

Discovering YOU!

Grade 5 Health and Physical Education Curriculum Support

Teacher's Companion

Inside: Loads of Activities, fun facts and a quiz to test your knowledge

Discovering YOU!



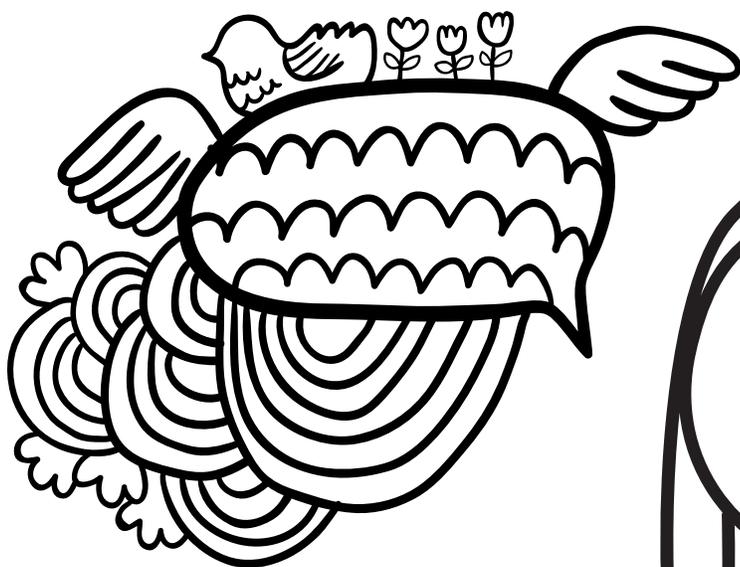
Did you know?
Everyone deals with peer pressure - even adults!

Challenge Your Friends... find out how inside



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Introduction

Did you know that 41% of Durham Region students reported trying alcohol and 17% reported being drunk before Grade 9 (Durham Region, 2012)?

This is concerning as the human brain is not fully developed until the mid-twenties. Early alcohol use can damage parts of the brain that control judgement, problem solving, impulse control and self-regulation (CCSA, 2014).

Research shows that classroom activities which allow students to practice how they respond to social and environmental pressure are effective in preventing or delaying substance use (JCSH, 2009). This type of classroom education is most effective when provided before students start using substances and should continue into the years when students are exposed to substance use (JCSH, 2009).

The Discovering You! package is a classroom resource for grade 5 students. The activities in this resource are intended to be fun, interactive and promote classroom discussion.

By completing the activities, and taking part in the classroom discussions, students will learn about the many factors that influence their choices. This approach allows the topic of substance use to be addressed alongside other important topics such as bullying and mental health. The knowledge and skills learned through **Discovering You!** will help students deal with situations that they may face in the real world.

Links to the Ontario Health and Physical Education Curriculum

The activities included in the **Discovering You!** package cover the expectations around Substance Use, Addictions and Related Behaviours within the Grade 5 Ontario Health and Physical Education Curriculum as well as the Science & Technology Curriculum.

Additionally, through the use of critical thinking exercises, interactive activities and classroom dialogue, teachers can cover the expectations for the development of living skills outlined (including personal skills, interpersonal skills and critical and creative thinking skills) in the Grade 5 Health and Physical Education Curriculum.



A. What about Alcohol?

It is important to provide factual information to students, along with social and emotional skill development, to help support them in making healthy decisions.

This activity uses a short newspaper article to introduce alcohol as a drug and reviews the short and long-term effects of alcohol on the body.

Students are asked to 'unscramble' the words in the article describing the effects of alcohol. Depending on the skill level of the students and the time allowed, this activity may be done individually, in pairs or in small groups.

Unscrambled Words:

SPEECH	BALANCE
POISONING	COORDINATION
INJURY	JUDGEMENT
HEART	EMOTIONS
BRAIN	SLEEPINESS
LIVER	

Unscrambled words can then be expanded upon and discussed together as a class. The 'Teacher's Notes' on page 5 will offer support for discussing the short and long-term effects of alcohol.

In discussing the short and long-term effects of alcohol, teachers may also wish to ask students how these effects impact the drinker's friends, family or others around them.

What about Alcohol?

Help! The printer for the Daily News scrambled up the words in the newspaper. Unscramble the words in the article below to learn about the short and long-term effects of alcohol.



Teacher's Notes:

What is alcohol?

Alcohol is a drug made from the fermentation of grains, fruit or vegetables. Fermentation is when a fungi called yeast changes the sugar in these foods into alcohol. Alcohol comes in many forms and may be used for many different purposes, including cleaning, religious/spiritual practices or as a drink (beer, wine or liquor). When a person drinks alcohol it enters their stomach and intestines where it is then absorbed into the blood.

Once alcohol is in a person's blood it can impact their body in many ways:

- Alcohol is a drug that slows down the brain, stopping messages from being sent between the body and the brain.
- Alcohol can cause a person to have blurry vision and slurred speech.
- Alcohol may cause a person to feel dizzy and have poor balance.
- Alcohol slows a person's coordination. This is why it is against the law for someone to drive after drinking alcohol.
- Alcohol may cause a person to have poor judgement and make decisions that they regret later.
- Alcohol may change a person's emotions. It can make someone feel relaxed and friendly, or very angry and aggressive.
- Large amounts of alcohol in a short period of time can cause alcohol poisoning. This may cause vomiting, sleepiness, loss of consciousness, difficulty breathing, seizures and even death.
- When a person drinks alcohol they may take risks that they would not normally take and injure themselves or others.
- The human brain is not fully developed until the mid-twenties. Drinking alcohol before this age can cause damage to parts of the brain that control judgement, problem solving, impulse control, decision-making and dealing with emotions.
- Over time, alcohol can cause damage to many of the organs in the body including the heart, brain, pancreas and liver.
- Drinking alcohol can increase a person's risk of having cancer of the mouth, neck, throat, liver, breast, colon and rectum.
- Alcohol is addictive and some people can find it hard to stop drinking.

The ways that alcohol affects a person depends on many things including:

- The person's age, gender and body size
- How much and how fast they drink the alcohol
- How often they drink alcohol
- The environment they are in
- Other drugs

B. Alcohol and the Human Body

Along with Activity A: Learning About the Effects of Alcohol, this activity will help support you in teaching two sections of the Ontario Curriculum for Grade 5 students:

- Science and Technology- Understanding Life Systems; Human Organ Systems
- Health and Physical Education- Healthy Living; Substance Use, Addictions and Related Behaviours

Students will be able to explore the science connection of alcohol and the human body system in a visual way.

N.B. The 'Teachers Notes' from Activity A will offer support when discussing the effects of alcohol on the human body for Activity B.

For the first activity, students are asked to label the appropriate body parts and fill in the blanks where applicable. This can be done through brainstorming as a group or individually.

Correct answers to body part labels from top to bottom:

Brain, Heart, Liver, Pancreas

Can you think of 3 actions this organ tells your body to do?
(referring to the brain)

Some examples include: walk, talk, sit, stand, remember things, and make a decision

Can you think of 2 things this organ metabolizes?
(referring to the liver)

Some examples include: medicine, food, pollution

The activity under the diagram is to help students identify examples of negative consequences that can come from consuming alcohol. Students are asked to choose the appropriate word from the box.

Answers for the "Alcohol Can" activity:

- Can get you into trouble with your parents or the police
- Can be addictive
- Can make you sick
- Can hurt your ability to make good decisions
- Can make you do embarrassing things

(Kids Health, 2015)

Alcohol & the Human Body

Label the body parts below to help you understand how drinking alcohol can affect the human body! Hint: See section below for clues

Can you think of 2 things this organ filters?

1. _____

2. _____

Can you think of 3 actions this organ tells your body to do?

1. _____

2. _____

3. _____

How alcohol can affect your body

BRAIN - Part of the central nervous system (CNS) that controls the body's actions. Your brain is still developing until your mid 20's. Alcohol can alter the way the brain thinks and can cause memory loss & mental health problems.

HEART - Part of the cardiovascular system that pumps blood and circulates it in the body. Alcohol can cause cardiovascular problems like a stroke or heart disease.

LIVER - Part of the digestive (or gastrointestinal) system that filters harmful toxins & cleans the blood. Examples of things filtered are; medicine, food & pollution. Alcohol can damage the liver, which can even lead to cancer!

PANCREAS - Part of the digestive (or gastrointestinal) system that helps break down food & regulate your body's sugar level. Alcohol can cause damage to the pancreas which can cause it to have trouble doing its job.

Alcohol Can... Fill in the blanks below with the following words to complete the examples of possible consequences of drinking alcohol:

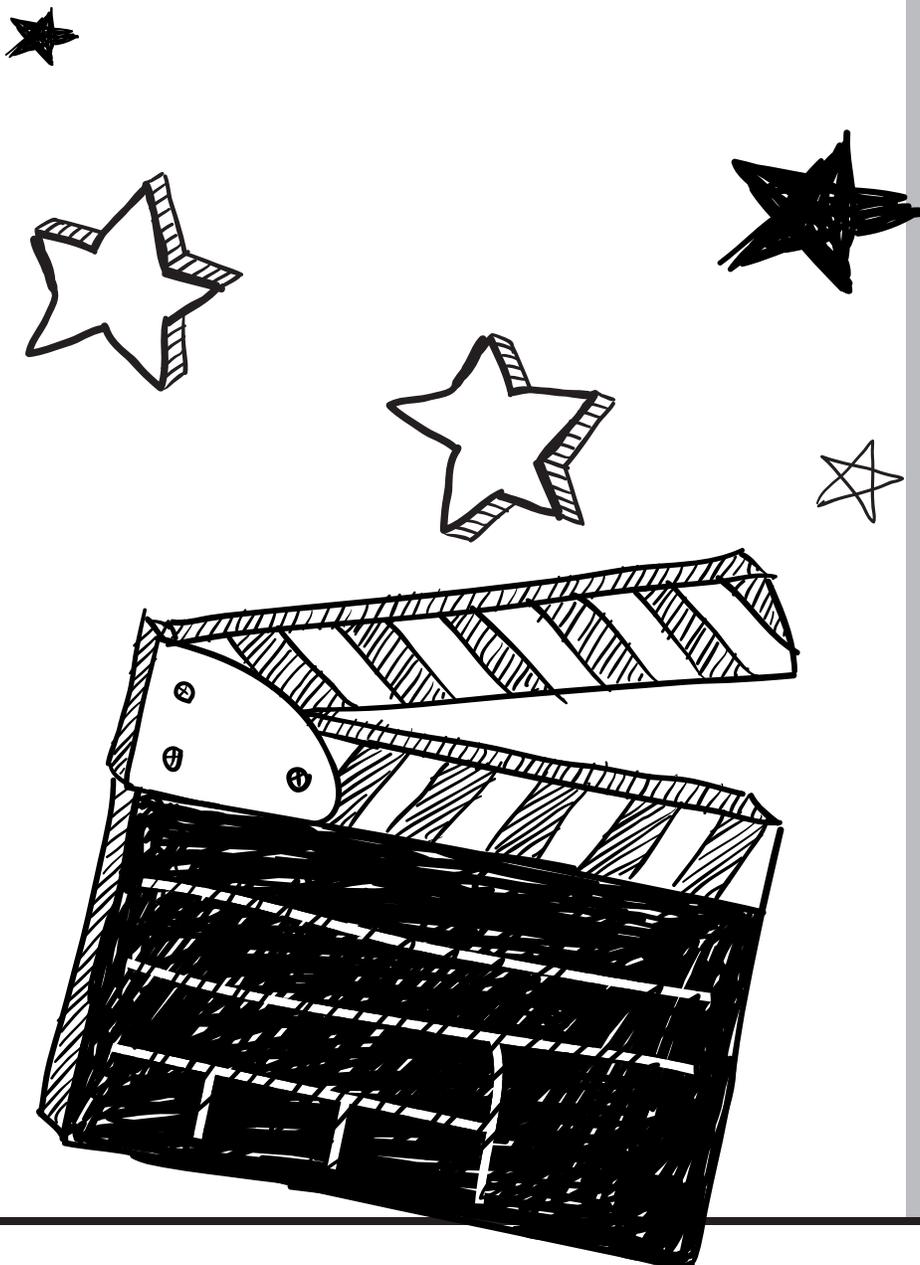
SICK	EMBARRASSING	GOOD	TROUBLE	ADDICTIVE
Can get you into _____ with your parents or the police	Can be _____	Can make you _____	Can hurt your ability to make _____ decisions	Can make you do _____ things



C. Ready. Set. Action.

This activity introduces concepts of peer pressure and helps students to build and practice refusal skills. Using film strips, students are asked to offer peer pressure situations that are meaningful to them and practice different types of refusal lines in responding to these situations.

This activity may be completed independently and then expanded upon by having students role play their situations in front of the class or in small groups. This may offer opportunities for further classroom discussion around peer pressure, decision-making, assertiveness and refusal skills.



Ready. Set. Action.



Sometimes we may feel pressure from friends or siblings to do things that we know are risky and would not normally do ourselves. We may end up doing things we don't want to do just because we are afraid of losing a friend, looking uncool or being left out of the group. Saying no to peer pressure can be hard for all of us. It helps to have a couple good lines ready ahead of time to help you say no to peer pressure!

There are many different ways you can respond to peer pressure. Here are a couple suggestions...

Just say no. Politely say "thanks, but no thanks!" to anyone who is asking you to do something or try something that you do not want to do. A true friend will listen when you say no.

"No thanks, I'm not interested in that."

Make an excuse. Come up with an excuse, whether it is true or not.

"No way, I've got an important dance recital tomorrow."

Hit them with the facts. Share some facts about why you don't want what they are offering. You might even change your friends' mind too!

"Don't you know that smoking makes your teeth go yellow and can give you bad breath? I don't want that thanks!"

Distract them. Make a joke or change the subject and talk about something else when someone is pressuring you.

"Hey did you see the Maple Leafs win last night!?"

Ignore them. Pretend that you didn't hear the person and change the topic to something else. Walk away. Walk away from anyone who is pressuring you.

"No thanks, I've got to go - see yah later alligator!"

Offer options. Offer up something else you could do to have fun with your friends.

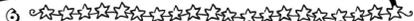
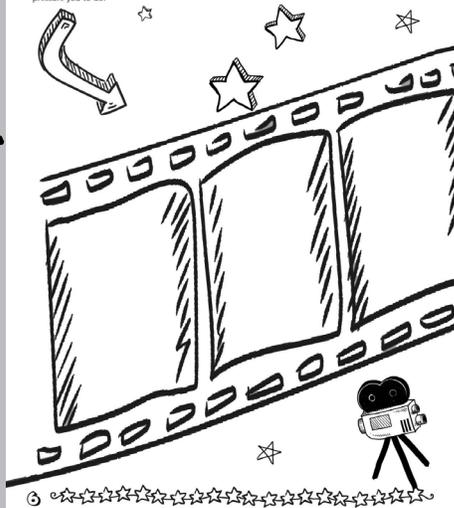
"I'd rather go to see a movie tonight, do you want to join?"

Power in Numbers. Find friends who won't pressure you to do things you do not want to do.

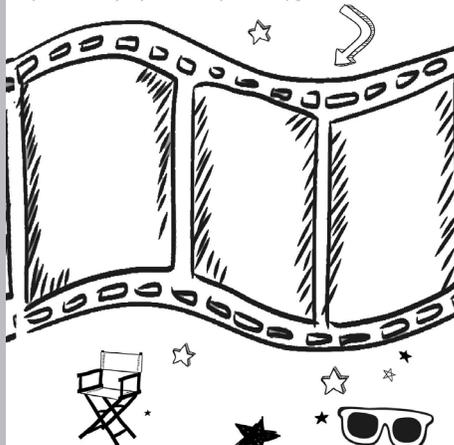


Now it's your turn to practice saying no!

Use images and text bubbles to make a film strip showing an example of something a person may pressure you to do.



Choose a strategy from the list on page 5. Use images and text bubbles to make a film strip showing your most creative way to say no to the situation you've drawn on page 6.



Government of Newfoundland and Labrador, Department of Education. (2014). What can I say if I want to say no to peer pressure? Retrieved May 16, 2014 from <http://www.ed.gov.nl.ca/eduk/12/whatcanisayno/whatcanisayno/permissions.html>



D. Media Mania

Media advertisements constantly surround us, impacting many of the decisions we make in our daily lives. Whether it's the food we eat, the clothes we buy, movies we watch or other choices we make (such as whether to try cigarettes or drink alcohol), we are constantly making decisions based on both social and environmental influences. It is therefore important that students learn about the influence of the media on their own values and choices.

Media Mania teaches students about the different strategies that marketing companies use to sell their products. Dialogue around this activity encourages students to think critically about how they are targeted by the media, how this affects the choices they make, how this makes them feel, and why it is important to become a smart consumer of the media.

Ads taken from magazines and the internet can be used as examples when discussing media literacy. Have students find a couple of ads which they feel represent some of the strategies listed in the workbook. After each student has found several ads, the following classroom dialogue may be used as a guide to interact with your students about media literacy.

Media Mania Classroom Dialogue

Teacher: What are some things that influence you and the choices you make?

Answer: Friends, family, teacher, media (advertising) – transition to talking about the media

Teacher: What is media?

Answer: “The means of communication (such as radio and television, newspapers, and magazines) that reach or influence people widely.” Adapted from <http://dictionary.reference.com/browse/media>

Teacher: What is social media?

Answer: Social media includes “websites and other online means of communication that are used by large groups of people to share information.” Adapted from <http://dictionary.reference.com/browse/social+media>

Optional Video about media: Search this

Media Mania

Marketing and advertising is everywhere. It is at the grocery store, on billboards, on TV and the internet. Sometimes we don't even realize that it is there! Advertisers want to convince you to buy what they are selling, whether it is the newest tablet or phone, a box of cereal or a new video game.

Advertisers have many ways of convincing us that we need to buy their products. Here are a couple of the ways that they do this ...

Jump on the bandwagon: Advertisers tell us that everyone else is buying their product to convince us to buy it too.

Star power: Advertisers use cartoon characters or pay famous people such as athletes and movie stars to promote their products.

Making promises: Advertisers associate the product with an activity, person, place or a lifestyle and promise us that we will have all of these things if we buy the product.

What they aren't saying: Advertisers often do not tell us about all the risks of their product.

Larger than life: Advertisers make the product bigger and look even better than it is in real life.

Weasel words: It is against the law for advertisers to lie but they often use words or numbers that will mislead us and make us want their product more. They may say things like, “natural” or “part of a healthy diet”.

Catch your attention: Advertisers spend a lot of money making sure that you notice their ads again and again. They may use bright colours, catchy tunes or have their ads in many different places.



©2014 MediaSmarts, Ottawa, Canada. Advertising All Around Us.



title on YouTube “Media Minute: Media have commercial implications” by Media Smarts

Teacher: Why do companies promote their products using the media?

Answer: Companies advertise their products in order to convince you and I to buy them. Sometimes companies may be trying to convince us to buy their products over other, very similar products.

Youth are targeted by media from many different industries:

- food
- electronics
- clothing
- video games and movies

Teacher: Where are some different places that we see advertisements every day?

Answer: Advertising is all around us and often we don't even realize it!

Some different places we see advertisements are:

- in commercials
- in TV shows
- in magazines
- on buses
- on billboards
- on the radio
- when we go to watch sports games (on jerseys, in the arena/stadium)
- on the internet

Use the ads which students have collected to discuss the following questions. Ads for beauty products, toys and food or drink products may work well for this activity.

Teacher: How do you know that this is an advertisement?

Teacher: What product is being advertised here?

Teacher: Who do you think this advertisement is targeting? (Who are they hoping will look at the ad?)

Teacher: Advertisers have many ways to convince others to buy their product. Let's look at the ways these ads are trying to convince you to buy their product? Identify these strategies in the given ads.

Jump on the bandwagon: Advertisers tell us that everyone else is buying their product to convince us to buy it too.

Star power: Advertisers use cartoon characters or pay famous people such as athletes and movie stars to promote their products.

Making promises: Advertisers associate the product with an activity, person, place or a lifestyle and promise us that we will have all of these things if we buy the product.

What they aren't saying: Advertisers often do not tell us about the risks of their product.

Larger than life: Advertisers make the product bigger and look even better than it is in real life.

Weasel words: It is against the law for advertisers to lie but they often use words or numbers that will mislead us and make us want the product more. They may say things like, 'Natural' or 'part of a healthy diet'.

Catching your attention: Advertisers spend a lot of money making sure that you notice their ads again and again. They may use bright colours, catchy tunes or have their ads in many different places.

Teacher: Would this ad make you want to buy this product?

Teacher: How do you feel about this ad and the way that we are all targeted by the media?

Answer: Look for and encourage students' reflections on the role that media has in shaping all of our values and decisions.

Teacher: Do you think it is being honest?

Answer: Try to elicit the emotional reaction of students from these ads and others like them. Does it anger them that they are being targeted?

Teacher: Why is it important to learn about the media?

Answer: Media is used to sell us many products that are not good for our health. It is important to learn about the strategies used by the media so that we can be smart consumers and make our own decisions about what we do and do not buy.

Teacher: What are some ways that you can be wise about the media?

Answer: Some ways to be a smart consumer may include:

- learn about the ways the media tries to influence the decisions we make
- learn about how the media targets young people
- practice paying attention to the media in your life everyday
- think about what is important to you and stick to those values

Teacher: Are all advertisements bad? Can you think of any advertisements that use the same strategies to convince you to do things that are good for you?

Answer: Think about public service announcements that promote healthy behaviours. It is important to think about the advertisements you see every day so that you can decide for yourself what you want to listen to.

For an optional activity you can show

Questions and answers for public service announcements:

1) What media strategies are the people who created these ads using?

Fruits and Veggies:

Search this title on Vimeo - "Foodland Ontario close to home summer TV commercial" by Foodland Ontario

- **Making promises** - happy, good looking families are having fun and enjoying fruits and vegetables
- **Larger than life** – the fruits and vegetables are really big and appealing
- **Catch your attention** - bright colours and a catchy song make you pay attention and remember this ad

Smart as You:

Search this title on YouTube "Smart as You" by Companies Committed to Kids

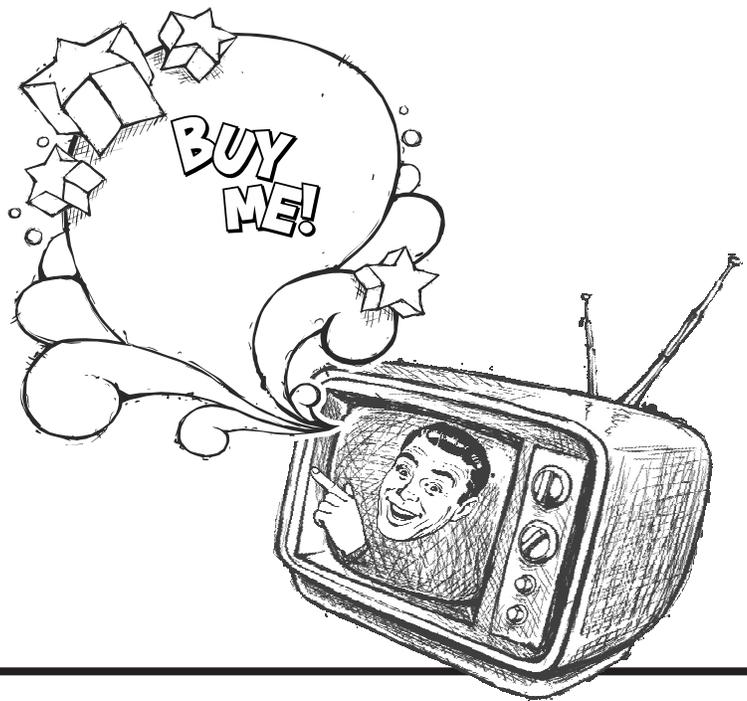
- **Star power** – the cartoon TV is memorable and attracts kids
- **Catch your attention** – colours and humour makes this ad easy to remember

Milk Rap:

Search this title on YouTube "Milk Rap" by Dairy Farmers of Ontario

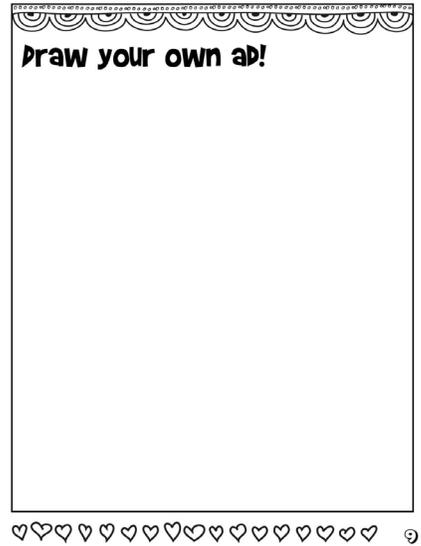
- **Jump on the bandwagon** – the ad shows us that everyone is enjoying drinking milk, so we should too
- **Making promises** – drinking milk is being associated with something that is "cool"
- **Catch your attention** – the rap is catchy and makes us pay attention and remember it

2) Which ad do you think is the most effective at making you want to change your behaviour? Why?



E. Draw your own ad!

The purpose of this activity is for students to incorporate some of the marketing strategies used by the media (learned through Activity D. Media Mania) into their own ad. Ask them to pick one or two of the strategies, and create a healthy living advertisement on the sheet provided. Encourage them to choose their own topic. Advertisements may be handed in for marks and/or shared around the classroom or school.



F. Did you know?

This activity is meant to get the students to reflect on the peer pressure and media literacy facts that they have just read. To complete the activity have the students read the statements and fill in the blanks. Their answers can then be used to start a class discussion.

Did you know?

 Peer pressure is not always a bad thing! Sometimes positive peer pressure can convince others to do what is right – like helping a friend or trying something good for you!

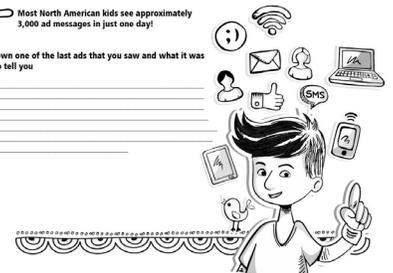
Write down a time that a friend encouraged you to do something good

 There are many people to help you if you have problems with peer pressure. Speak to a parent, teacher, coach, counselor, or any other adult you trust.

Who is one person that you could turn to if you need help and why?

 Most North American kids see approximately 3,000 ad messages in just one day!

Write down one of the last ads that you saw and what it was trying to tell you



G. Dear Trusted One

This exercise (on pages 11-13 in student book) gets students thinking about how they would handle certain situations. This activity may be completed independently or in small groups. Students may also discuss their answers to **one** of the situations as a larger group or class afterwards. The following answer key may provide options of how students may respond, as well as help to guide classroom discussion around this activity.

I went over to a friend's house and he wanted to watch a movie that I know my mom and dad won't let me watch at home. I was too embarrassed to tell him that I couldn't watch the movie, so we watched it and I have had nightmares ever since. What can I do next time I am at his house and he wants to watch another scary movie?

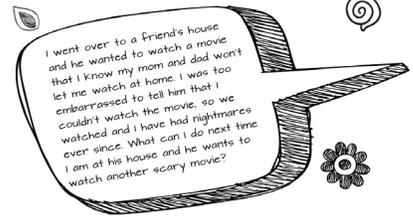
Answer:

For this scenario, students should provide answers that speak to how they would solve this problem. Examples of solutions may include talking to their parents, speaking to the friend honestly about the situation, and having them over to their house instead (a negotiating skill). Increasing a student's problem solving ability builds their resilience which becomes a protective factor and reduces their chances of taking harmful risks in the future (e.g. trying substances) (JSCH, 2009).

Dear Trusted One

Hey kids,

Here is your chance to help a friend who trusts you to provide some good advice. Pick **one** of the situations your friend might be facing on pages 11-13. Then provide your answer in the space provided using some of the information you have learned.



Your answer:



My friend keeps pressuring me to let her copy my math homework. What should I do? I have known this friend for a long time and I am scared that she will stop talking to me if I don't let her.

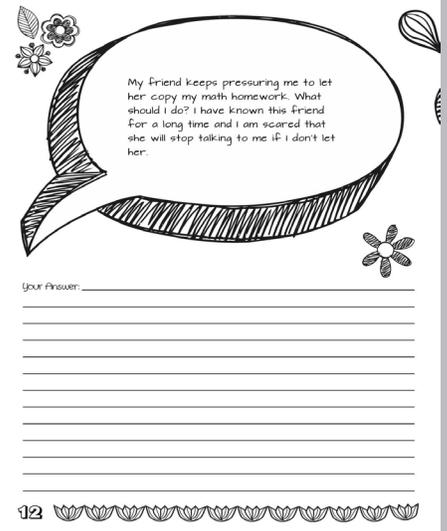
Answer:

In this scenario students are again asked to practice their problem solving abilities. Students may mention ideas such as talking to a trusted family member, teacher or friend about the issue, finding a new friend who won't pressure them to do something they don't want to do, explaining to the friend how they are making them feel or just being honest with the friend and saying no. This allows students to develop their refusal skills. All of these actions improve student's resiliency, a protective factor against risky behaviours later on in life (JSCH, 2009).

My friends wanted me to do something that I didn't feel comfortable doing, so I told them no and just walked away. Now they won't speak to me and I don't have any one to hang out with me. I think I did the right thing, but what do I do now?

Answer:

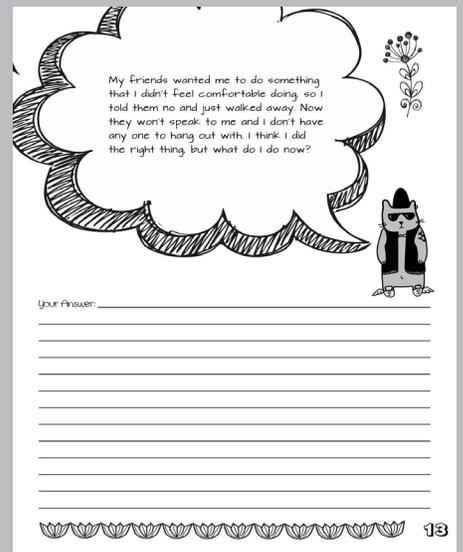
For this scenario it is important for the student to consider how their peers influence them and assess how they make him or her feel. The situation also asks students to use problem solving skills. Have students think about how this situation makes them feel and how they would handle these emotions. Students may suggest talking to a trusted adult about the situation, and finding new friends. Having students think about how they would handle their emotions in different situations prepares them for things they may face in their future, such as peer pressure (JSCH, 2009).



My friend keeps pressuring me to let her copy my math homework. What should I do? I have known this friend for a long time and I am scared that she will stop talking to me if I don't let her.

Your answer: _____

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My friends wanted me to do something that I didn't feel comfortable doing, so I told them no and just walked away. Now they won't speak to me and I don't have any one to hang out with. I think I did the right thing, but what do I do now?

Your answer: _____

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H. Quiz Masters

This true or false quiz can be used to discuss some of the pressures that students may face. Have the class complete the quiz (for a more challenging quiz have students explain why an answer is false) and go over the answers as a class.

Question 1:

Peer pressure is when a friend tries to make you do something that you don't want to do.

Answer:

True. (KidsHealth, 2012)

Question 2:

The best place to go for information is the internet.

Answer:

False. The internet has both good and misleading information, which means that the source of the information needs to be considered. One example of a reputable site is Durham Region Health Department's site. Some other good places to go for information are a trusted adult, teacher, a library, a doctor or a nurse.

Question 3:

A good way to handle peer pressure is to do what the person is asking you to do.

Answer:

False. Good ways to handle peer pressure include:

- having a friend who will stand by you when you say no to something you don't want to do
- choosing friends who won't pressure you to do things you don't want to do
- walking away from the friend that is pressuring you
- talking to someone you trust

(KidsHealth, 2012)

Quiz Masters

Hey kids, complete this true or false quiz to see how much you know about the things that can cause you to feel pressured and how to handle pressure!

Question 1:

Peer pressure is when a friend tries to make you do something that you don't want to do.

True False

Question 2:

The best place to go for information is the internet.

True False

Question 3:

A good way to handle peer pressure is to do what the person is asking you to do.

True False

Question 4:

There is no such thing as good peer pressure.

True False

Question 5:

The media can encourage you to try things that you would not normally try.

True False

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Question 6:

A good place to go when you need to talk to someone about peer pressure is an adult you trust.

True False

Question 7:

The only reason that young people make risky decisions is because of peer pressure.

True False

Question 8:

Advertisers use a variety of different strategies to get your attention.

True False

Question 9:

You should always keep a promise to a friend when they ask you not to tell their secret.

True False

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Question 4:

There is no such thing as good peer pressure.

Answer:

False. A good friend often can create positive peer pressure, and encourage you to do something good, like helping a friend or trying a new healthy food.

Question 5:

The media can encourage you to try things that you would not normally try.

Answer:

True. This may include trying things that are not good for you, such as alcohol. Studies have shown that alcohol advertising can have a positive effect on a youth's intentions to drink. Messages in the media about alcohol reinforce the idea that drinking is a normal, desirable part of life. It can also cause youth to think that others are drinking more than they are.
(MediaSmarts, 2013)

Question 6:

A good place to go when you need to talk to someone about peer pressure is an adult you trust.

Answer:

True.
(KidsHealth, 2012)

Question 7:

The only reason that young people make risky decisions is because of peer pressure.

Answer:

False. Young people may make risky decisions because of:

- low self-esteem and difficulty coping
- family members who use drugs, how the person was parented, abuse
- exposure to drugs in the community, drug use is the norm in the community, and lack of law enforcement

(CAMH, 2014)

Question 8:

Advertisers use a variety of different strategies to get your attention.

Answer:

True. The media use a variety of strategies to get the attention of youth. Some of them include: creating the ideal scenario that is not realistic, using celebrities, using cute mascots and advertising the item doing incredible things that it can't actually do.
(MediaSmarts, 2012)

Question 9:

You should always keep a promise to a friend when they ask you not to tell their secret.

Answer:

False. Some secrets are too big to keep. It's okay to tell someone if your friend's safety is at risk. You can always talk to a trusted adult or call the Kids Help Phone (1-800-668-6868).

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