain" with another. And that's fine. Friendships provide the opportunity to try out different identities and personality traits.

Throughout an individual's lifetime, types of friends will be varied. Most of the friends teenagers have today are in their peer group; they are all about the same age, attend the same schools and are involved in the same activities. These peers make up the core of their friends. With them, they will grow, learn together and learn from each other. As they grow, they will develop friendships with people outside of the peer group, but most of their learning and personal growth will happen with their peers. Most of this learning is beneficial but sometimes it can be destructive.

PEER PRESSURE

Ask students if they had ever been pushed into doing something that they thought was wrong or they just did not want to do? Things like teasing someone or stealing. Explain to them that this is what's known as peer pressure.

Ask them if they know what a clique is and if they are part of one. Explain that what makes a clique different from a group of friends is the way the participants close themselves off and think of themselves as better than the "outsiders" and try to seem desirable by leaving others out. Suggest to students that if the group they are in discourages making a new friend or, even worse, promotes bullying others, they should reevaluate those relationships.

Bullying is never acceptable. Teens have to be more aware than ever before because bullies have now gone online. Cyber bullying is teasing or scaring others in the form of instant messages, camera phones, web sites, chat rooms, text messaging and blogs. In a 2005 study conducted in 2 Calgary middle schools, more than half of the 177 students surveyed knew of someone being cyber bullied, 25% described themselves as victims of cyber bullying, and 15% admitted to participating in cyber bullying activities. The methods used (as reported by the victims) were identified as 23% by e-mail only, 36% in chat rooms only, and 41% by more than one source. Also 32% of the victims identified the perpetrators as schoolmates (Schmidt, 2005).



When friends are the centre of our social life it's totally natural to be influenced by them. Peer pressure can be positive - being encouraged by friends to participate in clubs or sports is a good example. However, peer pressure can also encourage negative behaviours. As students mature, their ability to sort out and avoid negative influences will become stronger.

CYBER BULLYING

"Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others."
- Bill Belsey, *Cyberbullying.ca*

Cyber bullying, like other forms of bullying, is about human relationships, power and control. Those who bully others are trying to establish power and control over others that they perceive to be "weaker" than them. Those who bully want to make victims feel that there is something wrong with them, but victims should know that there is NOTHING wrong with THEM. It is the BULLIES who have the real problems.

Cyber bullying is different from other forms of bullying in that it is unknown to adults and more easily hidden from their supervision.

Cyber bullying is also different in that it is a particularly cowardly form of bullying. Cyber bullies can more easily hide behind the anonymity that the Internet can provide. Cyber bullies can communicate their hurtful messages to a very wide audience with remarkable speed.



For more information, please visit
www.cyberbullying.ca
and
www.prevnet.ca/bullying



DEALING WITH PEER PRESSURE

Ask students if they have friends that pressure them to engage in activities that they think are wrong or dangerous. Peer pressure is about wielding power over another person, not about friendship. If students find they have friends that pressure them, the best way to deal with it is to say no, or to just walk away. Real friends will respect the decision to not get involved.

Have students list ways they would handle peer pressure positively. Suggested responses for handling peer pressure related to bullying are:

- ✦ Ignore it – pretend they didn't hear the suggestion.
- ✦ Diffuse the situation with humour – say something like “no thanks, I'm trying to cut down”.
- ✦ Use parents/guardians as an excuse - ‘my parents check on me every night and I'd get caught’.
- ✦ Walk away or go to another room - just get away physically.
- ✦ Simply say “no thank you”.

Friends in the House

Remind students that parents, guardians and older siblings can also be helpful when they are looking for advice, information or a shoulder to lean on. Older individuals can usually provide the wisdom of their experience. Students should be aware that these “friends in the house” are valuable resources as they are primarily concerned about the students well-being and have a more objective and mature perspective.

Other Emotional Adolescent Issues

There are a number of other issues that can have an impact on the emotional well-being of adolescents. Depression, abuse and violence can manifest themselves in different ways in young adults. Students need to know where to seek help if they find themselves in these situations.

MOODS/DEPRESSION

Teenagers can experience a lot of negative emotions as they grow and mature. Teens who suffer from depression aren't just experiencing occasional melancholy or bad moods. Depression is a serious problem that impacts every aspect of a teen's life. Left untreated, depression can lead to problems at home and school, drug abuse, self-loathing – even irreversible tragedy such as homicidal violence or suicide.

Fortunately, depression can be treated, and as a concerned leader, there are many things you can do to help. You can start by learning the symptoms of depression and expressing concern when you spot warning signs. Talking about the problem and offering support can go a long way.



SIGNS AND SYMPTOMS OF DEPRESSION IN TEENS

It's hard to put into words how depression feels, and people experience it differently. There are, however, some common problems and symptoms that teens with depression experience:

- ✦ Constantly feel irritable, sad, or angry.
- ✦ Nothing seems fun anymore, and they just don't see the point of trying.
- ✦ Feel bad about themselves - worthless, guilty, or just wrong in some way.
- ✦ Sleep too much or not enough.
- ✦ Have frequent, unexplained headaches or other physical problems.
- ✦ Anything and everything makes them cry.
- ✦ They've gained or lost weight without consciously trying.
- ✦ They just can't concentrate. Their grades may be plummeting because of it.
- ✦ They feel helpless and hopeless.
- ✦ They're thinking about death or suicide. If this is true, they need to talk to someone right away!

Note: Leaders should not attempt to make any diagnosis regarding depression but may choose to direct students and their families to support agencies in their community.



HELPING TEENAGERS WITH STRESS

The most common sources of day-to-day stress for teens are:

- ✦ Problems with peers (e.g., bullying, peer pressure, conflicts with friends or romantic partners).
- ✦ Family issues or problems with parents/guardians.
- ✦ School-related problems or pressures. (e.g., trying to keep grades up, completing assignments on time, getting along with teachers).
- ✦ Their own thoughts, feelings, or behaviours (feeling depressed or lonely, getting into trouble because of their behaviour).

Other sources of stress might include:

- ✦ Chronic illness of a close family member or other severe family problems.
- ✦ Death of a loved one.
- ✦ Changing schools or moving to a new community.
- ✦ Having too many activities on their plate to maintain a balanced lifestyle.
- ✦ High expectations put on them by their parents/guardians or other authority figures like coaches or teachers.
- ✦ Family financial problems.
- ✦ Unsafe living environment/neighbourhood.

Behaviours and techniques teens can use to help decrease their stress levels include:

- ✦ Exercise regularly and eat nutritious foods throughout the day.
- ✦ Avoid caffeine (especially energy drinks, iced cappuccinos, etc.) which can increase feelings of anxiety and agitation.
- ✦ Don't use illegal drugs, alcohol or tobacco.
- ✦ Try using relaxation exercises, such as abdominal breathing techniques for anxiety, and muscle relaxation techniques before going to bed.
- ✦ Practice going through stressful situations in your head to prepare yourself. If you have a class presentation or an upcoming conversation that is making you nervous, practice what you are going to say ahead of time.
- ✦ Learn practical and effective coping skills. For example, break a large task into smaller, more attainable tasks.
- ✦ Decrease negative self talk. Challenge negative thoughts about yourself with alternative neutral or positive thoughts. “My life will never get better” can be transformed into “I may feel hopeless now, but my life will get better if I work at it and get some help.”
- ✦ Learn to feel good about your work when you've tried your best, instead of demanding perfection from yourself and others.
- ✦ Take a break from stressful situations. Activities like listening to music, talking to a friend, drawing, writing, or spending time with a pet can reduce stress.
- ✦ Build a network of friends for support in stressful situations. Friends can be a great help by offering new perspectives and offering support. Talk to your friends about your stresses and listen to their stresses as well.

VIOLENCE/ABUSE

Health Canada, Child Maltreatment Section states “Child maltreatment can be categorized into several broad types including physical abuse, sexual abuse, neglect/failure to provide, and emotional maltreatment. Sources of abuse may be from parents/guardians, other family members, romantic partners, or other adults in their life.”

THE IMPACT OF ABUSE

The McCreary Adolescent Health Survey II found that:

- ✦ 35% of those with female sex organs and 16% of those with male sex organs between grades 7 – 12 had been sexually and/or physically abused
- ✦ Among those with female sex organs surveyed, 17-year-olds experienced the highest rate of sexual abuse at 20%

In their report on Family Violence in Canada, The Canadian Centre for Justice Statistics found that children who are exposed to physical violence in their homes are:

- ✦ More than twice as likely to be physically aggressive as those who have not had such exposure
- ✦ More likely to commit delinquent acts against property
- ✦ More likely to display emotional disorders and hyperactivity

If a student is being abused, here's what they need to know:

- ✦ You are not to blame for the violence, threats, or mistreatment.
- ✦ You do not deserve to be abused.
- ✦ You have a right to live without fear.
- ✦ You have the right to a safe, healthy relationship and to have your own life.
- ✦ You cannot control the abuser's behaviour.

<https://www.canada.ca/en/health-canada/services/healthy-living/violence-abuse.html>



Background Information

This lesson is intended to help students understand what a healthy body image is, provide tips for developing a healthy body image and provide them with behavioural recommendations to help them meet their goals. Body image can be defined as “the mental picture we have of our bodies and the thoughts and feelings we have about that picture”.



These “mental pictures” have been influenced by the abundant and varying forms of media – television, movies, internet, magazines, etc. Media has the ability to positively and negatively shape our thoughts and ways of thinking. The flawless images of bodies that society defines as natural is not realistic and creates unrealistic expectations. This can affect the emotional security of adolescents. It is the negative impact that we must be conscious of.

Individuals of all ages, genders, and backgrounds deal with body image issues. The narrow depiction of body types in the media that are often unrealistic and, in many cases, unhealthy, intensifies the issue with many youth feeling pressure to conform. Many studies have indicated that youth think they are overweight when in actual fact, they are not. It is not uncommon for them to indicate they are not happy with their bodies (my hips are too big, my arms are too skinny, I’m overweight). It is not uncommon for all ages and genders to indicate dissatisfaction with their bodies (e.g. I’m too skinny, my shoulders aren’t broad enough, I don’t have enough muscle mass). It can be especially difficult for youth who are gender non-conforming or gender-queer whose representation in the media is even more limited. Some youth indicate that their self-image in comparison to bodies they see in the media affects the way they feel about themselves (self-esteem) and, as a result, find it embarrassing to participate in physical activity. For many youth who feel unhappy with their bodies,

a great deal of effort is put into changing the way they look. This can be accompanied by varying degrees of emotional insecurity and stress, which affect self esteem.

Body Image Stop: WHAT’S IT ALL ABOUT?

Stimulate a discussion on body image and how it relates to participation in physical activity.

- ★ Have students look in magazines or on-line for images that may have been altered to ‘appear’ perfect in an effort to sell more products.
- ★ Have students find images of people in real life situations that portray various shapes, sizes, and ethnicities and compare to those in their first set of images.
- ★ Discuss the differences between the two sets of photos and what characteristics might be lacking from the images in the first set. How might constant exposure to photos like those in the first set affect how youth evaluate themselves and their appearances?
- ★ Discuss with the students the difference between self-image and ideal self-image. The difference has been referred to as the “image gap.” Is there a big gap between how you’d like to be and how you see yourself? How does this gap feel? When does it become a “problem”? How do you try to solve the problem?
- ★ There are two basic strategies to solving an image gap problem: we try to change the way we are, or we try to change our self-image by becoming more accepting of ourselves. Example:

PROBLEM:

I wish I looked more appealing/attractive.

STRATEGY 1:

I could change the way I look by dressing better, using my money to buy new clothes, and losing some weight by dieting.

STRATEGY 2:

I could change the way I see myself by being less critical, not comparing myself to others so much, and by focusing more on my strong points and what I can control - such as my nice hair, my great sense of humour, or my level of fitness.

- ★ How does each strategy make us feel about ourselves? Why? What type of trait does each strategy target?
- ★ When is one type of strategy more appropriate than the other?

Note: strategy 2 should be used in every context. Self-acceptance is of the utmost important for a healthy body image. Being overly critical and comparing yourself to others will never be helpful or healthy for your body image.



Body Image Stop: DEVELOPING A HEALTHY BODY IMAGE

Write the words “Body Image” on the board. Create a Mind Map with students identifying what they know about this word. Have one or a pair of students search for the definition of this term from a reliable source (e.g., class dictionary, reliable web source). Have students share their definition with the class.

Help students consider different ways they can develop a healthy body image. Examples of important things to remember are:

- ★ Take ownership of how you picture your body and focus on what you like most about what you see.
- ★ There is no ‘ideal’ weight but rather a healthy weight for you.
- ★ Daily Physical Activity can boost your confidence.
- ★ Don’t compare yourself to others. Puberty affects everyone differently and at different times.
- ★ Practice healthy, daily personal care routines. Brush your teeth and hair, wash your hands and face and get the recommended 8 to 9 hours of sleep each night.
- ★ Note that the images of different body types are just 3 out of many different forms a person’s body shape could take on. Your body’s shape may not ‘match’ any of these shapes as they are just an artist’s representation. There is no ‘right’ body shape, each person is unique.

Lesson Extensions

These Lesson Extensions are designed to help students better understand body image and how important it is for them to accept themselves the way that they are.

SEARCH PARTY

Every student is unique. It is important for students to understand that the structure of their bodies is genetically determined. Some students inherit larger frames and more dense bones and others will have petite frames. Have the students make a list of the body elements that they have little or no control over (e.g., height, eye colour, shoe size, breadth of shoulders). Regardless of frame size, every student can develop a healthy body image.

THE CHANGING CHAPTER

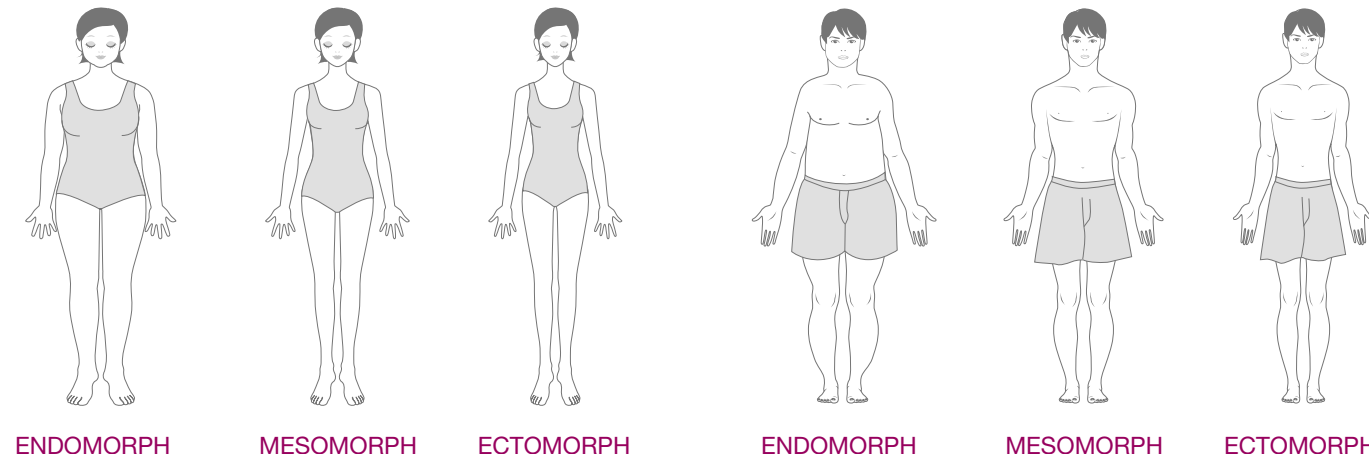
What are the keys to a better body-image? In small groups have students develop a healthy body image brochure that provides tips on how teenage students can develop a positive attitude towards their bodies.

COURAGE CONTRACT

On their own, or with a partner, have the students identify some realistic, healthy next steps they can do to improve their own image of their bodies. Students should be encouraged to set a date (ideally within the next 2 weeks) to review their progress against these goals, either individually or with their partner. Encourage students to use SMART goals - next steps should be Specific, Measurable, Attainable, Realistic, and Time Specific.

ENGAGING TECHNOLOGY

Discover websites that would be appropriate and help adolescents/teenagers learn more about body image - the more interactive the better. Refer to the Resources section at the end of the guide for some ideas.



ENDOMORPH MESOMORPH ECTOMORPH ENDOMORPH MESOMORPH ECTOMORPH

BODY TYPES



Background Information

This lesson is intended to help students understand what a healthy body image is. Students will develop an understanding of the power of technology and media in presenting the “perfect body image”. Through this complete awareness and understanding, adolescents should recognize that what they are trying to achieve is almost always artificially created and that it isn’t humanly possible. Students will develop a realistic plan for achieving physical health for themselves.

Body Image Stop: IS IT REAL?

Facilitate a discussion on how the media achieves the images that they present to the public.

- ★ Present some visual images from magazines, newspaper, etc. Ask if they believe what they see is real (unedited).
- ★ Have students search out web resources or videos showing how airbrushing and photoshopping takes place, so they can see exactly how the media is able to create these “perfect” images.
- ★ Have a class discussion about what students discovered, whether or not they were surprised, how it made them feel, and whether it will change the way they look at images in the media.

OR

- ★ Present the following website for them to view:
<http://proud2bme.org/content/how-does-social-media-affect-your-body-image>
Note: YouTube presents some excellent visuals on “how” this is done.
YouTube – The Photoshop Effect – Tim Lynch
YouTube – Photoshop: Virtual Weightloss
- ★ Through small or large group discussion, have students consider their “belief” systems about the visual images they see in the media. Does this change their concept of the ideal body image?
- ★ Discuss why they feel the media is creating these unobtainable images. Discuss realistic ways to attain a reasonable and healthy body image. e.g. physical activity, hygiene, hair styles, etc.

Body Image Stop: DEVELOPING A “HEALTHY PHYSICAL” BODY IMAGE

Develop an “action plan” using physical activity that will build on physical health, so they can create a plan to support themselves in living a healthy, active life.

Using the outline “Physical Activity Each Day, Every Day” for a week, students will design a viable action plan. Students need to take ownership for their plan and ensure they have the supports for it to happen. **A master copy of the Physical Activity Each Day, Every Day Action Plan can be found at www.phecanada.ca and www.ophea.net.**

Lesson Extensions

These Lesson Extensions are designed to help students better understand body image and the importance of accepting themselves the way they are. You may use these Lesson Extensions as in-class activities or take home assignments.

SEARCH PARTY

Looking at your lesson plan and using the fitness components from lesson one; determine which components (page 19 of Leader’s Guide on Physical Activity) will be developed through their plan each day. Decide if their plan needs to be adjusted to ensure overall physical health.

THE CHANGING CHAPTER

Either individually or in groups, have students create slogans to motivate their peers to be physically active. Have them write or draw the slogans on paper to hand around the classroom or activity space.

- ★ A catch phrase is a slogan used to advertise a product.
Example: Nike “Just Do it”.
www.learn-english-today.com/business-english/advertising-vocabulary.html

COURAGE CONTRACT

At the end of the first week, students need to assess their “action plan” (What am I going to do; Where am I going to do it; Who am I going to do it with; How long will it take; What time of the day am I going to do it). In their journal they need to respond to the following questions:

- ★ Did it happen? Why? Why not?
- ★ What needs to happen differently?
- ★ What needs to be kept the same?
- ★ Is this plan altering/changing your body image? Why? Why not?

Using this information, create an “action plan” for the coming week.

Background Information

This lesson is intended to help students develop critical media literacy skills by examining how social media, AI filters, algorithms, and deepfakes shape body image, beliefs, and self-perception during adolescence. With the prevalence of social media and AI in our society today, students are at a greater risk of developing poor self-esteem and negative body image as they compare themselves not only to others, but to images and videos enhanced or created by AI. Adolescence is a critical period for identity development, body awareness, and social belonging. For today’s students, these experiences are increasingly shaped by social media, AI-generated content, and digital communication. This lesson is designed to help students develop the knowledge, skills, and critical thinking needed to navigate body image pressures in online spaces while supporting healthy physical, emotional, and social development during puberty.

The content recognizes that students at this stage are more likely to compare themselves to others, seek peer validation, and encounter sexualized or appearance-focused content, often through algorithms and AI tools they may not fully understand. Rather than using fear-based messaging or restrictive rules, this lesson emphasizes media literacy, consent, autonomy, empathy, and self-awareness. Students are encouraged to question what they see online, understand how technology shapes their experiences, and recognize that many digital images do not reflect real bodies or healthy development.

Key themes include:

- Understanding how AI and altered media affect body image;
- Recognizing gendered and unrealistic appearance expectations;
- Learning about consent, image sharing, and digital boundaries; and,
- identifying the connections between social media use, mental health, and self-esteem.

The lesson also addresses sexualized content and online safety in a developmentally appropriate way, reinforcing that curiosity is natural while making clear that students have the right to feel safe, respected, and supported online.

Importantly, this chapter aims to empower students rather than shame or alarm them. It reinforces that identity and self-worth extend far beyond appearance, that bodies develop differently and at different times, and that digital environments can be shaped through informed choices. The goal is to support students in building resilience, healthy media habits, and a balanced relationship with technology as they continue to grow.

Educators are encouraged to approach this content using inclusive, trauma-informed, and non-assumptive language, to avoid personal disclosures, and to create clear discussion norms that prioritize respect and safety. Scenario-based discussions, reflection prompts, and consistent messaging about help-seeking will support student engagement and understanding.

This lesson supports students in becoming critical thinkers, respectful digital citizens, and confident individuals, equipped with the tools they need to navigate both puberty and digital life with care, agency, and empathy.

Body Image Related to Social Media and AI Filters Stop:

- Review and discuss the Body Image Related to Social Media and AI Filters content on (pages **35-36** of the Student Guide) with students:
 - Stereotypical Gendered Body Expectations
 - Consent, Image Sharing & Digital Boundaries
 - Sexualized Content and Early Exposure
 - Mental Health Impacts
 - Healthy Social Media Habits and Digital Self-Care
 - Critical Media Thinking and AI Awareness
 - Your Rights, Responsibilities & Online Supports
- Ask students to consider what media messages they may have seen online that could influence a person’s body image.
- Ask students to reflect on media messages that work to influence body image, and how they can support creating positive body image amidst what they’re seeing online.
- Distribute Activity Sheet Influences on Body Image Reflection (available in the Student Worksheets and Tests bundle) and have students complete it.



Tips for Leaders

1. Prioritize psychological safety and avoid comparison-based activities.

Establish clear discussion norms that discourage body comparisons, ranking, or sharing personal insecurities. Avoid using “before and after” images, real influencer examples, or activities that ask students to evaluate bodies. Focus instead on skills such as critical thinking, media analysis, and self-reflection using neutral, hypothetical scenarios.

2. Use inclusive, affirming language and avoid assumptions.

Students in Grades 7–8 may be at very different stages of puberty, identity development, and media exposure. Use gender-inclusive and body-neutral language, and avoid assuming students’ experiences, identities, or online behaviours. Present diversity in bodies and gender expression as natural and valid, and reinforce that there is no single way to look, grow, or identify.

3. Encourage help-seeking and reinforce trusted adult support.

Remind students that encountering upsetting or confusing content online is not their fault and that asking for help is encouraged. Frame reporting and trusted adult involvement as protective and supportive rather than punitive. Ensure students know which trusted adults and school supports are available to them.

Glossary of Key Terms

- **AI** - Artificial Intelligence
- **AI Influencers** - A digital character created by artificial intelligence that looks real and promotes content, brands, or ideas online
- **Algorithm** - Rules computers use to choose content
- **Body Image** - How you think and feel about your body and appearance
- **Comparison Culture** - The habit of comparing yourself to others online, often leading to pressure or feeling not good enough
- **Consent** - Giving permission; yes, no, or changing your mind
- **Deepfake** - A digitally altered image made to impersonate a real human, usually for malicious purposes or to spread false information
- **Online Rights** - Protections that help keep you safe, respected, and in control of your information online
- **Social Media Habits** - How and how often you use social media and how it affects your well-being
- **Stereotypes** - Oversimplified beliefs about groups of people that ignore individuality and diversity
- **Trusted Adult** - A grown-up who helps keep you safe

Background Information

This lesson focuses on developing a positive self-image. Self-image is the personal view we have of ourselves. It is our mental image or self-portrait of not only our body image, but the characteristics we feel we possess (such as intelligence, beauty, kindness, or athleticism). Self-image relates to our social roles (e.g. daughter, sister, friend, etc.), our personalities, and many external factors that influence us in life. Students are encouraged to take charge of their feelings and understand how a positive self-image can help them achieve their goals. This lesson asks students to identify three things that they do well and to suggest three things that they would like to improve.

Self-Image Stop: WHAT'S IT ALL ABOUT?

This Self-Image Stop introduces the topic of self-image and its importance in helping students achieve an active, healthy lifestyle.

Because self-image encompasses a variety of components, it is formed over time with influence from many people. A relationship with a parent or guardians is one major influence on self-image. Leaders like coaches and teachers, friends, and family also play a big part in the formation of self-image. Our social roles, whether we feel confident and capable, and whether we feel valued and accepted contribute to how we feel about ourselves. Based on the input of the individuals around us, self-image can be real or distorted causing either a positive or a negative self-image. Strengths and weaknesses learned as children are often internalized and affect how people think of themselves as they grow into adulthood. Children and adults continually take in information and self-evaluate.

- ✦ People develop a mental image of their physical appearance. How do I (think I) look?
- ✦ Individuals have a performance image of their successes and failures. How (do I think) I am doing?
- ✦ They have an inner sense of their adequacy and value. How important (do I think) I am?

With a positive self-image, we accept our assets and potential and are realistic about our liabilities and limitations. By contrast, a negative self-image centers on our faults and weaknesses, distorting failure and imperfections.

Self-image is important because how we think and feel about ourselves directly affects and influences how we respond to life and its stressors. Self-image can determine the quality of our relationships with others and affect our physical, mental, social, emotional, and spiritual well-being.

It is important for leaders to recognize the pivotal role they play in supporting the development of a positive self-image among all students. This can be accomplished by creating an inclusive and safe environment where students feel safe to be vulnerable.

Self-Image Stop: WHAT WE SAY REALLY MATTERS

Words can be a powerful force in affecting a person’s self image. In small groups, have students list 5 comments that have been said to them (or that they have said to others) that might positively affect one’s self image. Have each group think about what types of comments can best support their self-esteem. For instance, are the comments superficial (e.g. “I like your sweater”) or deep (e.g. “I appreciate how you are always kind and willing to help others”)? Have each group present their findings to the class, and discuss the common findings between all groups. Create a comprehensive list of the types of comments and compliments that help build self-esteem, and post it in an area that is visible to all students. Ensure the focus of the discussion is positive in order to create and maintain a safe environment.



Self-Image Stop: TAKING CHARGE

This activity provides students with the opportunity to fill out a personal “taking charge” contract that must be completed, signed and witnessed. Throughout the year, students may choose to complete the contract with new or revised goals. You may choose to make this a requirement. It will be necessary for you to provide them with a blank copy. **A master copy of the Personal Taking Charge Contract can be found at www.ophea.net and/or www.phecanada.ca.**



Lesson Extensions

This Lesson Extension will help students explore the relationship between physical activity and self-image. They will also identify some of the qualities of people that they think have positive self-images.

SEARCH PARTY

Ask the students to identify the physical activities that they would like to be good at. Have them make a list of the strategies and skills, including life skills that are required to be good at those particular physical activities. After they have completed the list, ask them to research what programs are available for them in the community that will help them become better at those activities.

THE CHANGING CHAPTER

Ask students to identify someone they think has a positive self-image - it could be a peer, a leader, a family member, or anyone in their lives. Have the students draw a profile of the person they have identified. They may use illustrations and/or writing to create the profile, and they should list the qualities that make the individual they have identified unique.

Ask the students to write about the link between self-image and their culture. What role does their culture play in building their self-concept? Have a class discussion about what the students wrote to create awareness of the role/impact of culture on self-concept, self-image and body image.

COURAGE CONTRACT

In small groups, have the students discuss some of the general characteristics in an individual with a positive self-image. Ask them to explain how regular physical activity might contribute to self-image. Have the groups write and present a 30 second radio announcement (or school announcement) about the relationship between physical activity and self-image that might motivate their inactive friends to become more active. Leaders should investigate having these read during the morning school announcements by the composing students. An activity sheet download, "Feeling Great", can be used as a review and summary of this section. **Download this form at www.ophea.net and/or www.phecanada.ca.**



The Fixed Mindset Hurts Confidence

Children and youth are works in progress, and that's what makes the work you do as a leader so crucial. We all know the difference a good leader can make in a student's ability to reach their potential. **The most important lesson to instill in your students is the belief that they can succeed with effort and practice.**

A hallmark of confidence is knowing you can grow and change.

If students feel like their intelligence is a number that was set at birth and that their abilities can't improve, they often won't even try. Professor Dweck calls this the fixed mindset. Some students — especially high achievers — may be more likely to have a fixed mindset than others.¹ This leaves them vulnerable to self-doubt, dropping out of activities and giving up before they even try.²

If a student has a fixed mindset, a setback can feel catastrophic, causing them to over-generalize (believing one mistake means everything is ruined) and over-think their missteps.³ **Some students with a growth mindset are more likely to learn from failures without beating themselves up. They're also excited by new challenges. We can help cultivate a growth mindset so they believe effort and practice will improve ability.**

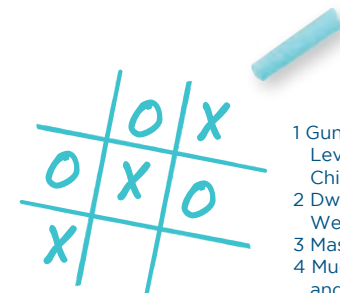
Teach your students that practice doesn't make perfect, but it makes progress.

WHAT IS THE GROWTH MINDSET?

The growth mindset is the belief that you can grow your intelligence and ability with effort. This belief has powerful effects: It helps students do better in school, challenge themselves, and bounce back from failures.

AS A LEADER, YOU HAVE THE POWER TO CHANGE A STUDENT'S MINDSET. Dr. Dweck's studies have shown that there's a simple way to jump-start students' confidence and get them growing. Their research proves that the kind of praise a leader gives is key, and that even a single line of praise can affect a student's belief in themself.⁴

To start cultivating a growth mindset, we have to stop praising children for inherent talents or abilities, like intelligence, and start praising their efforts.⁵ Read on to learn how.



1 Gunderson, Elizabeth A., Sarah J. Gripshover, Carol S. Dweck, Susan Goldin-Meadow, and Susan C. Levine. "Parent Praise to 1- to 3-Year-Olds Predicts Children's Motivational Frameworks 5 Years Later." *Child Development* 84.5 (2013): 1526-541. Wiley. Web. 24 July 15.
2 Dweck, Carol, and Rachel Simmons. "Why Do Women Fail?" CNN. Cable News Network, 30 July 2014. Web. 26 May 2015.
3 Master, Allison. "Growth Mindset." Telephone interview. 16 Apr. 2015.
4 Mueller, Claudia M., and Carol S. Dweck. "Praise for Intelligence Can Undermine Children's Motivation and Performance." *Journal of Personality and Social Psychology* 75.1 (1998): 33-52. Web.
5 Dweck, Carol S. *Mindset: The New Psychology of Success*. New York: Random House, 2006. Print.



Activity 1 Be Unstoppable



LEADERS NOTES

LEARNING OBJECTIVE

- Help students understand how society tries to limit them by telling them what they should and shouldn't be or do, and teach them that they don't have to accept those limitations.
- Help students understand that societal limitations — even positive ones — can hold them back and stop them from trying new things.
- Encourage students to smash their limitations and be unstoppable.

CHALLENGE TASK

Think about categories that are used to describe people and how it might make them feel.

INSTRUCTIONS

Ask students if they know what a stereotype or label is. Share a description of what a stereotype is: a belief about a group of people that is not true for everyone in the group. Ask students if they can think of an example of a stereotype (e.g., only those with male sex organs like to play with trucks). Read the following sentences to students and ask them to stand up and say, "That's a stereotype!" if they think it is.

- *All smart people like to read and do math.*
- *Adults can be silly and funny.*
- *All teenagers are lazy and sleep all the time.*
- *Some people who like to read are shy.*
- *All people with female sex organs like the colour pink.*

Extended Exploration: Discuss how stereotyping and labelling makes others feel and how to think about everyone as an individual with different qualities and characteristics.

Activity 2 Role Model Report



LEADERS NOTES

LEARNING OBJECTIVE

Help students understand that missteps are just part of the journey to get where you're going.

WHAT YOU WILL NEED

Student notebooks and pens or markers.

INSTRUCTIONS

Have students pick someone they admire and research the setbacks that occurred on that person's path to success. *How did your role model deal with setbacks they encountered? What role did perseverance play in your path to success? What type of success have they had and why do you consider them a role model?*

There are multiple ways students can deliver what they learned. You can:

- Have students present their stories in character in front of the class.
- Have students write the stories of their role models in the first person.
- Have students share their stories with a partner.
- Encourage students to use constructive words ("yet," "and," etc.) within their stories to emphasize their role models' perseverance.



Activity 3 Flip the Script



LEADERS NOTES

LEARNING OBJECTIVE

This lesson teaches students how to replace negative words and phrases that might knock their confidence down with positive words and phrases that empower them and others.

WHAT YOU WILL NEED

A whiteboard or other large writing surface and notecards or notepaper for each student.

INSTRUCTIONS

Have students write down something negative they have said to themselves when facing a challenge in class — or, if easier, something negative that they heard other kids say. Have everyone write it down anonymously on a strip of paper and put the pieces in a hat or bowl. Review the strips of paper to give consideration to triggers that may be revealed. Once you've reviewed the strips, pass around the bowl and have each student withdraw one strip and read it aloud. After they read them out, have them turn the statements around, using the phrases below.



Activity Keep Going!

Students can feel paralyzed by fear of failure during puberty.



But guess what? Failing is more than okay, it's what helps you grow in confidence!

LEADERS NOTES

LEARNING OBJECTIVE	The objective of this lesson is to help students see the positive role that failing can play in their lives. Encourage self-reflection on how they think about and react to failing. The vision is to drive a mindset shift from students considering failing as something to be feared, to something to be embraced as a way to grow, learn and build confidence.
WHAT YOU WILL NEED	<ul style="list-style-type: none"> 3 tips to boost your confidence - Ted-ed video available at: https://www.youtube.com/watch?v=_NYrWqUR40 Student notebooks and pens or markers.

MINDS-ON
To begin the class discussion, we recommend you share your own example of a time you failed, but didn't give up and kept persevering through failing. Then move into the following discussion questions:

- What are some ways you have failed and didn't give up on your goal?
- Do you think there are differences between how different genders deal with failing?
- Do you think failure might be particularly hard for some people vs. others? Why?

ACTION
Watch the Always® Ted-ed video in class.

THEORY TO BE EXPLAINED TO STUDENTS:
Even though it's something that you may not like or may be afraid of, failing is okay; actually it's more than okay. Why? Because when you persevere through failing you learn new skills and gain wisdom and strength. In fact, failing - and choosing to work through it - is critical to help you learn, grow and build your confidence. Following the video and explanation of the theory, have students write a reflection in their notebooks answering the following questions (ensure questions are written on the board):

- Write about a time you failed recently: How did failing make you feel? What were some of your thoughts at the time?
- How did you deal with the failure? Did you keep trying, take a break or give up?

CONSOLIDATION
To close out the lesson, have students write a letter to a younger student they love or who looks up to them about the time they experienced failing (from Action). Have them think about answering the following questions in the letter:

- Looking back on it now, would you do anything differently?
- What did you learn if you did keep trying? Or what do you think you could you have learnt if you hadn't given up?
- What words of encouragement would they share with a student facing the same situation?

Invite 2-3 students to share their letters with the class.

STAGES OF PUBERTY

For those with male sex organs, the stages of development are typically described by the five Tanner stages of genital and pubic hair growth, along with other signs of maturation: the deepening of the voice, the growth spurt, muscle development and the growth of facial and body hair.

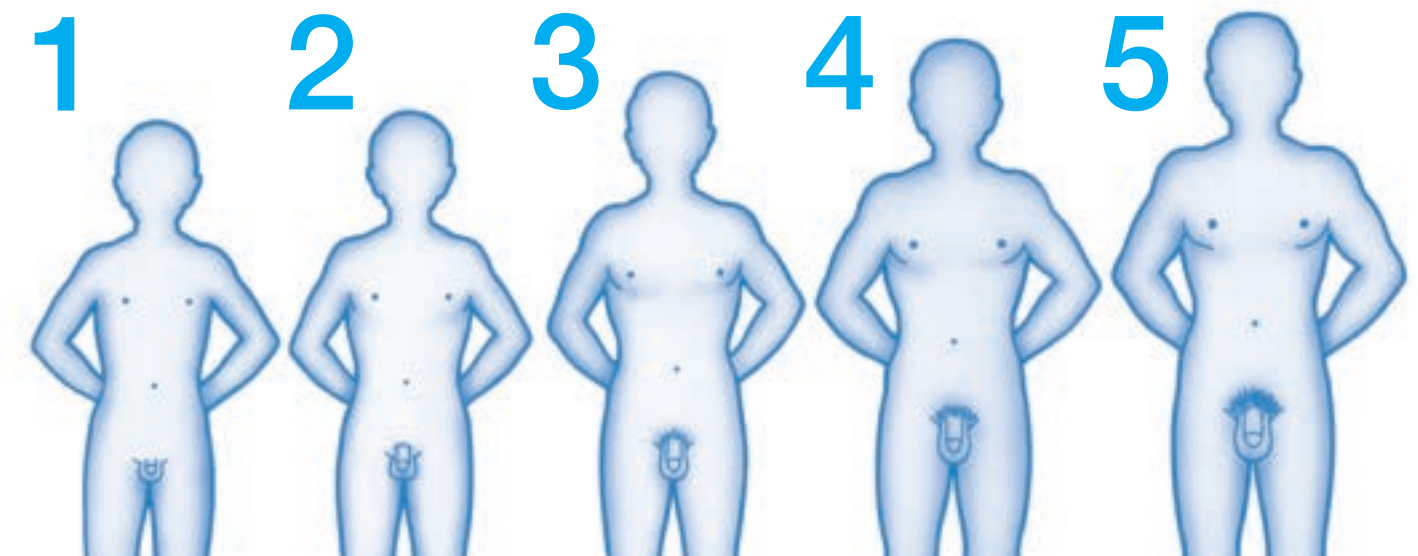
It is important to emphasize that each person's progression through the stages will be slightly different according to their own body's timetable, and those with male sex organs usually move through the stages of puberty one or two years later than those with female sex organs.

IS MY PENIS NATURAL?

This question comes up often for adolescents with male sex organs Each one is unique - thick, thin, long, short, straight or curvy.

- SOME FICTIONAL BELIEFS**
- Those who are tall, with husky, builds have bigger penises than those who are short and skinny. FALSE
 - Those with big thumbs, big hands, big feet have larger than average penises. FALSE
 - Some racial or ethnic groups have larger penises than other racial, ethnic groups. FALSE
 - Those with larger penises have more sex drive than those with smaller penises. FALSE

Stages of development for those with male sex organs



STAGE ONE:
Up to ages 9 to 13

- Childhood stage; no visible signs of pubertal development.

STAGE TWO:
May begin ages 9 to 15

- Testicles and scrotum grow larger.
- Fine, straight hairs start growing at the base of the penis.

STAGE THREE:
May begin ages 11 to 16

- Testicles and scrotum continue to grow.
- Penis grows larger.
- Pubic hair becomes darker, thicker and curlier.
- Vocal cords increase in size, causing voice to deepen.
- Height and weight may start to increase noticeably.

STAGE FOUR:
May begin ages 12 to 17

- Growth spurt continues.
- Shoulders begin to broaden and physique becomes more muscular.
- Penis grows in width as well as length.
- Pubic hair coarsens and takes on a triangular shape.
- Underarm hair appears.
- Traces of hair may appear on upper lip and chin.
- Testicles start to produce sperm; ejaculation occurs for the first time.

STAGE FIVE:
May begin ages 14 to 18

- Adult stage; overall look is that of a young adult.
- Genitals and pubic hair have an adult appearance.
- Growth spurt slows down.
- Facial hair growth becomes heavier.
- Body hair growth, especially on the chest, may continue into the twenties.



Understanding the reproductive system is as important as understanding any other organ system of the body. Encourage students to learn this system and understand the function of each part. By becoming more familiar with the anatomy of those with male sex organs, students of all genders can better comprehend changes to the male reproductive system. Ensure that students learn the correct terminology as well. Review pronunciation.

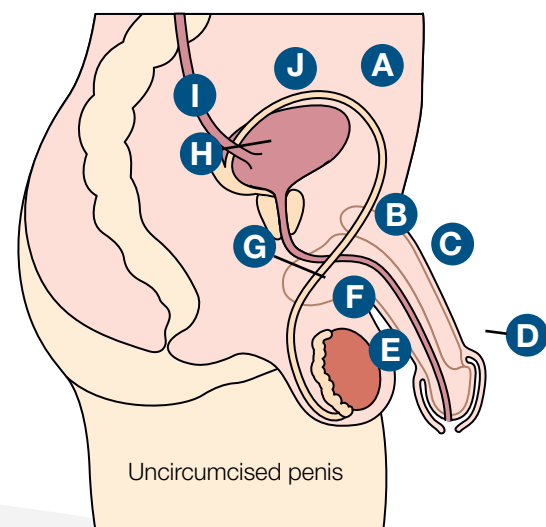
Begin by explaining that the main purpose of the male reproductive system is to produce sperm – the male reproductive cells. During puberty, the hormone testosterone enables the testicles to start producing mature sperm for the first time. When a sperm reaches an egg inside a female sex organ and fertilization takes place, the individual with the female sex organ becomes pregnant.

Sperm is combined with other fluid in the vas deferens to make seminal fluid, which is called semen. To explain how this happens and how semen leaves the body through ejaculation, you may want to trace the path of the sperm. Start from the testicles, then through the vas deferens, seminal vesicles, prostate gland and urethra. Define erection and ejaculation. Be sure to explain that urine also leaves the body through the urethra, but never at the same time as semen.

PERSONAL CARE FOR THOSE WITH MALE SEX ORGANS, ISSUES FOR DISCUSSION IN SEPARATE SESSIONS

CIRCUMCISION: This is the removal of the foreskin covering the head of the penis, usually when the child is an infant. It is done for religious, cultural and hygienic reasons.

DIAGRAM OF MALE REPRODUCTIVE ORGANS



- A** - vas deferens (sperm duct)
- B** - urethra
- C** - penis
- D** - foreskin
- E** - scrotum
- F** - one of two testicles
- G** - epididymis
- H** - prostate gland
- I** - one of two seminal vesicles
- J** - bladder

CLEANLINESS: Penis and testicles should be washed and carefully dried daily. If uncircumcised, pull skin back to wash away smegma. Drying carefully is important to avoid chapping. Chapping can be uncomfortable and is sometimes called jock itch. It can be treated by applying corn starch or over the counter medications.

ATHLETIC SUPPORTERS: Also called jock straps. Athletic supports are worn to support the penis and testicles during physical activity. For contact sports you can purchase a plastic or fiberglass 'cup' to insert or attach to the jock strap to give additional protection against injury.

AMAZING SPERM FACTS

- * During puberty, those with male sex organs starts to make sperm in the testes and will continue to make new sperm every day, about 400 million sperm a day.
- * A new sperm takes four to six weeks to mature. During that time it travels through long coiled tubes in the testicles.
- * The testicles have to be slightly cooler than the natural body temperature to produce healthy sperm. When it's cold outside, the scrotum pulls the testicles closer to the body to warm them. When it is warm the scrotum hangs lower so they stay cool.
- * Once sperm are mature, they travel up through the 35 – 45 cm sperm duct or vas deferens and over the bladder. They are then stored until they are ejaculated.
- * A natural ejaculation contains 150 – 500 million sperm.
- * If a person has only one testis (born that way or sometimes an accident or cancer causes the loss) the remaining testis doubles its sperm production.



CHANGES IN PENIS SIZE DURING PUBERTY

The penis grows in length and width during puberty in slow and gradual stages. When those with male sex organs understand these stages of growth, some of their concerns may be lessened. Testicles and scrotum enlarge first, changes in the penis happen later and only towards the end of puberty does the penis attain adult size.

WET DREAMS AND EJACULATION

Areas of frequent concern to those with male sex organs are wet dreams and erections. Let students know that these concerns are common during puberty. Sometimes those with male sex organs can ejaculate when they are asleep. This is a wet dream, also called nocturnal emissions, which happens to about one third of those with male sex organs. It occurs without them knowing about it – they may notice that their pyjamas or sheets feel a bit wet or sticky when they wake up. Wet dreams can be embarrassing if they do not understand why they happen.

Involuntary erections are also common during puberty. An involuntary erection occurs for no apparent reason. One with male sex organs doesn't have to be thinking about sex or anything in particular. This can happen without warning as a child with male sex organs reaches puberty. But it's not always noticeable, and it will go away as the muscles at the base of the penis relax and allow the blood to leave the penis so that it gets smaller and softer again. You can offer suggestions of how to deal with erections that happen at awkward times (i.e. sit down, put hands in pockets, wear baggy clothes.)

Questions those with male sex organs might ask

Is it natural to put on weight during puberty?

Definitely. An adult with male sex organs has a broader and more muscular body than when they are younger. Puberty is not a good time to limit the amount of food you eat. You are meant to put on weight during puberty because your body is growing. Exercising regularly and making healthy food choices will support your healthy development by giving your body the energy that it needs.

How tall will I be?

It's difficult to predict how tall you will be, but height is usually determined by heredity, that is, how tall your parents and grandparents are. If both parents are tall, chances are you will probably be tall. If both parents are short, you may be shorter. But this is not true for everybody. Occasionally, a person will continue to grow or get another growth spurt in their late teens.

When will I shave?

It depends on how soon your facial hair appears and how thick it becomes, as well as your personal preference. Generally, heavy facial hair doesn't develop until later in puberty, maybe not until you're 16 or older.

Does a lot of body hair mean you have more testosterone?

No, testosterone is the hormone that starts body hair growing. How much hair you have is determined by your racial/ethnic group and heredity, not by how much testosterone you have.

I think I'm growing breasts.

It's quite natural for a person with male sex organs to have some swelling around the breasts and nipples. This area can also feel a bit sore. It won't last for long.

Why is one of my testicles higher than the other?

This is quite natural. No one is perfectly symmetrical, and generally the right one is higher than the left one.

When I examined my testicles, I found a ridge down the back. Is this natural?

Yes. What you can feel is the epididymis where the sperm is stored. There is an epididymis down the back of each testicle. If you find any other lumps, you should visit your doctor to get a full checkup.

Sometimes I get erections for no apparent reason, and I feel embarrassed that someone will notice.

It is natural to get erections at different times, even if you are not thinking about someone you're attracted to or sex. Don't worry that someone will notice – erections are not as noticeable as you think. Try to ignore the erection, and it will go away again on its own.

Do those with male sex organs stop having erections when they get older?

No. If someone living with male sex organs is healthy, they can have erections all of their life.

I have been having wet dreams for three years now. Will they ever stop?

You will experience wet dreams less frequently as your body progresses through puberty. Generally, as you grow older, you will have more control over your body. Some individuals experience wet dreams regularly, while others have very few. It is nothing to worry about.

What if someone notices your erection?

Most people are likely to notice you acting in such a way as to try to hide one than they are to notice you have one. Your best bet is to act naturally and don't call attention to it. And remember, it always feels noticeable to YOU because you're the one that feels it. But unless you're wearing something tight fitting (like stretchy bicycle shorts) it really isn't as noticeable as it feels.



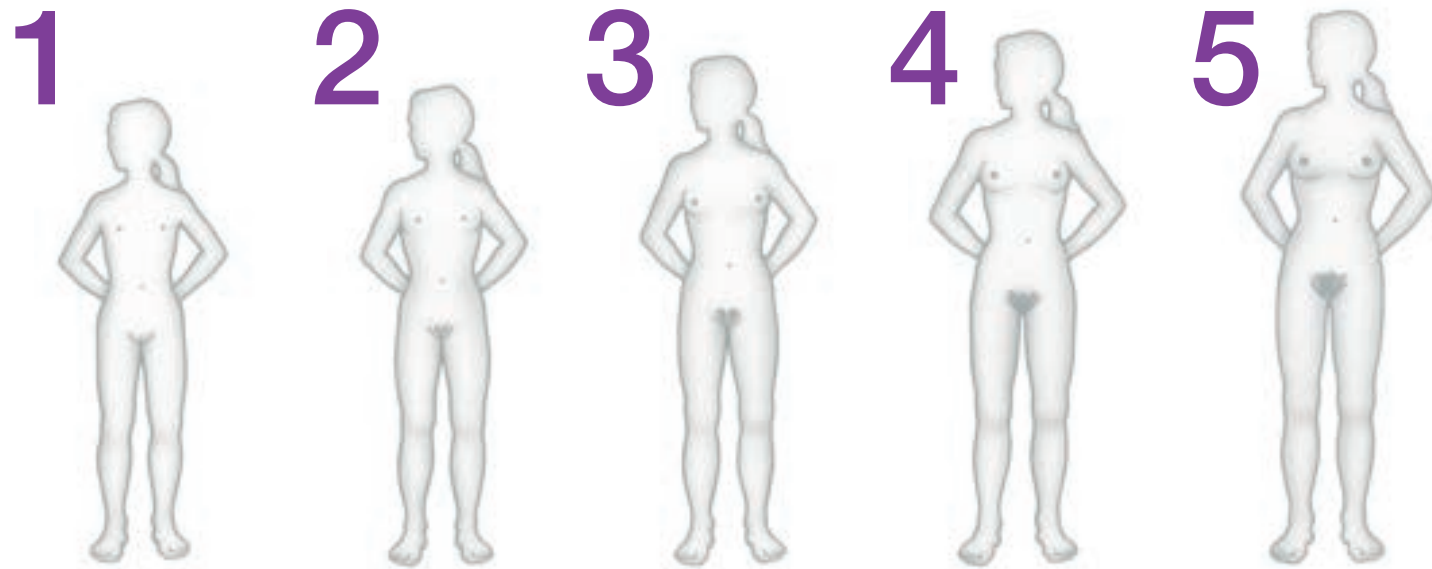
Overview

This section is included to assist leaders in discussing physical changes that occur during puberty (such as menstruation), as well as personal hygiene and health matters.

Physical Changes for those with Female Sex Organs

The stages of development are typically described by the five stages of breast development and pubic hair growth, along with other signs of maturation: the growth spurt, the onset of vaginal discharge, and the start of menstruation. The image below describes these five stages with average age ranges. It is important to emphasize that each individual's progression through the stages will be slightly different according to ones own body's timetable.

Stages of development for those with female sex organs



STAGE ONE:

Up to ages 8 to 12

- Childhood stage; no visible signs of pubertal development.

STAGE TWO:

May begin ages 8 to 14

- Height and weight increase rapidly.
- Breast buds appear; nipples become raised and this area may be tender.
- Fine, straight hairs start growing close to the labia.

STAGE THREE:

May begin ages 9 to 15

- Height continues to increase.
- Breasts become rounder and fuller.
- Pubic hair becomes darker, thicker and curlier.
- Hips may start to widen in relation to waist, giving a softer, more rounded shape.
- Vagina begins secreting a clear, whitish fluid called vaginal discharge.
- For some, ovulation and menstruation begin late in this stage.

STAGE FOUR:

May begin ages 10 to 16

- Underarm hair appears.
- The nipple and the dark area around it (areola) may stick out from the rest of the breast.
- Pubic hair starts to form a triangular patch in front and around sides of the genital area.
- For many, ovulation and menstruation begin during this stage.

STAGE FIVE:

May begin ages 12 to 19

- Adult stage; overall look is that of a young adult.
- Areola rejoins breast contour and breast development is complete.
- Pubic hair forms a thick, curly, triangular patch.
- Adult height is probably reached.
- Ovulation and menstruation occur regularly.



Understanding the reproductive system is as important as understanding any other organ system of the body. Encourage students to learn this system and understand the function of each part. By becoming familiar with the anatomy of those with female sex organs, students of all genders can better grasp what happens during the menstrual cycle. Ensure that students learn the correct terminology as well. Review pronunciation. Help students understand the approximate location, size and shape of each organ.

PERSONAL CONCERNS FOR THOSE WITH FEMALE SEX ORGANS

Issues for discussion in separate sessions.

The whole area of soft skin between a body with female sex organs is called the vulva. The labia are two sets of soft folds of skin inside the vulva. The clitoris is a small mound of skin above the urethra and is very sensitive.

Unlike the male reproductive organs that are easily seen, female external genitalia may be more challenging to conceptualize. Examine your external genitalia by placing a mirror between your legs. An easy way of explaining the female external genitalia is to say that from front to back there are three openings in a person with female sex organs' body:

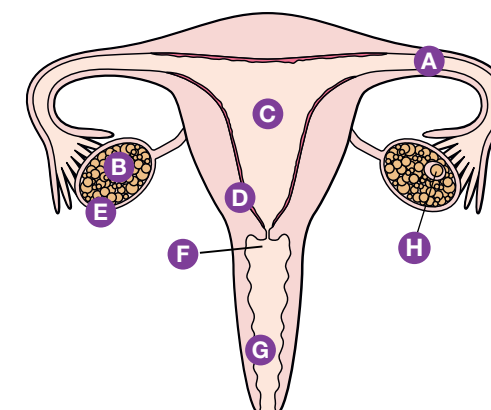
URETHRA: A very small opening, the tube that drains urine from the body.

VAGINAL OPENING: The passageway to the uterus, opening through which the menstrual blood flows. Sometimes the vaginal opening is covered with the hymen, a thin piece of skin. The hymen looks slightly different on each person and some are born without one.

ANUS: A small opening through which bowel movements leave the body.

Washing the entire vulva often is important as it is an area where bacteria grow and cause odour. White smegma develops in the folds of the labia. It is best not to use perfumed soaps or powders in the genital area, to avoid irritation.

DIAGRAM OF FEMALE REPRODUCTIVE ORGANS



- A** - fallopian tubes (2)
- B** - ova (eggs)
- C** - uterus
- D** - endometrium
- E** - ovaries (2)
- F** - cervix
- G** - vagina
- H** - ovum



AMAZING OVUM FACTS (PLURAL OVA)

- * People with female sex organs are born with hundreds of thousands of ova resting deep inside their ovaries.
- * The ovum is the largest human cell, and yet is no bigger than the tip of a pencil lead.
- * Ova carry one half the codes or genes that determine human life, while sperm carries the other half.
- * It is believed that the ovaries take turns ovulating from one month to the next - one month the left ovary, and the next month the right ovary.
- * A mature follicle forms a tiny blister-like bubble on the surface of the ovary. At ovulation the ovum pops out and is pulled into the fallopian tubes.

Menstruation

Menstruation begins anytime between the ages of 8 and 16 years. Generally, menstruation starts after the growth spurt in height has begun to slow down. These changes happen at different rates for everyone, so classmates in grades seven to eight can be at various stages of maturation.

Attitudes about menstruation differ with culture, religion and family background. There are many misconceptions about the process that can be somewhat dispelled by concentrating on the fact that menstruation is natural and healthy. Menstruation is the shedding of the endometrium or lining of the uterus each month. When someone with female sex organs begins to menstruate, the cycles can be very irregular. It may take 2 to 4 years for periods to become regular. Some never become regular. For the most part, whatever the body does is natural and healthy for that individual.

In addition to the facts about menstrual physiology and hygiene, individuals need an opportunity to talk about their responses to body changes, looking older, beginning to menstruate (positive and negative feelings and reactions from peers and parents/guardians).

Menstruation and Physical Activity

Ongoing regular physical activity promotes good health and higher self-esteem. Generally, it also results in reduced menstrual cramps and fewer premenstrual symptoms. Some specific physical activities during menstruation may assist to relieve menstrual pain including stretching, yoga and aerobic physical activity.

Studies have indicated that more than one-third of people believe that one should restrict physical activity while menstruating. This belief can be traced back to historical attitudes towards menstruation. Young people may unconsciously adopt these beliefs and feel uncomfortable participating in physical activity while they have their period. A person with female sex organs often wish to keep secret or hide the fact they are menstruating. They may feel it will be difficult to hide menstruation while changing clothes or showering. Open discussions about menstruation and physical activity can assist to normalize the process for young people with female sex organs.

Physical Activity and Feminine Hygiene

With the range of menstrual hygiene products available, young students can be encouraged to try various kinds of protection to develop their own way of dealing with menstruation. Having periods takes some getting used to and that's alright.

Amenorrhea

Amenorrhea is the absence of one or multiple menstrual periods. It means that your reproductive organs or the glands that support the regulation of your hormones may not be functioning naturally. Most commonly, this is the result of pregnancy. In other cases, it may be the result of contraceptives (e.g., birth control), medications, lifestyle factors (e.g., low body weight, excessive exercise, stress), hormonal imbalance, or structural problems. It is best to consult a physician if you miss more than three consecutive menstrual periods or if your menstrual cycle is irregular after age 15.

What's Available

PADS

- * Worn outside your body and in your underwear.
- * Ultra thin pads give effective protection with less bulk than a thick pad.
- * Pads with wings/tabs help prevent leaks and staining of underwear.
- * Liners have multiple uses. During your period on light days, at the beginning or end of your period or wear it as back-up protection when wearing a tampon.
- * Dispose of pads and liners in a wastebasket, not in the toilet.

TAMPONS

- * Worn internally, inserted into the vagina.
- * Some have applicators made of cardboard or plastic, while others have no applicator and are inserted using the tip of the finger.
- * Are available in various absorbencies for days when there is light or heavy flow.
- * Change as needed, but at least every 4-8 hours.
- * Tampons provide students with the protection needed to participate in all their usual physical activities such as gymnastics, swimming, etc.
- * Tampons, applicators and wrappers should be wrapped and disposed of in a wastepaper basket (not flushed).

ADVICE

- * Keep a preparation kit available in your locker or backpack (pads, tampons, pair of underwear).
- * When using tampons, use the lowest absorbency to meet your needs.



What if I have my first period when I'm at school?

Virtually all people are taken by surprise when they get their first period – even if they are quite well informed – so don't worry. It's probably a good idea to carry a pad and a clean pair of underwear in your bag just in case. (Keep them in a spare pencil case or a make-up bag). But if you haven't got a pad, it's fine to use some toilet paper or facial tissues if you need to. (Any stains in your underwear will soon wash out with cold water and some soap). Ask a friend or a leader to help you – no one will mind. Most schools keep spare pads for times just like this.

Remember, it's something that every adult knows about and no one will mind.

My two best friends have started their periods but I haven't. Is there something wrong with me?

No – everyone is different. Periods can start at any time between the ages of about 10 and 16. Only your own body can decide when is the right time for your periods to start. Your friends and/or parent/guardian may be able to help and advise you when you do start. (It might be reassuring to talk to your family doctor if you haven't experienced any of the changes of puberty by the age of 14; or if your breasts and pubic hair have started to grow, but your periods haven't started by the age of 16).

Will I smell when I have my period?

Menstrual fluid can start to smell when it comes into contact with the air. However, you can help to minimize this by changing your pad or tampon regularly and by washing yourself regularly too.

Is there anything I will not be able to do when I have my period?

No – having a period is a natural and healthy. It doesn't have to stop you from doing the things you usually do. You can still go to school, help at home, see your friends, do sports – whatever you want. If you want to go swimming, you should use a tampon. It's a good idea to get into the habit of changing your tampon before and after you go swimming.

Why do I feel discomfort during my period?

You are not alone – most feel some kind of cramps during their period at some point in their lives. You get cramps when your uterus contracts (squeezes) slightly to help get rid of most of its lining.

Not everyone feel the same discomfort, some only feel pain occasionally, and never feel any pain. That's because everyone is different, and so are their periods.

Why do my breasts hurt or feel tender right before my period?

The change in the level of hormones is responsible. This causes fluid to build up in your breasts, and this makes them sore and feel heavier. It may also be helpful to limit caffeine intake as caffeine in coffee, tea, chocolate, energy drinks causes your body to retain fluid and may add to the breast sensitivity. But don't worry, this feeling will soon go away when your period has finished.

Is it natural to gain weight during puberty?

Definitely. An adult has more body fat than a young person. It is common to put on weight during puberty because of the changes your body is going through. Exercising regularly and making healthy food choices will give your body the energy that it needs to support your healthy growth and development.

Is it okay to have a bath or shower or go swimming when I have my period?

Definitely. During your period is the most important time to keep yourself fresh and clean.

Why do I feel all heavy and awkward?

Before your period your body sometimes stores more water than usual, which can leave you feeling bloated. It's also natural to feel a bit clumsy during puberty – that's because you're growing and changing so fast.

How do I choose a bra that fits?

Most shops that sell bras have specially trained employees who can help you. They will measure you properly and help you choose the bra that fits you best. There are lots of different ones to choose from, so you're bound to find one you like. Your mother or a friend could help you choose. You will need to choose several new bras over time as your breasts grow.





Feminine hygiene products is the name for products used either during your period to absorb the flow of the menstrual fluid (pads or tampons) or for daily hygiene in between periods (liners).

Liners

Liners are primarily daily hygiene products. They can be used to help absorb natural discharge on the days in between your periods and help prevent it from staining your underwear. Many choose liners to help them keep feeling clean all day.

Liners are also a good option:

- * If you've just started menstruating, because your cycles may be irregular and your period may come unexpectedly.
- * At the end of your cycle in case you are not sure whether your period has stopped.

There are a variety of liners available, and they come in a wide range of sizes and shapes (thin, regular, long, extra long, and thong) so students can choose the one that's best for them.



ALWAYS.COM

Offers more information so students can understand which products are right for them.



Pads

Pads come in different shapes, sizes and absorbencies because every period is different. Also, the level of protection one might need may change during the different days of one's period.

There are two types of pads:

- 1 thick (maxi pad) for a close to the body fit.
- 2 thin (ultra pad) which provide slim comfort and discretion.

With today's technology, thin pads offer just as much protection as thick pads and are even more discreet.

Pads are available in several absorbencies to meet your needs (slender, regular, super, maximum protection), and with or without wings. For extra side protection and to protect against leaks, it's best to choose a pad with wings. These wings wrap around the sides of your underwear to help the pad stay in place and protect the sides of your underwear when you are moving around.

For heavier flow days or overnight protection, you may want to try an overnight pad or a pad with a higher absorbency, to ensure that your underwear is covered.

How often you change your pad depends on how heavy your flow is and the kind of pad you're using. Near the beginning of your period, when the flow is heaviest, you may need to change your pad more regularly. Of course, you will wear a pad for longer during the night.

You need to change your pad regularly to keep yourself fresh and clean and to make sure you are always protected. Remember to wash your hands before and after changing your pad.

What do I do with a pad after it has been used?

- * Fold it up.
- * Wrap it in toilet paper.
- * Put it in the bin. (There are often sanitary napkin disposal bins in washrooms).



DON'T FLUSH PADS DOWN THE TOILET BECAUSE THEY CAN BLOCK IT.

Some pads come individually wrapped in handy disposal wrappers – just put the used pad in the wrapper of the new one and put it in the bin.

Did you know?

The first pads were sold in the late 1890s. They were produced mainly for use by dancers and actors. Since then, pads have been available to anyone around the world.



Tampons

Tampons are worn inside your body, in the vagina.

The vagina is a flattened muscular tube about 10 centimetres long. It has an amazing ability to stretch and regain its shape – remember that most people give birth through the vagina and it soon returns to its usual size.

Tampons are made of a soft, absorbent material squashed into a small cylindrical shape, with a cord running through the middle. It is held in place by the walls of your vagina, and will expand to fit your shape as it absorbs your menstrual flow.

Tampons come in a range of absorbencies. Tampons are easy to insert – all the information and instructions you need are included on the leaflet inside the box. They are also easy to remove – just pull gently on the length of the cord that remains outside your vagina and the tampon will slide out.

Your menstrual flow may vary throughout your period. The flow is often heavier at the beginning and lighter at the end. Many individuals find they need to use more than one absorbency of tampon to feel comfortable and protected throughout their period. You need to choose the right combination of absorbencies for your flow and it might take a bit of practice. For your convenience, there are also multi-packs available, which include different absorbencies in one box.

As a Guide:

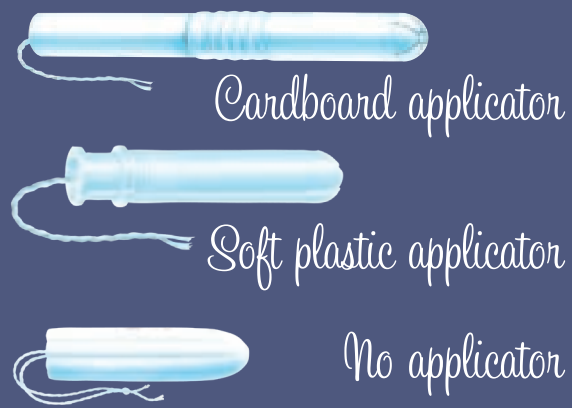
Always use a tampon with the lowest absorbency suitable for your needs. Here are some tips for determining what's best for you:

- * If a tampon has absorbed as much as it can and has to be changed within 4 hours, try a tampon with a higher absorbency.
- * If the tampon still has lots of white patches showing when you take it out after about 4 hours, try a tampon with a lower absorbency.
- * You must change your tampon regularly. How often depends on how heavy your flow is, but they should **always be changed at least every 4–8 hours**.
- * **Never leave a tampon in for more than 8 hours.** Tampons should only be used during menstruation, not for absorbing vaginal discharge.



THERE ARE TWO TYPES OF TAMPONS – APPLICATOR AND NON-APPLICATOR.

Applicator tampons have a smooth tube (made of cardboard or plastic) which helps to guide the tampon into the correct position.



Did you know?

Individuals have used tampons for thousands of years. No one knows who came up with the idea of internal protection, but it's mentioned by the Greek philosopher Hippocrates. People with female sex organs in Roman times used rolls of wool which were greased or slightly waxed. Egyptian people with female sex organs used rolls of soft papyrus (a kind of paper made from the stems of reed plants).



Inserting a Tampon

1 STEP 1

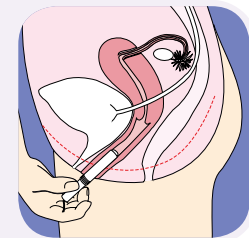
Wash your hands and unwrap a fresh tampon. Stand or sit **in a comfortable position**: some find it easiest to crouch down with their knees apart or to stand with one foot on the toilet seat or bath. Hold the outer insertion tube by the finger grip rings with your thumb and middle finger.

2 STEP 2

With your other hand, spread the folds of skin around the vaginal opening. Place the tip of the outer tube of the tampon applicator (**not the end with the cord hanging out**) in the opening of your vagina.

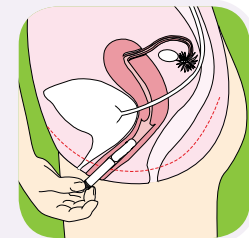
3 STEP 3

As the picture shows, the vagina slants upward towards your back. So, **gently slide the applicator** in an upward and backward direction. (It sometimes helps to rotate or twist the applicator slightly from side to side). Stop pushing when your thumb and finger touch your body.



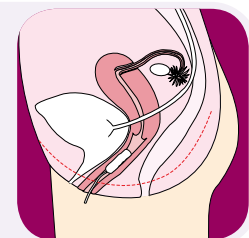
4 STEP 4

Still holding the applicator on the rings, push the bottom of the small tube completely up inside the big tube. **This slides the tampon out of the applicator and into your vagina.**

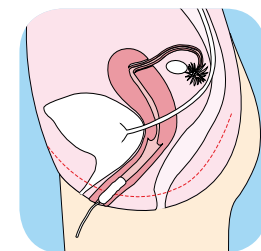


5 STEP 5

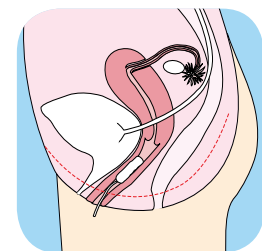
Hold tightly onto the two tubes that are now one inside the other. **Gently take out both applicator tubes together.** You'll see that the cord of the tampon is hanging down outside your body.



When your tampon is inserted properly, it should be comfortable to wear. If it feels uncomfortable, it is probably not placed far enough into your vagina. The uncomfortable feeling comes from the tampon rubbing against the muscle opening of the vagina. If this happens, remove the tampon and try again with a fresh one.



INCORRECT



CORRECT

Sometimes you may have trouble inserting a tampon. It often takes some practice, but once you're used to it, you'll find it very easy. The first thing to remember is that the vagina slopes back toward the small of your back, so make sure you are inserting it at the right angle. Another common problem is that sometimes you don't put a tampon in far enough, which can make it very uncomfortable.



Toxic Shock Syndrome (TSS)

Although it has been more than 20 years since the discovery of the potentially life-threatening illness known as Toxic Shock Syndrome (TSS), many questions still remain unanswered about its cause.

TSS is so rare that most physicians will never see a single TSS case. Individuals of any age or gender can experience TSS. About one-half of all cases occur in those menstruating. There is an increased risk of TSS when using tampons. TSS is caused by toxins produced by the bacterium staphylococcus aureus, which is commonly found in the nose and the vagina. TSS can occur any time during a period, or shortly afterward. It is not a contagious disease, but if you have had TSS once, you can get it again. Be sure to talk with your doctor before using tampons again if you have had TSS.

TSS Symptoms are similar to the flu. They can include:

- * A sunburn-like rash
- * Muscle aches
- * Sudden high temperature (usually 102°F/38.8°C or higher)
- * Vomiting
- * Dizziness
- * Diarrhea
- * Fainting or feeling faint when standing up

Any of these symptoms could be an indication of TSS, though an individual may not experience all of them. If an individual is using tampons and has any of these symptoms, they should:

- * Remove the tampon immediately and contact their doctor.
- * Tell the doctor they have been using tampons and are concerned about TSS.

Reducing TSS Risk

When you discuss TSS with your students, explain that they can reduce TSS risk by:

- * Always using the lowest absorbency tampon suitable for their flow.
- * Alternating tampon use with pads.
- * Not wearing a tampon.

Make sure students consult a doctor before using tampons if they have ever suffered from TSS.

Important Advice About Tampons

It is important that tampons are changed regularly, every 4 to 8 hours. Never use a tampon before or between periods, and never use a tampon to absorb vaginal discharge. If you need protection for vaginal discharge, use a pantyliner instead.

Pap Test

CERVICAL CANCER is a common cancer. Any person with female sex organs can suffer from it, although it tends to be more frequent in those who are sexually active.

HOWEVER, IT CAN BE PREVENTED. A simple, painless test, carried out by a doctor or a nurse, can detect early warning signs that the cancer may develop.

PAPANICOLAOU TEST (also called Pap smear, Pap test, cervical smear, or smear test). It is used to check your cervix (the lower part of your uterus) to see if all the cells are natural and healthy. To do this, a small instrument (called a speculum) is inserted into your vagina to hold it open, and the cervix is gently wiped with a swab that picks up a few cells. These are sent away to a laboratory to be examined under a microscope.

If there are any signs of abnormal cells, your doctor will recommend the appropriate treatment.

It is very important that you have a regular Pap test. That way, you can be sure that any potential problems are picked up at an early stage. Once you are about 21 years old and/or you are sexually active, you should be tested regularly.

For more information, please visit www.cancercare.on.ca/pcs/screening/cervscreening or www.cancercare.on.ca/screenforlife

HPV STANDS FOR

Human Papillomavirus. This is a very contagious sexually transmitted infection (STI) that can be transferred just from skin contact, not just from having sex. HPV has been found to cause cervical cancer, some other rare cancers and genital warts. About 70 per cent of adults will have at least one HPV infection in their lifetime.

How do I protect myself from cervical cancer?

One way to protect yourself from cervical cancer is to get regular cervical cancer screenings (Pap tests) when you become sexually active. Additionally, the HPV vaccination protects against certain types of HPV which can cause cervical cancer. Ask your family doctor about the vaccination, the PAP test and other ways to protect yourself.

For more information, please visit http://www.cancercare.on.ca/pcs/screening/cervscreening/screening_guidelines/

It Just Makes Sense!

Good hygiene can help protect you from infections.

- * After going to the bathroom, wipe from front to back to avoid spreading bacteria from your anus to your vagina.
- * Avoid heavily perfumed soaps or shower gels. These can sometimes irritate the delicate skin around the vagina.
- * Remember, vaginal infections are more likely to occur when taking antibiotics.
- * You could also wear a liner to help you feel fresh and dry from vaginal discharge between periods.

If you get a vaginal infection, it can easily be treated. Any discharge that:

- * Smells unpleasant
- * Is thick
- * Is yellowish or darker
- * Causes itching or burning

can be a sign of infection. You should see a doctor who will be able to recommend the proper treatment.

Encourage students to tell their doctor if they feel any changes in their breasts, especially any lumps or thickening.

What is Discharge?

Discharge is a clear or whitish fluid that comes from your vagina. Most people with female sex organs notice more discharge – a creamy white stain in their underwear – around the middle of their cycle. This coincides with ovulation, when an egg is released from an ovary. If your discharge is heavy or uncomfortable, try a liner. Remember, most discharge is natural as it keeps the vagina from drying out and helps prevent infection. To keep your underwear clean from discharge you can wear a liner.

Be Breast Aware

The breasts are constantly changing through life. Being breast aware means, knowing how your breasts normally look and feel. That way, if there are any significant changes, you'll be more likely to notice them early. There are steps to follow to become breast aware.

STEPS TO BEING BREAST AWARE

- 1 Know how your breasts naturally look and feel.
- 2 Know what changes to look for. During puberty certain changes occur as the breasts develop: breast buds appear; nipples become raised; area may be tender; breasts become rounder and fuller; the nipple and areola may stick out from the rest of the breast.
- 3 Look and feel for changes. There is more than one way to check your breasts. There is no right or wrong way, and no need to follow a particular routine unless that is what works for you. Choose a way that is comfortable for you.
- 4 Report any changes to a doctor.

For more information, please visit www.hpvinfos.ca and www.health.gov.on.ca/en/ms/hpv/

Your students may identify many different ways to achieve an overall clean, healthy look. The following information will help you elaborate on many of the areas that the students have identified, or enable you to facilitate a discussion about some key areas and/or tips.

Clean, Healthy Looking Skin

Acne is caused by overactive oil glands and occurs when pores become plugged. Bacteria multiplies behind the plugs causing red bumps.

- * Some of the most important contributors of acne are heredity, hormones, oil and bacteria. These all relate to the way your body works. As well, there are characteristics of your lifestyle that are thought to contribute to acne including stress, cosmetics/soaps, diet, rest and physical activity.
- * Some ordinary soap can dry out skin. It is not necessary to have that tight, dry feeling in order to get your skin really clean. Your skin can feel soft and healthy and still be clean.
- * The sun will not cure acne.

TIP It is better to use a daily cleansing routine rather than a “fast treatment” approach to dealing with acne. Acne treatment products are most effective when used regularly. If you choose to use an acne treatment product, be sure to read label and directions carefully in order to use the product correctly and to get the best results. Nothing is stronger than benzoyl peroxide for fighting acne without a prescription.

TIP You may be allergic to some products. It is a good idea to apply a small amount of the treatment formula to the inner part of your arm to see if you are sensitive to it before using it on your face.

TIP Protect skin from harmful sun rays by choosing a sunscreen. An S.P.F. (sunscreen protection factor) of 15 blocks over 92% of UVB rays. (Sunscreen Fact Sheet, Canadian Cancer Society, Ontario Division).

TIP A skin cleansing cream may “deep clean” your skin without over drying like some ordinary soaps can.

TIP Replenish fluids after physical activity by drinking lots of water.



Healthy Looking Hair

Dull and limp hair is caused by dirt, dust, pollution, and perspiration. Hair can be damaged by heat (from curling irons and hair dryers), brush rollers, over teasing, dyes and bleaches, brushes with sharp bristles, and styles that tug at the root (tight braids).

- * Gel is a styling product to shape and hold hairstyles. Gel is heavier than mousse and works best on short hair, on sculptured looks, or on extra thick hair.
- * Mousse is also a styling product which gives a softer hold than gel.
- * Hair spray is used to hold style. Using too much will make hair sticky.
- * Hair wax is used to hold hairstyles. It does not harden like hair gel.

TIP To maintain the health of your hair, use a shampoo and conditioner that is designed for your hair type. These would include natural, dry/damaged, fine, and oily. It is recommended that the shampoo and conditioner are for the same type of hair. Wash as frequently as required. Rinse thoroughly.

TIP When applying shampoo, first spread evenly in your palms, massage into your scalp working into a lather and working down to the tips. Conditioner should be used and applied where it is needed most (for example split ends). Conditioner does not lather and should be rinsed out of hair.

TIP Hair with static is caused by either humidity in the air, or from your clothes. As a remedy, it is suggested to use more conditioner or a static control liquid/sheet in your laundry.

TIP Swimming may cause some damage to your hair because of all the chemicals in the water. It is suggested to use a dry/damaged type shampoo and conditioner after swimming, and apply extra conditioner.

TIP If you have had a perm, colour or highlight treatment, be sure to use a shampoo and conditioner designed for your specific hair needs.

Feeling Clean

Most of the people with female sex organs in the class may have already started to use or are about to start using antiperspirant/deodorant. This is an important addition to their hygiene especially when they are physically active and their body chemistry is changing.

TIP If you choose to use an antiperspirant/deodorant, a good time to start is when you notice the changes of puberty. This is when you begin to sweat differently. You should take extra steps to stay clean by washing more often and using an antiperspirant/deodorant.

TIP To keep clean, apply antiperspirant/deodorant after you wash. Be sure you dry under your arms before applying your antiperspirant. It works better when applied to clean, dry skin.

TIP Applying antiperspirant/deodorant right after shaving may cause some stinging. It is best to wait 30 minutes after shaving before applying antiperspirant/deodorant. To avoid this wait, you may want to shave in the evening and apply your antiperspirant/deodorant in the morning after washing.

TIP Choose the form you prefer. Antiperspirants/deodorants can be found in these forms: solid, roll-on, aerosol spray, and soft solid. Most teens prefer solid forms because they go on fast and dry.

TIP Choose the brand/form you like and stick with it. Changing brands/forms may cause skin irritation.

TIP If your skin is sensitive to fragrances you may want to try an unscented antiperspirant.





Just as some glands produce more oil, your sweat glands can produce more sweat (perspiration). Perspiration is very important as it helps your body regulate its temperature.

You have 2 different kinds of sweat glands. The first type, called eccrine glands, produce perspiration that is clear and odourless. These glands start working as soon as you are born. The second type, called apocrine glands, only become active when you start puberty. They produce a different kind of perspiration which can smell unpleasant when it comes in contact with bacteria on the skin. This smell is known as body odour.

Sweat glands are everywhere on your body, except your lips and ears. Each person has about 2.5 million of them.

Did you know?

- ✦ People with female sex organs and male sex organs have different types of sweat. For example, people with male sex organs sweat can be more acidic than those with female sex organs sweat.
- ✦ People who menstruate have a lot more apocrine glands than those that don't.
- ✦ If all your eccrine glands worked at maximum output, they would produce about 10 litres of perspiration a day!

A lot of apocrine glands are located under your arms, so many people use underarm deodorants or antiperspirants to help control the smell. There are 2 different kinds of product:

DEODORANTS –

these are basically perfumes which mainly help to mask or cover up body odour. Body sprays and splashes are types of deodorants.

ANTIPERSPIRANTS –

these help stop body odour from developing by reducing underarm wetness – a main cause of underarm body odour.

Deodorants and antiperspirants come in many different shapes and fragrances. Try them out and select the one that works best for you. There are also special products for those people who sweat a lot more than others such as clinical antiperspirants. Products like these are specially made to help provide odour and wetness protection and designed to be applied at night to provide protection for the next day (even if you shower the next morning).

Only an antiperspirant will help prevent wetness. So, if for people who want to feel dry and smell good, they should use an antiperspirant every day. All antiperspirants are deodorants, but not all deodorants are antiperspirants.

Top Tips

The first step to keeping clean is to wash! A daily bath or shower gets rid of the dirt and oil on your skin, and reduces the bacteria that can lead to odour. Your clothes can absorb body odour as well – so take a shower after physical activity classes, and make sure you change into clean clothes.

Perspiration is triggered by:

- ✦ heat
- ✦ physical activity
- ✦ physical stress
- ✦ pain
- ✦ mental stress
- ✦ hormonal changes

Shaving 101: For People with Female Sex Organs

During puberty, thicker and darker hair begins to appear in many new places such as legs, underarms and in the pubic area. Hair is nothing to be embarrassed about. If you choose to remove hair from unwanted areas, there are a variety of methods available including shaving, waxing or cream.

UNDERARMS

This hair is usually coarse and grows about 50% faster than leg hair. It provides a place for bacteria to grow so keeping your underarms shaved is one way to stay fresh. Every 2-3 days is typical.



LEGS

Although most similar to underarm hair, leg hair doesn't hold bacteria so shaving as regularly is not necessary. Each individual should choose if shaving is right for them and how frequently they choose to shave.

PUBIC AREA

This hair is coarse, thick and dark and it tends to grow more rapidly than leg and underarm hair.

Shaving is a personal choice and is a safe method for hair removal. Like most things, it takes practice and a little know-how. Here are a few simple steps to get you started:

- ✦ Hydrate hair in warm water for two to three minutes to make it easier to cut.
- ✦ Soaking too long in the tub before shaving causes skin to wrinkle and swell and prevent a close shave.
- ✦ Don't shave your legs dry! Always apply lots of moisture-rich shave gel to prepare your hair and skin for shaving.
- ✦ Help prevent getting nicks and cuts by avoiding the use of a dull blade!
- ✦ Use a light touch when shaving. Let the razor do the work, not you.
- ✦ Shave your legs in the direction that's most comfortable for you.
- ✦ Always rinse and air-dry your razor because wiping the blade can damage it.

Still have questions?

Consult a parent/guardian or trusted adult to learn more about your options and safe hair removal practices.

Shaving 101: For People with Male Sex Organs

At some point during puberty, people with male sex organs start to notice traces of hair on the upper lip and chin. At first you may not need to shave very often. But eventually it will start to grow in a faster and thicker so you may start shaving more regularly or even daily. Like most things, the more you shave the better you get at it. Here are some tips to not only get you started but get a closer more comfortable shave!

THE BASICS:

- ✦ Wash your face. This removes oil, dirt and dead skin cells that can matt down the hair on your face and neck and block your razors path.
- ✦ Hydrate the areas you want to shave – it not only opens pores to cleanse your skin but also softens your hair making it easier to cut. A hot shower is ideal but if you are washing at a sink, hydrate your face and neck with warm water for 3 minutes.
- ✦ Apply shave gel or cream using slow, circular motions to cover all the areas you shave. This creates a protective blanket that



helps to lock in moisture and soften facial hair for smoother razor glide and less tugging of the hair. For sensitive skin, let the shave gel soak in for about a minute.

- ✦ Use a Multi-blade razor for a closer more comfortable shave. Make sure it isn't dull before you start. Some razors have an indicator strip that fades to white when it's time to change.
- ✦ Use light gentle strokes throughout your shave – let the razor do the work, not you. Applying too much pressure leads to redness, irritation or nicks.
- ✦ Rinse your blade frequently to prevent build up on the blades.
- ✦ Pull skin tight for a more consistent shaving surface for your razor. Shave with the grain of your hair first and then against it for a closer shave. If you aren't sure, rub your hands over your face and neck, if you feel resistance, then that is against the grain.

TRICKY AREAS

- ✦ Leave your chin and around your lips for later on in your shave as these are the toughest to reach and most vulnerable areas plus it lets the shaving gel soak in longer to soften your facial hair even further.
- ✦ Curling your top lip over your teeth to stretch the skin and help you reach hairs with less effort.

WHEN YOU ARE DONE:

- ✦ Rinse your razor thoroughly and shake off excess water. Don't wipe blades or bang your razor against the sink, as this can damage the fine shaving edges.
- ✦ Rinse your face and neck with cold water to close pores.
- ✦ Pat your face dry – don't drag a towel across it as it may still be tender.
- ✦ Apply after-shave to moisturize and calm your skin. These are developed to be quickly and easily absorbed by your skin to help refresh and seal in your skin's natural moisture barrier.

Still have questions?

Consult a parent/guardian or trusted adult to learn more about your options and safe hair removal practices.



Stereotypical Gendered Body Expectations

People of different genders often experience different pressures about how they are expected to look. Self-identified girls may feel pressure by societal **stereotypes** to be thin, curvy, or flawless, while self-identified boys may feel pressure by societal stereotypes to be muscular, tall, or strong. Gender-diverse youth may feel pressure to look or act in a certain manner that deviates from stereotypical appearances in order to feel accepted. These expectations are often reinforced by media and social platforms, even though they don't reflect true diversity. Bodies develop differently, and gender expression can look many different ways. Each person has the right to express their gender in a way that feels true to themselves. Respecting yourself and others means understanding that there is no single "right" way to look or be. If a student's gender doesn't match their assigned sex at birth, it's natural and they can express their gender identity in a way that feels right for them.

Consent, Image Sharing & Digital Boundaries

Consent is about having control over your body, your choices, and your image. Online, this includes students deciding whether they choose to post photos, use filters, or share images with others. No one should pressure them to send photos, change their appearance, or post something they're not comfortable with. Consent also applies when sharing pictures of friends. Asking a person first if they can post a photo of them shows respect. When growing their online identity, students have the right to say no, to change their mind, and to ask for help if something doesn't feel right. Setting boundaries online is an important part of protecting their well-being.

Sexualized Content and Early Exposure

Some online content shows bodies in sexualized ways that don't reflect healthy relationships or real physical/emotional development. Being exposed to this content too early can affect how people think about bodies, attraction, and self-worth. It can also create unrealistic expectations or feelings of pressure. Some sexualized content online is not real, even if it looks convincing. **Deepfakes** are images, videos, or audio clips made using AI that can place a real person's face or body into content they were never actually part of. Deepfakes can be used to make it

look like someone said or did something they didn't, including creating sexualized images or videos without their consent. This can be harmful, confusing, and upsetting, and it is never okay to create or share deepfakes of someone.

Feeling curious is a natural part of growing up, but feeling confused, uncomfortable, or upset by what they see is also natural for students. If students come across content that doesn't feel right, or someone shares this content with them, it's important they know to stop engaging with it and talk to a trusted adult who can help answer questions in a safe and respectful way.

Mental Health Impacts

Body image and social media use can have a strong effect on mental health during adolescence. Constant comparison or negative comments can lead to stress, anxiety, low mood, or low self-confidence. Students might notice signs like feeling distracted, irritable, tired, or unhappy with their appearance. These feelings are common and don't mean they're weak or doing something wrong. Paying attention to how certain content makes them feel and reaching out for support from friends, family, or trusted adults are important steps in taking care of their mental health. The way people talk online can have a powerful impact on others. Comments about appearance can sometimes hurt more than intended. Rating bodies, comparing looks, or making fun of someone's appearance can damage confidence and relationships. Using respectful language and speaking up when they see unkind behaviour helps create safer online spaces for all. Small actions, like choosing kind words or supporting someone who's being targeted, can make a big difference.

Healthy Social Media Habits and Digital Self-Care

Developing healthy **social media habits** means that students use technology in ways that support their well-being. This can include unfollowing or muting accounts that make them feel bad about themselves, limiting time spent on appearance-focused apps, or setting boundaries around screen time. Spending time offline through sports, creative activities, or spending time with friends can all help their brain to reset. Digital self-care is not about avoiding technology, but about using it in ways that help them feel balanced, confident, and connected.

Critical Media Thinking and AI Awareness

Media and technology are often designed to influence how people think, feel, or spend money. Some posts are created to sell products, promote trends, or get attention rather than to share accurate information. AI tools can make content look very real, even when it isn't. Asking questions like "Who made this?" "Why was it created?" and "How does this make me feel?" can help students think critically. Being aware of how media works helps them make informed choices and avoid being misled.

Your Rights, Responsibilities & Online Supports

In Canada, people have **online rights**, just like they do offline. These rights are meant to help protect their safety, privacy, and well-being when they use social media, games, and other digital platforms. Understanding their rights can help students feel more confident and know what to do if something online doesn't feel right.

- **Students have the right to privacy.** Personal information (ex: your full name, address, school, location, passwords, and private messages, etc.) belongs to the student. Other people are not allowed to share their private information or images without their permission. Students also have the right to decide who can see their posts and messages by using privacy settings.
- **Students have the right to consent and control their image.** No one has the right to pressure students to send photos, videos, or messages they're uncomfortable with. Students also have the right to say no, to change their mind, and to ask for images of themselves to be taken down. Sharing someone else's image without their consent is not okay.
- **Students have the right to feel safe online.** Students should not be harassed, threatened, bullied, or made to feel unsafe online. If someone is sending hurtful messages, spreading rumours, or sharing images without permission, they have the right to block them, report the behaviour, and ask for help from trusted adults. Social media platforms are required to have tools that help protect users.
- **Students have the right to report and get support.** If something online makes students feel uncomfortable, scared, or confused, they don't have to handle it alone. They have the right to talk to a trusted adult and ask for help. Reporting harmful behaviour is about protecting themselves and others, not about "getting someone in trouble".

Other Useful Resources

PROFESSIONAL RESOURCES

Amaze – Free Library of Sexual Health Videos

<https://www.amaze.org/>

Action Canada – ‘Beyond the Basics’: K- 12 Lessons and Resources

<https://www.actioncanadashr.org/resources/beyond-basics>

Arc Foundation’s SOGI 123 Curriculum – Improve 2SLGBTQ+ Students’ Experiences

<https://www.sogieducation.org/>

Better to Know – Comprehensive Sexual Health Education Teaching Resources

<https://www.yukon.ca/en/health-and-wellness/comprehensive-sexual-health-education/better-know-comprehensive-sexual-health-education>

Canadian School Libraries – Digital and Media Literacy Toolkit

<https://www.canadianschoollibraries.ca/announcing-the-digital-and-media-literacy-toolkit/>

Canadian Centre for Child Protection – Online Safety Resources

<https://www.protectchildren.ca/en/resources-research/trending-resources-timely-support/>

Centre for Sexuality – Sexual Health Information Resources

<https://www.centreforsexuality.ca/learning-centre/>

Eagle Canada – 2SLGBTQ+ & Inclusion Resources

<https://www.egale.ca/resources/#category=resources>

Growing Up OK Resource

<https://www.gov.mb.ca/healthychild/mcad/growingupok.pdf>

Historica Canada – Critical Digital Literacy Education Guide

<http://www.education.historicacanada.ca/en/tools/645>

Hope for Wellness Helpline – National Crisis Helpline for Indigenous Children and Youth

<https://www.hopeforwellness.ca/>

KidsHealth – Health-Related Resources for Kids, Teens, Parents, & Teachers

<https://www.kidshealth.org/>

Kids Help Phone – 24/7 e-Mental Health Helpline & Resource Service for Youth

<https://www.kidshelpphone.ca/>

Media Smarts – Digital and Media Literacy Teacher Resources

<https://www.mediasmarts.ca/teacher-resources>

Naseeha – Muslim-Focused Mental Health Helpline for Youth

<https://www.naseeha.org/helpline-textline>

Native Youth Sexual Health Network (NYSHN) – First Nations Sexual Health Toolkit

<https://www.nativeyouthsexualhealth.com/first-nations-sexual-health-toolkit>

Next Gen Men – Supporting Boys and Young Men

<https://www.nextgenmen.ca/>

PROFESSIONAL RESOURCES

Planned Parenthood – Puberty & Sexual Health Resources for Teens

<https://www.plannedparenthood.org/learn/teens>

RiseUp: Black Youth Helpline (Powered by Kids Help Phone)

<https://www.kidshelpphone.ca/get-info/support-for-black-youth-riseup-powered-by-kids-help-phone>

Sexuality Education Resource Centre (SERC)

<https://www.serc.mb.ca/>

Sex Information & Education Council of Canada (SIECCAN) – Teacher Resources

<https://www.sieccan.org/allresources>

Sex & U – Sexual and Reproductive Health Resource

<https://www.sexandu.ca/>

School Mental Health Ontario

<https://www.smho-smsso.ca/>

Students Commission of Canada – Beyond the Birds and the Bees

<https://www.studentscommission.ca/resources/projects/beyondTheBirds/>

Teaching About Sexuality in Canadian Communities (TASCC) – Youth with Disabilities

<https://www.tascc.ca/for-youth-with-disabilities/>

Teaching Sexual Health – Parents & Teachers Sexual Health Resources

<https://www.teachingsexualhealth.ca/>

Teen Talk – Youth Health Education Program

<https://www.teentalk.ca/>

White Ribbon Canada – Gender-Based Violence & Sexual Exploitation Resources

<https://www.whiteribbon.ca/?lng=en>

Thank
you...

for helping your students develop physically active and healthy lifestyles. We hope that you and your students enjoyed and benefited from the Always Changing resources.

If you have any comments or suggestions for improvement, please contact Ophea and/or PHE Canada through their websites below.

Program materials may be reproduced, with credit, for educational purposes.

ISBN 0-921868-13-8

Always® and Tampax® are Trademarks of Procter & Gamble Inc.



Ontario: Ophea
1920 Yonge Street, Suite 200
Toronto, ON, M4S 3E2
416-426-7120
info@ophea.net
www.ophea.net



Physical and Health Education
Canada (PHE Canada)
2451 Riverside Drive
Ottawa, ON K1H 7X7
613-523-1348
www.phecanada.ca

Internet Resources

Visit the following sponsor brand websites for additional information:



www.always.com



www.tampax.com