

# TEACHING FOR THE PREVENTION OF FETAL ALCOHOL SPECTRUM DISORDER (FASD)

GRADES 1-12

A Resource for Teachers of Health and Life Skills,  
and Career and Life Management



ALBERTA PARTNERSHIP ON  
Fetal Alcohol Syndrome

*Together Let's  
Find a Solution*

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This document is intended for:

- Students
- ✓ Teachers
- ✓ Administrators
- ✓ Counsellors
- Parents
- ✓ General Public

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## OVERVIEW

# TEACHING FOR THE PREVENTION OF FETAL ALCOHOL SPECTRUM DISORDER (FASD)

### Background

At all levels of the Health and Life Skills, and Career and Life Management Programs of Study, there is a focus on health and well-being and prevention. This resource on the prevention of fetal alcohol spectrum disorder is targeted at teachers of Health and Life Skills, and Career and Life Management. A booklet for community resource people is included in the appendix of this resource.

### Rationale

The potentially negative effect of alcohol abuse during pregnancy has been suspected for hundreds of years. However, fetal alcohol spectrum disorder was first described in the medical literature in 1967. By the year 2000, alcohol-related birth defects became one of the leading causes of mental disabilities and one of the leading causes of birth defects. Unlike spina bifida and Down's syndrome, the other two leading causes of birth defects, alcohol-related birth defects are 100 per cent preventable (Davis, 1994).

### Purpose

The Health and Life Skills, and Career and Life Management Programs of Study are part of a comprehensive school health approach that involves coordinating health services, education and a healthy school environment to meet the learning needs of students.

This resource supports a comprehensive school health approach. It addresses various aspects of the Health and Life Skills, and Career and Life Management Programs of Studies through an approach that focuses on the development of a healthy self-concept and healthy relationships as fundamental to prevention. It offers strategies and activities that focus students on the prevention of alcohol use and abuse during pregnancy, and raises awareness of the effects and characteristics of fetal alcohol spectrum disorder. This resource also provides links to agencies and organizations working to prevent fetal alcohol spectrum disorder.

*Teaching for the Prevention of Fetal Alcohol Spectrum Disorder (FASD)* provides activities for teaching selected specific outcomes in the Health and Life Skills Program of Studies, and the Career and Life Management Program of Studies through a focus on three themes: understanding relationships, dealing with feelings, and managing risks and making personal choices.

Throughout this resource, we will use the term Fetal Alcohol Spectrum Disorder (FASD) to refer to the range of disabilities caused by prenatal alcohol exposure.

## Goals

The goals of this resource are to:

- support specific outcomes of the Health and Life Skills Program of Studies, and the Career and Life Management Program of Studies
- provide current, research-based, factual content that gives teachers an informed knowledge base about fetal alcohol spectrum disorder
- focus on the prevention of FASD through student activities and information so students learn the consequences of high-risk behaviour during pregnancy
- provide support to community resource people who work with teachers and students in the classroom.

## The Resource

The teacher resource contains:

- activities based on the Health and Life Skills Program of Studies, and the Career and Life Management Program of Studies for each divisional level (Grades 1-3, Grades 4-6, Grades 7-9, Grades 10-12) built around three themes
- experiential activities reinforcing curricular concepts and themes that broaden students' understanding of fetal alcohol spectrum disorder
- student resources, integrated into the teaching resource, that include information and project-based activities
- assessment strategies.

The teacher backgrounder section on fetal alcohol spectrum disorder prevention addresses the following areas:

- the history, symptoms, effects and prevention of FASD
- truths and myths
- discussing the student activity *Stand and be Counted*
- questions students often ask.

Teachers are encouraged to read the backgrounders to build an understanding of FASD and be better able to lead discussions and answer questions.

The booklet for community resource people and health professionals, found in the appendix, explains what students are learning about fetal alcohol spectrum disorder. The booklet offers strategies for working with students to increase their awareness and understanding of fetal alcohol spectrum disorder. Community resource people can use these suggestions when working with students in the classroom and providing support to teachers.

# HOW TO USE THE RESOURCE

## **Planning**

This teaching resource is designed for the regular-stream classroom. It meets the specific learner outcomes from the Health and Life Skills Program of Studies, and the Career and Life Management Program of Studies. Specific learner outcomes are listed within each theme. These learner outcomes are grouped in divisional levels: Grades 1-3, Grades 4-6, Grades 7-9, and Grades 10-12. However, specific grades may be targeted to provide a continuous and sequential approach to integrating instruction on fetal alcohol spectrum disorder prevention into the Health and Life Skills, and Career and Life Management Programs of Study.

It is suggested that schools and teachers consider the following for planning.

- Use school-wide planning to integrate teaching about fetal alcohol spectrum disorder prevention into the curriculum at specific grade levels.
- Use the planning chart provided at the end of this section to ensure activities are not repeated at different grade levels.
- Target Grades 2 and 5 at the elementary level, Grade 8 at the junior high level, and the Career and Life Management program at the senior high school level.

The approach used within each theme in the resource varies. Strategies at the Grades 1–3 level focus on building skills to make healthy choices and do not directly address fetal alcohol spectrum disorder. Strategies at the Grades 4–6, Grades 7–9, and Grades 10–12 levels focus on building skills for healthy choices and integrate content and activities that directly address fetal alcohol spectrum disorder. Teachers are cautioned to use sensitivity with these activities depending on the make-up of the class.

Teachers are strongly encouraged to use the activities that address fetal alcohol spectrum disorder. This is an important topic for students both from the perspective of prevention, and for understanding, accepting and dealing positively with peers who exhibit symptoms of the disorder. Encourage students to develop positive skills in interacting with these peers by reinforcing the following.

- Fetal alcohol spectrum disorder may be a hidden disability and the damage can not always be seen.
- Students with fetal alcohol spectrum disorder may not always realize when they are behaving inappropriately.
- Students should never make fun of people with fetal alcohol spectrum disorder.

Teachers need to consider that the topic of FASD may be sensitive for some students and their families.

Teachers need to:

- be aware that the topic may be sensitive for some students and their parents or guardians
- remain open-minded and non-judgemental when listening to stories students share
- remain aware that different attitudes and values may relate to religious, cultural or ethnic backgrounds and particular family experiences
- be aware that there may be some students who have a greater risk of having to cope with dependency; some may be experiencing problems related to alcohol use.<sup>1</sup>

The reflection questions and assessment tools provided in each theme should be reviewed before activities are selected. Teachers are encouraged to identify those learner outcomes appropriate to the grade level they are teaching, and select the activities that best correspond to these outcomes and the needs of their students.

### Organization

The teaching resource is organized around three themes:

- **Understanding relationships**—students are asked to learn about and reflect on the impact positive and negative behaviours have on the development of healthy relationships and decision making
- **Dealing with feelings**—students focus on developing an understanding of healthy ways to express and manage their emotions and feelings
- **Managing risks and making personal choices**—students develop skills that enable them to understand decision-making processes and the effects of positive choices on personal health.

Each theme provides experiential activities that reinforce curricular concepts, skills and attitudes, and broaden students' understanding of fetal alcohol spectrum disorder prevention and its relationship to healthy choices. Each theme provides a series of activities and a sequence for implementation. Each theme's activities are grouped by divisional level. There are student activity photocopy masters within each theme. The student activities are designed to be integrated into a comprehensive health and life skills program. Students use the student activity photocopy masters to construct both individual and group folders that focus on the development of healthy life skills. The photocopy masters provide activities and background information. Students are encouraged to supplement the information they collect as they work through the activities.

Students can be provided with individual file folders for each theme. Have students collect their individual work within their file folders, as well as their reflections and journal writing assigned during the theme. The reflection questions at the end of each grade

<sup>1</sup>Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *Sense and Nonsense: Healthy Choices about Alcohol, Drugs and Gambling—Grade 6 Resource* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1997), p. 22.



level section can be used as starters for journal writing and personal reflection. These questions are an important part of learning within each theme.

Group folders can be used for specific group activities. Provide each group with a file folder and have group members customize the folder as a starting activity to encourage group interaction skills. Use group folders to collect work in progress and for handing in completed group projects. Group reflection activities can also be maintained within the group folders. The reflection questions at the end of each grade level section can be adapted for use as a group activity.

The construction of individual folders encourages students to develop conceptual understandings and reflect personally on their own development and ability to make positive life choices. Students can add to their individual folders in each grade level as they learn and think about personal growth and development. Students can use individual folders to process what they have learned conceptually, and reflect on how they interact and work with others.

Student activities focus on active and participatory learning, and include:

- developing projects, such as media folders and collages to understand influences on behaviour and choices, and cartooning and creating comic books to examine social settings and choices
- interacting with others, through role play, group processing and classroom conversation
- using visual organizers, such as mind maps, decision trees and bubble maps to organize information and develop conceptual understandings
- reflecting through talking and writing.

The ideas and activities in this resource actively engage students and focus them on the development of healthy life skills. Activities are provided to supplement existing units and resources that teachers might already be using. Some of these include:

- Safe and Caring Schools
- *Lions Quest* resources
- other authorized resources for the Health and Life Skills, and Career and Life Management Programs of Study.

General assessment approaches and strategies are presented at the end of each divisional level in each theme. These include a sample rubric as well as a checklist for assessing student projects. They also include reflection techniques and focus questions to encourage students to reflect on what they learned from the activities. Teachers are encouraged to work with students to create rubrics and checklists for assessment of their activities. It is also recommended that teachers adapt the assessment strategies and reflection questions to meet the needs of their students. Templates are provided in the appendix, so teachers can customize the assessment tools.

The Teacher Backgrounders provide specific information relating to fetal alcohol spectrum disorder and prevention, and detailed information to help teachers deal with questions. They also support the activities in each theme.

### **Linking with Community Resource People**

Links to people within various community support agencies and through other resources are provided throughout the teaching resource. The community icon highlights opportunities to integrate the activity suggestions in each theme with other activities that may be offered by community agencies. The community resource booklet included in the appendix provides suggestions for community organizations and health professionals on working with teachers and students. The booklet can be photocopied and provided to community resource people who work with students.



Theme I: Understanding Relationships	Theme II: Dealing with Feelings	Theme III: Managing Risks and Making Personal Choices
<b>Grades 1-3</b> <ul style="list-style-type: none"> <li>• Different types of relationships</li> <li>• Ways we work in groups</li> <li>• People can have similar and different needs</li> <li>• Ways to work and play positively with others</li> </ul>	<b>Grades 1-3</b> <ul style="list-style-type: none"> <li>• Understanding feelings</li> <li>• How feelings affect how we interact with and understand others</li> </ul>	<b>Grades 1-3</b> <ul style="list-style-type: none"> <li>• Ways that people make choices</li> <li>• Appropriate choices about taking substances</li> <li>• Ways that people help each other</li> <li>• Elements of a healthy life, including positive and negative habits</li> </ul>
<b>Grades 4-6</b> <ul style="list-style-type: none"> <li>• Families, peer groups and the ways change can impact such relationships</li> <li>• Roles of groups in school and with peers; stereotyping and cliques</li> <li>• Ways people can be similar and different; have unique characteristics; have different needs</li> <li>• What FASD is and the physical features of children born with FASD</li> <li>• Adolescents and young adults with FASD</li> <li>• Effective group interaction can facilitate building relationships</li> </ul>	<b>Grades 4-6</b> <ul style="list-style-type: none"> <li>• Ways that feelings can affect group interaction and building relationships</li> <li>• How needs can affect feelings</li> <li>• How FASD can affect ability to manage feelings</li> </ul>	<b>Grades 4-6</b> <ul style="list-style-type: none"> <li>• Reasons and effects of alcohol use and abuse</li> <li>• The prevention of FASD</li> <li>• Agencies that promote healthy choices on issues related to alcohol and drug abuse prevention, and information on FASD</li> <li>• Making choices and developing refusal skills</li> <li>• The relationship between personal choice and personal safety</li> <li>• The impact of family, peers, media, culture and environment; spheres of influence in personal choice and making decisions about personal safety</li> <li>• The factors that influence body image and acceptance, and identify risks in those factors; e.g., influence of culture, media, peers</li> <li>• Composite picture of healthy life choices</li> </ul>
<b>Grades 7-9</b> <ul style="list-style-type: none"> <li>• Relationships within groups, peers, family and the strengths and talents individuals bring to such groups</li> <li>• Strategies to build healthy relationships within diverse groups: feedback, mutual support, conflict management and prevention</li> <li>• Adolescents and young adults with FASD</li> <li>• FASD can affect personal and interpersonal interactions within groups</li> </ul>	<b>Grades 7-9</b> <ul style="list-style-type: none"> <li>• Individual ways of coping with feelings</li> <li>• How individuals with FASD might experience behavioural difficulties</li> </ul>	<b>Grades 7-9</b> <ul style="list-style-type: none"> <li>• The causes and effects of alcohol use and the nature of addictions</li> <li>• The impact of positive choices on health during pregnancy; prevention of FASD</li> <li>• Risk behaviour</li> <li>• The relationship between personal choice, personal safety and well-being</li> <li>• Risk prevention behaviours; e.g., impairment, substance use or abuse in social situations and sports</li> </ul>
<b>Grades 10-12</b> <ul style="list-style-type: none"> <li>• Need for healthy relationships and interpersonal skills</li> <li>• Influences on relationships and social/interpersonal balance</li> <li>• Communication strategies and the role of conflict and conflict functions</li> <li>• Understanding adolescents and young adults with FASD</li> </ul>	<b>Grades 10-12</b> <ul style="list-style-type: none"> <li>• Emotional balance and resources for dealing with emotional issues</li> <li>• Ways that emotional balance affects decision making</li> <li>• How individuals with FASD cope with factors that inhibit emotional balance</li> </ul>	<b>Grades 10-12</b> <ul style="list-style-type: none"> <li>• Responsibilities that accompany the consequences of high-risk behaviour</li> <li>• Personal goal-setting strategies to maintain healthy life skills</li> <li>• Developing a healthy life balance</li> <li>• Developing a physical balance, and understanding the impact of substance use and abuse</li> </ul>

# SCHOOL PLANNING

Teaching about the prevention of FASD  
in your School Health and Life Skills Program

Grade	Curriculum Outcomes	Activities for Teaching about FASD
<b>1</b>		
<b>2</b>		
<b>3</b>		
<b>4</b>		
<b>5</b>		
<b>6</b>		
<b>7</b>		
<b>8</b>		
<b>9</b>		
<b>CALM</b>		



THEME I:  
UNDERSTANDING  
RELATIONSHIPS



## THEME I

# UNDERSTANDING RELATIONSHIPS

### Introduction

This section deals with the first theme: **Understanding Relationships**. It is divided into four parts: Grades 1-3, Grades 4-6, Grades 7-9, and Grades 10-12. In this theme, students learn about and reflect on the impact positive and negative behaviours have on the development of healthy relationships and decision making.

The activity focus and related outcomes from the Health and Life Skills Program of Studies, and the Career and Life Management Program of Studies are provided at the beginning of each divisional section. All related learner outcomes from each program of studies are listed for this theme. However, not all are developed fully in the activities that follow. The listed outcomes at the beginning of each divisional section provide organizational ideas for planning a complete unit around this theme. Teachers are encouraged to select, adapt and expand on those activities that meet their own needs and those of their students. These activities are designed to be integrated with existing resources that explore the concepts in more depth.

Theme I:  
Understanding Relationships - **Grades 1-3**

**Activity Focus for Grades 1-3**

- Different types of relationships
- Ways we work in groups
- People can have similar and different needs
- Ways to work and play positively with others

**Outcomes from the Health and Life Skills Program of Studies for Grades 1-3**

*Interactions*

Students will:

- 1** Identify the characteristics of being a good friend; e.g., consideration of feelings, kindness, listening (R-1.5)
- 1** Examine how personal behaviour and attitudes can influence the feelings and actions of others; e.g., inviting others to join (R-1.6)
- 1** Demonstrate simple ways to resolve conflict, with limited adult assistance; e.g., agree to try and solve the problem (R-1.7)
- 2** Demonstrate ways to show appreciation to friends and others (R-2.5)
- 2** Develop strategies to show respect for others; e.g., show interest when others express feelings, offer support (R-2.6)
- 2** Demonstrate an understanding of a strategy for conflict resolution; e.g., propose a compromise (R-2.7)
- 3** Develop strategies to build and enhance friendships (R-3.5)
- 3** Demonstrate inclusive behaviours regardless of individual differences or circumstances; e.g., physical, emotional, cultural, economic (R-3.6)
- 3** Examine the effects of conflict on relationships (R-3.7)

*Group Roles and Processes*

Students will:

- 1** Work cooperatively with a partner; e.g., take turns, respect space and property of others (R-1.8)
- 1** Recognize and accept individual differences within groups; e.g., one's own family (R-1.9)
- 2** Recognize and value strengths and talents that members bring to a group; e.g., identify skills each member can offer (R-2.8)
- 2** Explain how groups can contribute to a safe and caring environment (R-2.9)
- 3** Develop skills to work cooperatively in a group (R-3.8)
- 3** Encourage fair play through modelling; e.g., model fair play and safe play practices to cross-age groupings (R-3.9)



### **Activities for Grades 1-3**

#### ***Circle Conversation***

Have students sit in a circle. Ask students to think about ways they work and play with others. Ask them to share stories about the ways they work and play with friends, classmates, family members and neighbours.

Encourage students to think about the circle as a way of reminding them that when others are talking, everyone else should listen. Explain how sitting in a circle helps as students can see each other. Ask them to think about how seeing others encourages listening.

#### ***Talking About Relationships***

Have students think about the different types of relationships they have. Have them discuss or brainstorm ideas for promoting positive relationships. Record students' ideas on a piece of poster paper or the blackboard. Students may come up with examples such as:

- listening to others when they talk
- showing that you care
- helping others do something
- not being afraid to ask for help when you need something
- being polite
- having fun with each other
- doing something nice for someone else without being asked.

It may be useful to have students model the behaviours that promote positive relationships with others in a small group or with the entire class.

Ask students how positive behaviours can help people understand others who are similar or different in their interests and activities. For example, students who like sports might be asked to think about how they can develop a positive relationship with students who don't like sports.

### **Teacher Preparation**

Student Activity Master I-1:

Puzzle Collage, p. 23.

Assessment, p. 22.

### **Group Collage**

Ask students to consider the qualities that help develop positive relationships in their families and with friends. Create a list of these qualities on a piece of poster paper or on the blackboard. Such qualities might include:

- trust
- fun
- love
- cooperation
- sharing
- caring
- thoughtfulness
- communication
- cooperation.

Have students work in small groups to find examples of these characteristics in pictures from newspapers, magazines or other media. Have groups cut out these pictures and use them to create collages of positive behaviours. Ask each group to present their finished collage to another small group in the classroom.

As groups present their collages, have them discuss how they might display these characteristics to others. Ask students whether or not they've been in situations where they feel they don't fit in. How can these qualities be used to help others feel welcome and make them comfortable in a group?

Provide students with **Student Activity Master I-1** to help them create and label their collages. The words on the puzzle can be cut out and become part of the collage.

**Teacher Preparation**

Student Activity Master I-2:

Group Roles, p. 24.

Assessment, p. 22.

**Group Roles**

Place students in small groups of two or three students. Ask each group to create a list of situations in which people are together in groups. Students may be encouraged to think of groups such as the following:

- classroom project working groups
- sports
- family activities
- playground groups.

Have students think about the roles different people take in groups and examples of times they have worked or played together in groups. Have students sit in a sharing circle and share their stories. Be sensitive to students who may not wish to share.

Ask questions that lead to discussion of group roles, such as leader and follower, or equal participants. Provide students with the role cards in **Student Activity Master I-2** and ask them to hold up the card or cards that represent the different group roles evident in the stories they tell of working or playing in groups.

**Looking at Behaviour****Teacher Preparation**

Student Activity Master I-3:

Looking at Behaviour, p. 25.

Introduce the concept of behaviour to students by talking about the ways people act when they are with others. Have students review the characteristics and qualities that people share when they are together in groups. Ask students to draw pictures of a group situation they have experienced. Provide students with examples of situations, such as:

- playing on a team
- working with a group in the classroom
- making a decision with the whole family
- playing with a group of friends in the playground.

Have each student share his or her drawing with a partner. Ask each pair to think about how the people in their drawings act toward one another.



Ask students to use **Student Activity Master I-3** to list examples of positive and negative behaviours, and how these behaviours influence the way people get along with others.

**Circle Conversation**

In a sharing circle, discuss why it is important to get along in groups and have positive relationships with others. Students can be asked to discuss questions such as the following.

- Why is it important to try to work positively with others in groups?
- What kind of help can group members give each other?
- How do my positive behaviours help others in the group?

### Assessment

Assess students' **Group Roles** and their understanding of the link between positive behaviours and group situations by discussing and using the following rubric, or personalize the rubric by working with students.

<b>Excellent</b>	<b>4/</b> Provides a clear link, with examples, between positive behaviours and group situations and roles.
<b>Proficient</b>	<b>3/</b> Provides a link between positive behaviours and group situations.
<b>Acceptable</b>	<b>2/</b> Provides examples of positive behaviours or group situations.
<b>Limited</b>	<b>1/</b> Provides a description of a positive behaviour.

Have students hand in their **Collages** for evaluation. Use the following checklist to evaluate their products.

- |   |   |
|---|---|
| Yes <input type="radio"/> Not yet <input type="radio"/> | Provides a variety of examples that display positive behaviours.        |
| Yes <input type="radio"/> Not yet <input type="radio"/> | Provides examples that link to the qualities that have been identified. |
| Yes <input type="radio"/> Not yet <input type="radio"/> | Communicates ideas clearly and effectively.                             |

*A rubric and checklist template can be found on page 197.*

### Reflection

Give students time to reflect on what they have learned about relationships and behaviour. Encourage them to reflect on questions such as the following.

- What have I learned about the ways people are similar and different?
- How does it feel when groups solve problems together?
- How can I use what I have learned about positive behaviours?

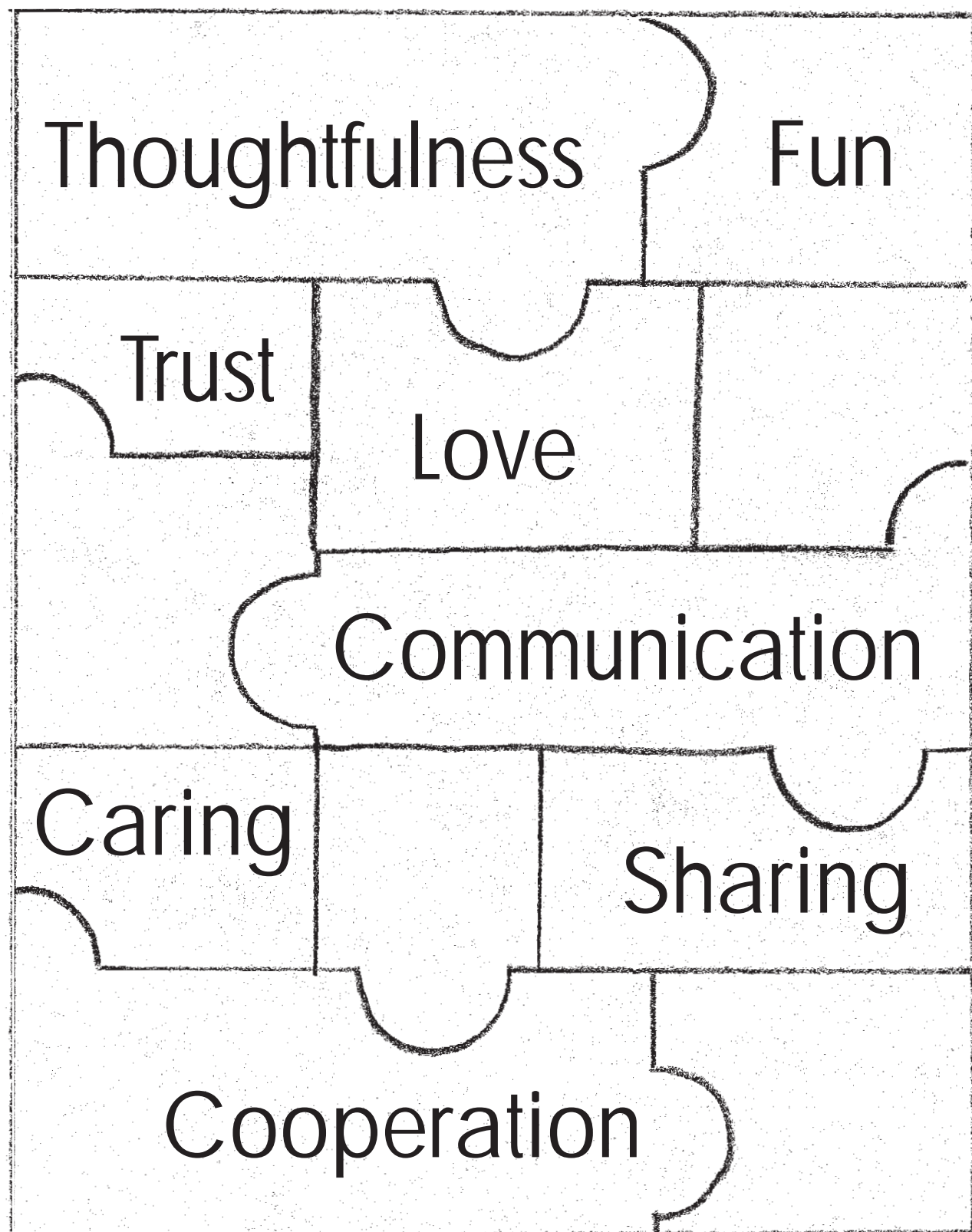
**Grades 1-3**

STUDENT ACTIVITY MASTER **I-1**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

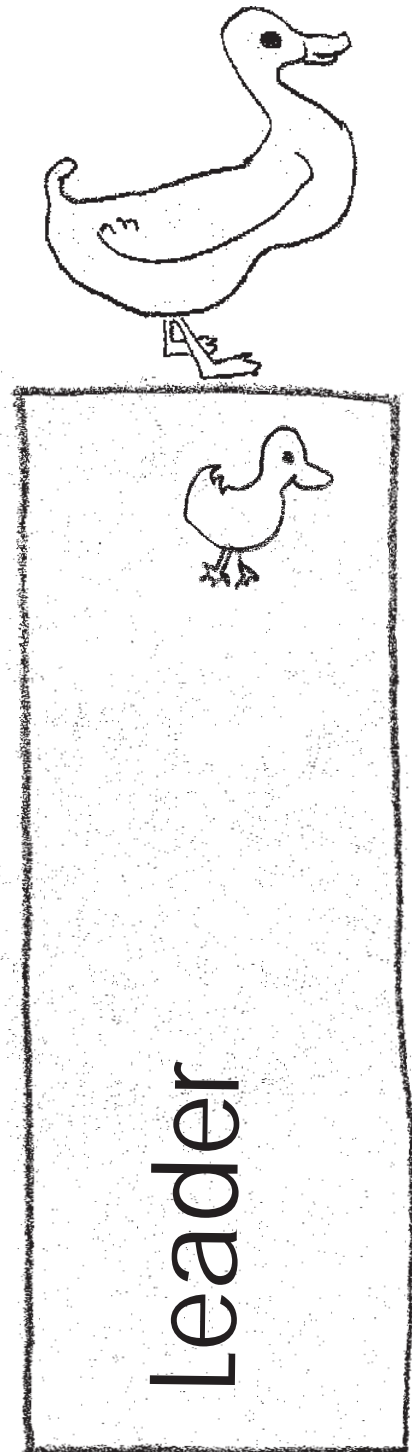
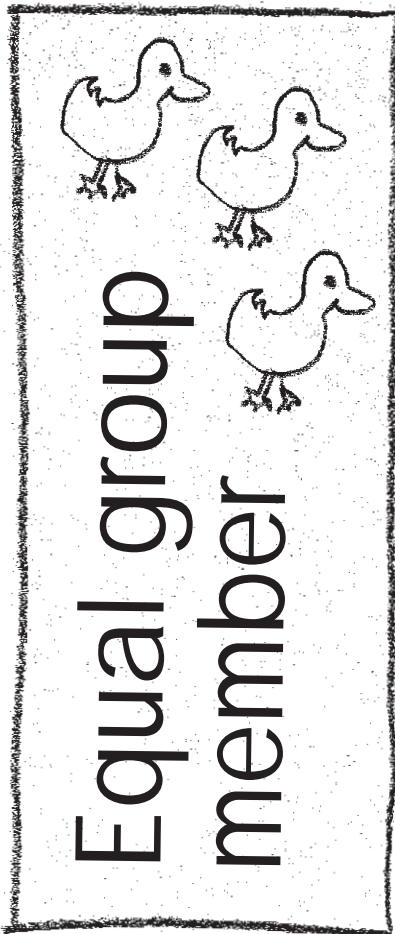
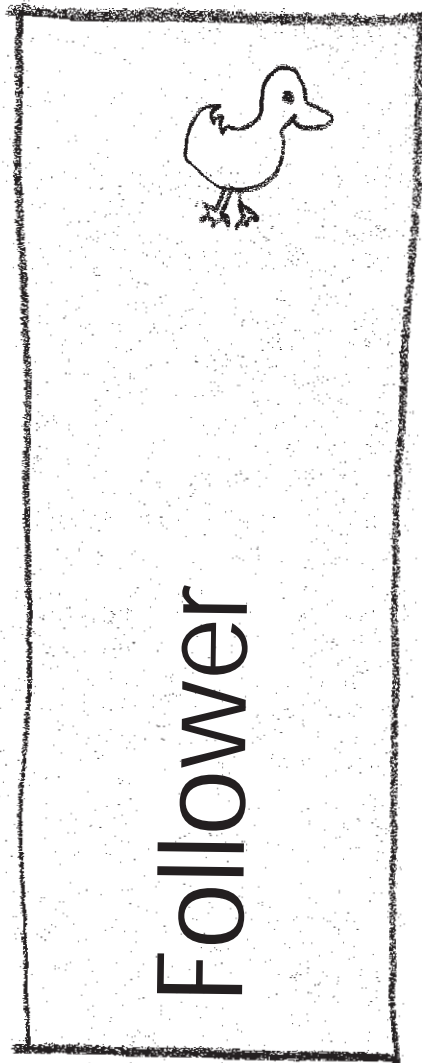
## PUZZLE COLLAGE



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## GROUP ROLES



DATE \_\_\_\_\_

## Examples of positive behaviours

## Examples of negative behaviours

## Positive behaviours are important because:

## It is important to avoid negative behaviours because:

Fetal Alcohol Spectrum Disorder PREVENTION **25**

Theme I:  
Understanding Relationships - **Grades 4-6**

**Activity Focus for Grades 4-6**

- Families, peer groups and the ways change impacts such relationships
- Roles of groups in school and with peers; stereotyping and cliques
- Ways people can be similar and different; have unique characteristics; have different needs
- What FASD is and the physical features of children born with FASD
- Adolescents and young adults with FASD
- Effective group interaction can facilitate building relationships

**Outcomes from Health and Life Skills Program of Studies for Grades 4-6**

*Interactions*

Students will:

- 4** Identify changes that may occur in friendships, and explore strategies to deal with changes (R-4.5)
- 4** Identify and describe ways to provide support to others; e.g., help a friend deal with loss (R-4.6)
- 4** Practise effective communication skills and behaviours to reduce escalation of conflict; e.g., monitor personal body language (R-4.7)
- 5** Identify possible changes in family relationships, and explore strategies for dealing with change; e.g., loss (R-5.5)
- 5** Investigate the benefits of fostering a variety of relationships throughout the life cycle; e.g., cross-age relationships (R-5.6)
- 5** Apply mediation skills when resolving conflicts; e.g., recognize feelings of others, allow others to express opinions (R-5.7)
- 6** Develop and demonstrate strategies to build and enhance relationships in the family; e.g., being honest, expressing empathy (R-6.5)
- 6** Develop strategies to maintain and enhance appropriate cross-age relationships; e.g., within the family, school and community (R-6.6)
- 6** Apply a variety of strategies for resolving conflict; e.g., practise treating differences of opinion as opportunities to explore alternatives (R-6.7)

*Group Roles and Processes*

Students will:

- 4** Describe and accept roles and responsibilities within a group (R-4.8)
- 4** Assess how students can act as important role models for others in a group or as individuals (R-4.9)
- 5** Develop strategies to address personal roles and responsibilities in groups; e.g., dealing with conflict in group situations (R-5.8)
- 5** Explore respectful communication strategies that foster group/team development; e.g., encourage participation of all group members (R-5.9)
- 6** Analyze the influence of groups, cliques and alliances on self and others; e.g., at home, in school, in the community (R-6.8)
- 6** Make decisions cooperatively; e.g., apply a consensus-building process in group decision making (R-6.9)



## Activities for Grades 4-6

### **Personal Picture Gallery**

#### **Teacher Preparation**

Student Activity Master I-4:

Personal Picture Gallery, p. 32.

Have students consider events that happened to them at home, school or in the community during the past two weeks. Ask them to list these events in their notebooks. Remind students to consider both individual events and those in various group settings. Have students use **Student Activity Master I-4** to create personal picture galleries of themselves and the events in their lives. Students can be asked to collect photographs or pictures from home to add to their personal picture galleries.

### **Class Conversation on Decision Making**

Ask students to consider the types of decisions they make on a daily basis and with whom they make them. Have students consider their peers, family, classmates, playground groups and the different ways they interact with these groups.

### **Spheres of Influence**

Ask students to think about the different roles they have as individuals; e.g., student, brother, sister, cousin, daughter, son, friend, neighbour. Then, have students think of the groups to which they belong; e.g., school, classroom, friends (peer group), sports teams, family, neighbourhood, community. Provide students with **Student Activity Master I-5** and ask them to put themselves in the middle circle. Then, ask them to write in the outside circles those groups that influence them and on which they have an influence. Students may be asked to record their role in relation to each of these groups.

#### **Teacher Preparation**

Student Activity Master I-5:

Spheres of Influence, p. 33.

Assessment, p. 31.

Other resources dealing with issues like death and divorce may support the concepts in this activity and can be integrated into this discussion or used to expand the activity.

Discuss the concept of change with students. Ask them to consider events that cause change; e.g., a family moving, a birth, a friend moving to a new school. Brainstorm a list of situations that cause change.

Have students use their spheres of influence charts to examine how they and others are affected by change. For example, a friend moving away may affect the neighbourhood because this person helped deliver flyers and newspapers; a move to a new school may affect participation in a sports team because the bus ride is longer and it is more difficult to get to practices.

Have students, working in pairs, select two or three of the situations brainstormed by the class. Have each pair develop ideas for coping with change and share them with another pair or with the whole class.



**Role-Play** Have students work in small groups to brainstorm three or four situations where groups of students or friends interact with others. Teachers may wish to discuss situations where friends don't get along or get included in group activities. Students may also be asked to think about ways that people are unfairly excluded from group activities because of differences in individual interests. Discuss how groups of students can form cliques – groups that do not include others and are concerned only with their own interests.

### **Teacher Preparation**

Other resources dealing with issues like stereotyping and prejudice may support the concepts in this activity and can be integrated into this discussion or used to expand the activity.

Ask students to think of times when they made an extra effort to include all their peers in a group activity. Have each group plan a brief role-play by working together to write a story about a group that used strategies to ensure all group members were included in a group activity. Some strategies might involve:

- finding out more about different individuals in a group
- taking an interest in the talents and strengths of other people
- listening to each other
- talking through different opinions and points of view to understand each other
- asking others to tell you about themselves.

Ask each small group to discuss situations where there are conflicting points of view on decisions that are made when choosing to work or play together. Ask them to think of ways that groups can work together to make decisions. Discuss different ways of arriving at decisions, such as majority rule or consensus.

**Journal** Have students write about their feelings about belonging, or not belonging, in groups. Ask them to focus on what they think is important in choosing how to behave and interact with others.

### **Teacher Preparation**

Assessment, p. 31.

### **Web**

Discuss the concept of dependency. How do we depend on others? Have students work individually to create webs depicting the relationships they have with others. If students completed the sphere of influence chart, they may use it to help create their webs. Tell students that dependency can also be a condition of being controlled or influenced by something else. For example, the media can affect how we think, act and behave.



**Choices and Influences Chart****Teacher Preparation**

Student Activity Master I-6:  
Choices and Influences Chart, p. 34.  
Assessment, p. 31.



Ask students to consider how the choices people make can affect others in positive or negative ways. Many factors can influence choices. Have students create a chart of influences on the choices they make by using **Student Activity Master I-6**. Students may be asked to consider influences such as, the media, peer groups, information they read and learn. Have them work in groups to collect headlines, pictures, advertisements, slogans or other information from newspapers or periodicals. Ask them to place the examples they collect on their charts. Ask groups to share their charts with at least one other group in the classroom.

**Making Choices**  
**Class Conversation**


Introduce the topic of fetal alcohol spectrum disorder (FASD) through a class conversation that focuses on making choices within healthy relationships. At these grade levels, the introduction to FASD should occur in the context of a conversation with the whole class. This class conversation will introduce students to five areas:

- how choices about healthy relationships affect health choices
- how alcohol use can be linked to birth defects like FASD
- what FASD is
- what causes FASD
- what can be done to prevent FASD.

Tell students that many things, such as what our friends say, what other people do, what the media says and what we read or see, influence health choices. Often, people make healthy choices about the ways they interact with others and deal with pressures. Some pressures involve activities in which alcohol is a factor. Sometimes, the choices people make are inappropriate. These choices can result in the use of alcohol at inappropriate times.

One of these inappropriate times is when a woman is pregnant. There are many different reasons why a woman may use alcohol when she is pregnant. These reasons can include addiction to alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health.

Provide students with **Student Activity Master I-7** and have them discuss the questions on the handout. Use the information in **Teacher Background: Introduction to Fetal Alcohol Spectrum Disorder** to discuss what it is and the effects on children born with FASD. Be sensitive to the background and family situations of the students in your class during this class conversation.

**Teacher Preparation**

Student Activity Master I-7:  
An Introduction to Fetal Alcohol  
Spectrum Disorder (FASD), p. 35.

Teacher Background:  
Introduction to Fetal Alcohol Spectrum  
Disorder (FASD),  
pp. 175-178.



**Word Bank** Ask students individually to list as many words as they can to describe the ways people behave and act. Encourage them to focus on positive characteristics. Students can be provided with examples, such as polite, cheerful, funny, friendly, honest and loyal. Have them work in small groups to combine their word lists. Have groups create a combined word bank on a piece of chart paper and post each group's word bank on the classroom wall.

Have students use the word banks to write a paragraph about themselves. Ask group members to share their paragraphs with each other. Have groups discuss the similarities and differences they notice in each other's paragraphs.

**Group Story** Have each small group work together to write a group story using **Student Activity Master I-8**. Have groups use the following starter:

**Teacher Preparation**

Student Activity Master I-8:

Group Story, p. 37.

Imagine you are working on an important school project with a group of three other students. Think about the different talents and skills it will take to complete the project successfully. Describe the skills of three people (they can be real or imaginary) who you would like to work with on this project. Describe how they are similar to one another, and, more importantly, how they are different from one another. Consider how having similar and different talents and strengths can help a group reach their goal.

Ask each group to read their completed story out loud.

**Assessment**

Assess students' **Webs** and their understanding of the consequences of positive and negative behaviours on relationships by discussing and using the following rubric, or personalize the rubric by working with students.

<b>Excellent</b>	<b>4/</b> Provides a clear link, with examples, between the concepts of relationships and dependency on others; provides examples that relate to the concepts of belonging in groups, outside influences, such as media and community, and personal behaviours.
<b>Proficient</b>	<b>3/</b> Provides a link between the concepts of relationships and dependency on others; includes examples that relate to outside influences on group and personal behaviours.
<b>Acceptable</b>	<b>2/</b> Provides examples of group behaviours and personal behaviours in different settings.
<b>Limited</b>	<b>1/</b> Provides an example of a group behaviour or a personal behaviour.

Have students hand in their **Choices and Influences Chart** for evaluation. Use the following checklist to evaluate their products.

- Yes ☐ Not yet ☐ Provides a variety of examples that display influences on behaviour.
- Yes ☐ Not yet ☐ Provides examples that link to the qualities identified as positive behaviours by the class.
- Yes ☐ Not yet ☐ Communicates ideas clearly and effectively.

*A rubric and checklist template can be found on page 197.*

**Reflection**

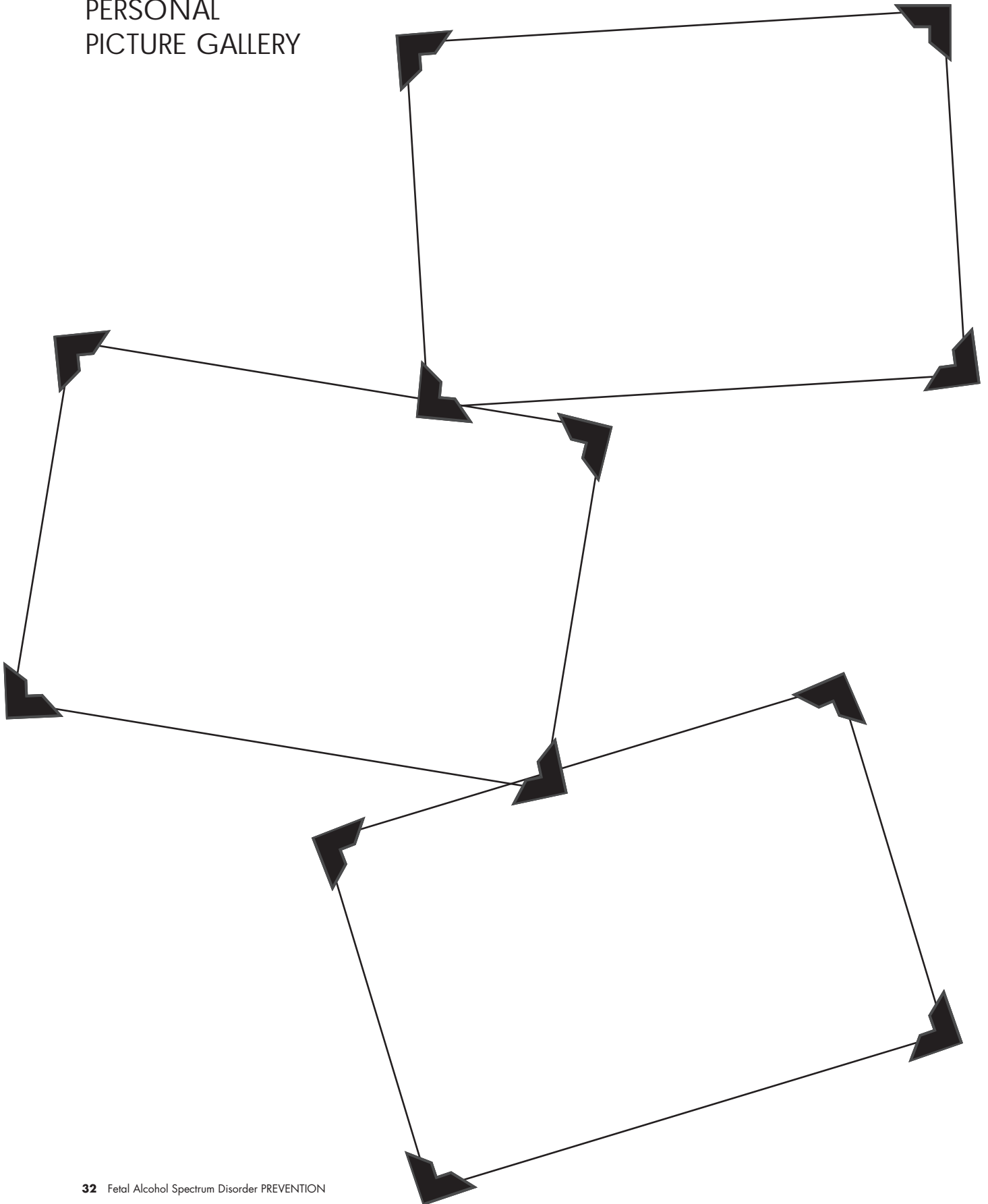
Give students time to reflect on what they have learned about relationships, influences and behaviour. Encourage them to reflect on questions such as the following.

- How can I describe feelings of belonging, or not belonging, in groups?
- What do I think is important in choosing how to behave and interact with others?
- How does change affect the way I feel about the relationships around me?
- How can I use different ways of making decisions in groups?
- How does it feel to make a decision that involves compromise?
- How can groups encourage positive behaviours? How can they encourage negative behaviours?

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## PERSONAL PICTURE GALLERY



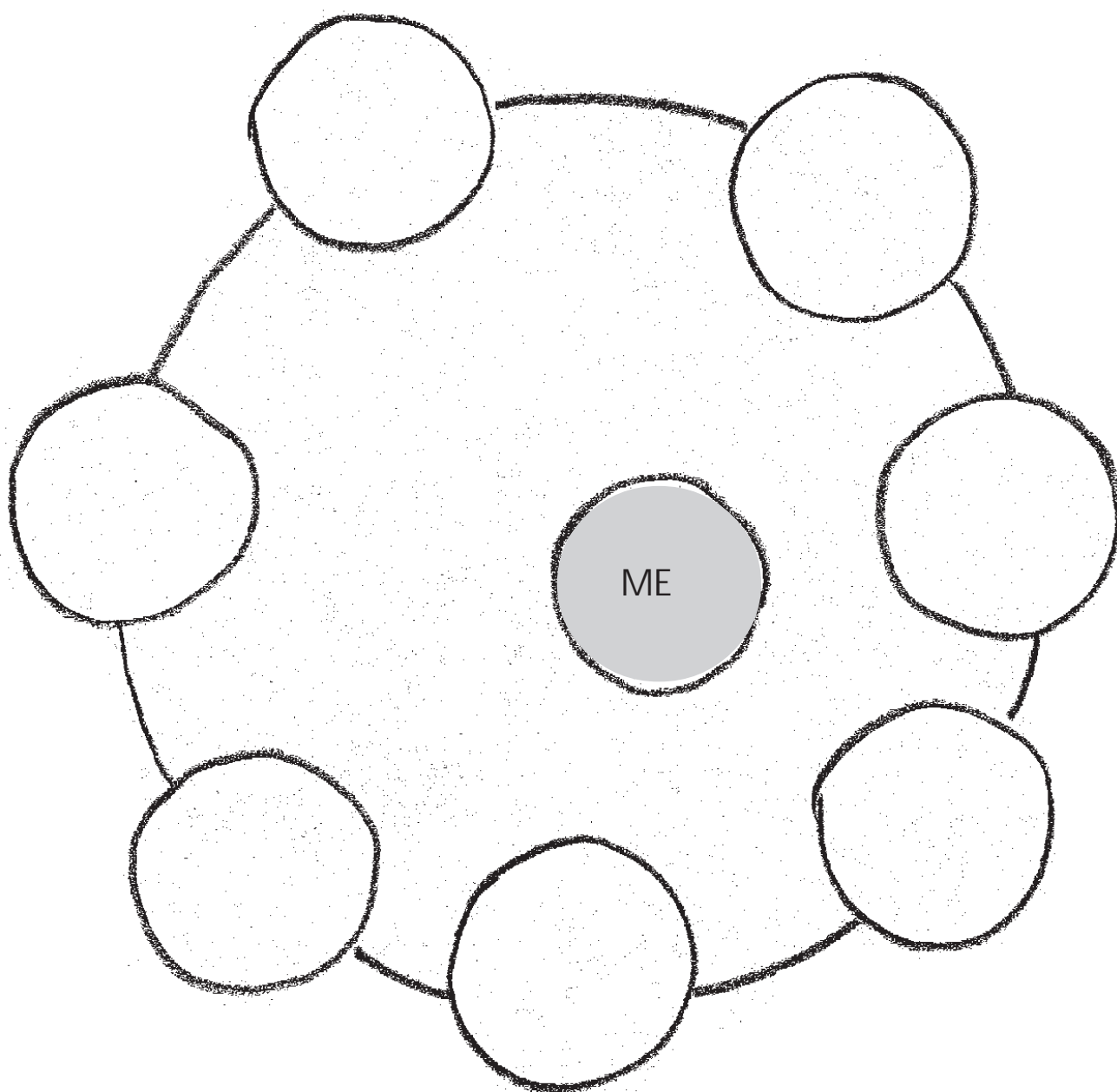
**Grades 4-6**STUDENT ACTIVITY MASTER **I-5**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## SPHERES OF INFLUENCE

Put yourself in the middle circle. Then, use the outside circles to write in those groups who influence you and on whom you have an influence. You may also write in each sphere what your role is in relation to each of the groups; e.g., friend, family member.



NAME

DATE \_\_\_\_\_

## CHOICES AND INFLUENCES CHART

Think of examples of the choices you make on a daily basis and write them in the first column of the chart. Then, think of factors that influence the choices you make. Write those influences beside each of your examples in the second column.

Examples of the choices I make	Influences on my choices



**Grades 4-6**STUDENT ACTIVITY MASTER **I-7**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## AN INTRODUCTION TO FETAL ALCOHOL SPECTRUM DISORDER (FASD)

If a woman drinks alcohol while she is pregnant, the alcohol can cause brain damage that affects the baby's growth and development. This type of brain damage is called fetal alcohol spectrum disorder (FASD). "Fetal" refers to the unborn baby. "Spectrum" refers to the range of health problems that exposure to alcohol can cause. It is important to learn about FASD because it is a condition that is totally preventable.

People with FASD are born with it. Each child with FASD has his or her own special needs, problems and strengths. FASD is a birth defect, whether or not it can be seen at birth. A person does not outgrow FASD, although the symptoms may change with age. There is no cure for FASD and people with this disorder may grow up to have many difficulties in their lives. These difficulties may include learning, understanding consequences and getting along with others. Many people with FASD need extra help to be successful in school. They may also need strong support from their families and friends throughout all stages of their lives.

A team of trained professionals must decide if a child has FASD. They need to find out if the mother drank alcohol during pregnancy and then examine the child for slowed growth, certain kinds of facial features and signs of brain damage. This kind of damage means the child does not behave and learn the way other children do.

There are many different reasons why a woman may use alcohol while she is pregnant. Some women do not know they are pregnant when they use alcohol and other women may be addicted to alcohol. Drinking alcohol during pregnancy can have serious effects on a baby's mental and physical health.

**Grades 4-6**

**STUDENT ACTIVITY MASTER 1-7**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# AN INTRODUCTION TO FETAL ALCOHOL SPECTRUM DISORDER (FASD)

People have many choices to make throughout their lives and it's important to develop good decision-making skills so the choices are healthy ones; not only for themselves but also for other people who may be affected.

## Questions to Talk or Write About:

At this time of your life, what kinds of decisions are you making that could affect your own health and the health of others?

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What is fetal alcohol spectrum disorder? How is this disorder linked to making choices?

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DATE \_\_\_\_\_

## GROUP STORY

**Write a story by working with your group.**

Imagine you are working on an important school project with a group of three other students. Think about the different talents and skills it will take to complete the project successfully. Describe the skills of three people (they can be real or imaginary) who you would like to work with on this project. Describe how they are similar to one another, and, more importantly, how they are different from one another. Consider how having similar and different talents and strengths can help a group reach their goal.

[illegible]

Theme I:  
Understanding Relationships - **Grades 7-9**

**Activity Focus for Grades 7-9**

- Relationships within groups, peers, family and the strengths and talents that individuals bring to such groups
- Strategies to build healthy relationships within diverse groups: feedback, mutual support, conflict management and prevention
- Adolescents and young adults with FASD
- FASD can affect personal and interpersonal interactions within groups

**Outcomes from the Health and Life Skills Program of Studies for Grades 7-9**

*Interactions*

Students will:

- 7** Examine the characteristics of healthy relationships, and develop strategies to build and enhance them; e.g., peer, opposite sex (R-7.5)
- 7** Explore and evaluate the impact of media violence on relationships (R-7.6)
- 7** Evaluate and personalize the effectiveness of various styles of conflict resolution; e.g., win/win, win/lose, lose/lose (R-7.7)
- 8** Develop strategies for maintaining healthy relationships (R-8.5)
- 8** Describe and provide examples of ethical behaviour in relationships; e.g., integrity (R-8.6)
- 8** Develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts (R-8.7)
- 9** Describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships (R-9.5)
- 9** Model integrity and honesty in accordance with ethical principles; e.g., develop strategies to behave in an ethical manner (R-9.6)
- 9** Refine personal conflict management skills; e.g., negotiation, mediation strategies (R-9.7)

*Group Roles and Processes*

Students will:

- 7** Analyze the potential affects and effects of belonging to a group, team, gang (R-7.8)
- 7** Develop group goal-setting skills; e.g., collaboration (R-7.9)
- 8** Describe and explain the positive and negative aspects of conformity and dissent as it relates to individuals in a group, team (R-8.8)
- 8** Describe the characteristics of, and demonstrate skills of, an effective leader and group member (R-8.9)
- 9** Analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills (R-9.8)
- 9** Evaluate group effectiveness and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings (R-9.9)

## Activities for Grades 7-9

### ***Personal Inventory***

Ask students to construct an inventory of their own strengths and talents. Provide students with examples of strengths and talents, such as being a good listener, being reliable, making people laugh. Have students brainstorm and record lists of their strengths and talents.

### ***Group Inventory***

Have students work in small groups to share their strengths and talents. Ask them to create a group list without identifying the individuals who contributed each item. Have groups create a group inventory by putting their lists on poster paper. Ask each group to write a statement that discusses how they could use their group strengths and talents to be more effective in working together to complete tasks, make decisions and reach group agreements or consensus.

### ***Group Decision-Making Model***



Have each group think about what is involved in making group decisions. Ask them to develop a step-by-step model that could be used to make decisions as a group. Have each group record and illustrate their decision-making model by constructing a visual flow chart or mind map.

### ***Class Conversation on Decision Making and Consensus***

Ask students to think about the ways decision making can be accomplished in a group. Discuss what a majority rules model of decision making might look like compared to a consensus model. Work with the class to create a visual diagram of these two models on the board or on a wall chart. Have students discuss their peers, families and other groups with whom they interact and the different ways they interact.

**Media Critique**

Ask students to collect as many examples as they can find in different media sources that represent and portray group situations and settings. For example, students can look at how family, peer groups and friendships are portrayed. Sources can include newspapers, magazines and transcripts from radio or television advertisements. Have students work in small groups to pool the examples they collected and critically analyze the way the media portrays different types of relationships. Ask students to consider the following questions.

- What kinds of relationships did you find in the media sources you looked at?
- How did different media sources portray different relationships?
- How accurate do you think these media sources are in portraying relationships?
- What kinds of messages do these media sources give us about different types of relationships?

**Spheres of Influence**

Ask students to consider the different roles they have as individuals; e.g., student, brother, sister, cousin, daughter, son, friend, neighbour. Then, have students think of the groups to which they belong; e.g., school, classroom, friends (peer group), sports teams, family, neighbourhood or community. Provide students with **Student Activity Master I-9** and ask them to put themselves in the middle circle of the spheres. Then, ask them to write in the outside circles those groups that influence them, and on which they have an influence, starting with the group they are most influenced by or are closest to. Ask students to record their role in relation to each group.

Have students use their spheres of influence charts to examine how others influence the decisions students make as well as the advantages and disadvantages of being a member of a group. For example, families provide security, support and love. Peer groups provide understanding and support but can put pressure on individuals to make decisions that may not be appropriate.

Have students use their spheres of influence charts to discuss, with a partner, what they think is meant by:

- conformity to pressures and expectations of different groups
- dissenting to the expectations and pressures of different groups.

**Teacher Preparation**

Student Activity Master I-9:  
Spheres of Influence, p. 46.  
Assessment, p. 45.

### **Teacher Preparation**

Other resources dealing with issues like conformity and dissent may support the concepts in this activity and can be integrated into this discussion or used to expand the activity.

### **Role-Play**

Have students work in small groups to brainstorm three or four situations involving conformity or dissent. Teachers may wish to discuss some examples where friends don't get along or pressure others to join in activities that may not be appropriate. Students may also think about ways that people are unfairly excluded in group activities because of differences in individual interests.

Have each group plan a brief role-play by writing a story about a group that used strategies to cope with decisions about conformity or dissent. Some strategies might involve:

- expressing your individual beliefs and convictions to others
- asking others the reasons for their actions
- listening to each other
- talking through different opinions and points of view to understand each other.

Ask each group to discuss situations where there are conflicting points of view on decisions that are made when choosing to work or spend time together as a group. Ask them to think of ways their role-play illustrates different decision-making models, such as majority rule or consensus.

### **Journal**

Have students write about their feelings on coping with pressures of conformity and dissent. Ask them to focus on what they think is important in choosing how to behave and interact with others.

### **Three-step Interview**

Have students work in groups of three to interview each other about effective ways to use refusal skills in group situations. Each group member takes turns interviewing, recording the interview and being interviewed.

- A interviews B; C records the answers to the interview questions.
- B interviews C; A records the answers to the interview questions.
- C interviews A; B records the answers to the interview questions.

Work with the class to develop initial interview questions. When students have finished interviewing each other, ask them to share what they learned. Have each group discuss effective refusal skills to cope with group pressures and decision making.



**Class Conversation**

Introduce, through a class conversation, the concept of conflict resolution and the impact of working with peers to mediate disputes. Encourage students to consider the following.

- Peer mediation assumes conflict is normal and can be a positive force that can accompany personal growth and social change.
- Peer mediation can be a chance for students to sit face-to-face and talk so that each side of a dispute is heard.
- Peer mediation helps both sides in a dispute feel they have been heard and that an attempt has been made to consider their point of view.
- Peer mediation results in a decision that both sides can understand and accept.

**Conflict Resolution Process****Teacher Preparation**

Student Activity Master I-10:  
Conflict Resolution Process,  
pp. 47-48.

Tell students they will practise peer mediation by working in a small groups to resolve a hypothetical conflict. Provide students with **Student Activity Master I-10** and have them assume the roles outlined in the handout. Have students follow the conflict-resolution process outlined.

**Bubble Map****Teacher Preparation**

Student Activity Master I-11:  
Bubble Map, p. 49.  
Assessment, p. 45.

Have students work individually or in pairs to consider and discuss different aspects of a healthy relationship. Have each student or pair use **Student Activity Master I-11** to create a bubble map that identifies aspects of a healthy relationship. Students should put themselves in the middle of the page and then consider the different individuals or groups with whom they have relationships. Then, they should identify the characteristics that promote positive relationships within those groups.

**Making Choices Class  
Conversation**

**FASD**

Introduce the topic of fetal alcohol spectrum disorder (FASD) through a class conversation that focuses on the positive and negative pressures that influence the building of healthy relationships. At these grade levels, the introduction to FASD should occur in the context of a conversation with the whole class that focuses on FASD as an issue that relates to choices about alcohol use. This class conversation will introduce students to five areas:

- how choices about healthy relationships affect health choices
- how alcohol use can be linked to birth defects like FASD
- what FASD is
- what causes FASD
- what can be done to prevent FASD.

Discuss with students how many factors, such as group pressures on choices and decision making, can influence health choices. Sometimes, the choices people make when they are in group settings are inappropriate. These choices can result in the use of alcohol at inappropriate times.

One of these inappropriate times is when a woman is pregnant. There are many different reasons why a woman may use alcohol when she is pregnant. These reasons can include addiction, pressure to consume alcohol and lack of knowledge of the effects of alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health.

**Introduction to  
Fetal Alcohol  
Spectrum Disorder (FASD)**

**Teacher Preparation**

Student Activity Master I-12:  
Introduction to Fetal Alcohol  
Spectrum Disorder (FASD),  
pp. 50-51.



**FASD**

Teacher Backgrounder:  
Introduction to Fetal Alcohol  
Spectrum Disorder (FASD),  
pp. 175-178.

Provide students with Student Activity Master I-12 and have them discuss the questions on the handout. Use the information provided in Teacher Backgrounder: Introduction to Fetal Alcohol Spectrum Disorder to supplement the discussion on FASD and the effects on children born with FASD. Be sensitive to the background and family situations of the students in your class in this class conversation.

**Word Bank**

Ask students to individually list as many words as they can to describe the ways people behave and act in group contexts. Have students work in small groups to combine their word lists on chart paper. Post each group's word bank on the classroom wall.

Have groups use the word banks to brainstorm strategies for developing healthy relationships and interacting effectively in group contexts.

**Assessment**

Assess students' **Bubble Maps** and their understanding of the influences of others on positive and negative behaviours, by discussing and using the following rubric, or personalize the rubric by working with students.

<b>Excellent</b>	<b>4/</b> Provides a clear link, with examples, between the concepts of outside influences and healthy relationships; provides examples that relate to the concepts of group pressures, media and different group or team situations.
<b>Proficient</b>	<b>3/</b> Provides a link between the concepts of outside influences and healthy relationships; includes some examples that relate to outside influences on group and personal behaviours in different group or team situations.
<b>Acceptable</b>	<b>2/</b> Provides examples of outside influences, such as group pressures and media, and personal behaviours in group or team situations
<b>Limited</b>	<b>1/</b> Provides an example of an outside influence or different group or team situations.

Have students hand in their **Spheres of Influence Charts** for evaluation. Use the following checklist to evaluate their products.

- Yes** ☐ **Not yet** ☐ Provides a variety of examples that display influences on behaviour.
- Yes** ☐ **Not yet** ☐ Provides examples that illustrate how others influence the decisions they make.
- Yes** ☐ **Not yet** ☐ Provides examples that explain the advantages and disadvantages they see in being a member of a group.
- Yes** ☐ **Not yet** ☐ Communicates clearly and effectively.

*A rubric and checklist template can be found on page 197.*

**Reflection**

Give students time to reflect on what they have learned about relationships, pressure, conformity and behaviour. Encourage students to reflect on questions such as the following.

- What are some conflicting feelings I have when I think about the groups with whom I interact?
- How do I feel about different ways of making decisions?
- What did it feel like to make decisions using consensus?
- What are some of the outside influences that have the most influence on me?
- What are some of the pressures that I have to deal with in daily life? How do these pressures make me feel?
- What are the positive aspects of belonging to groups? What kinds of support can these different groups give me?
- How does it feel to be involved in a conflict-resolution process?
- How can I contribute positively to the groups to which I belong?

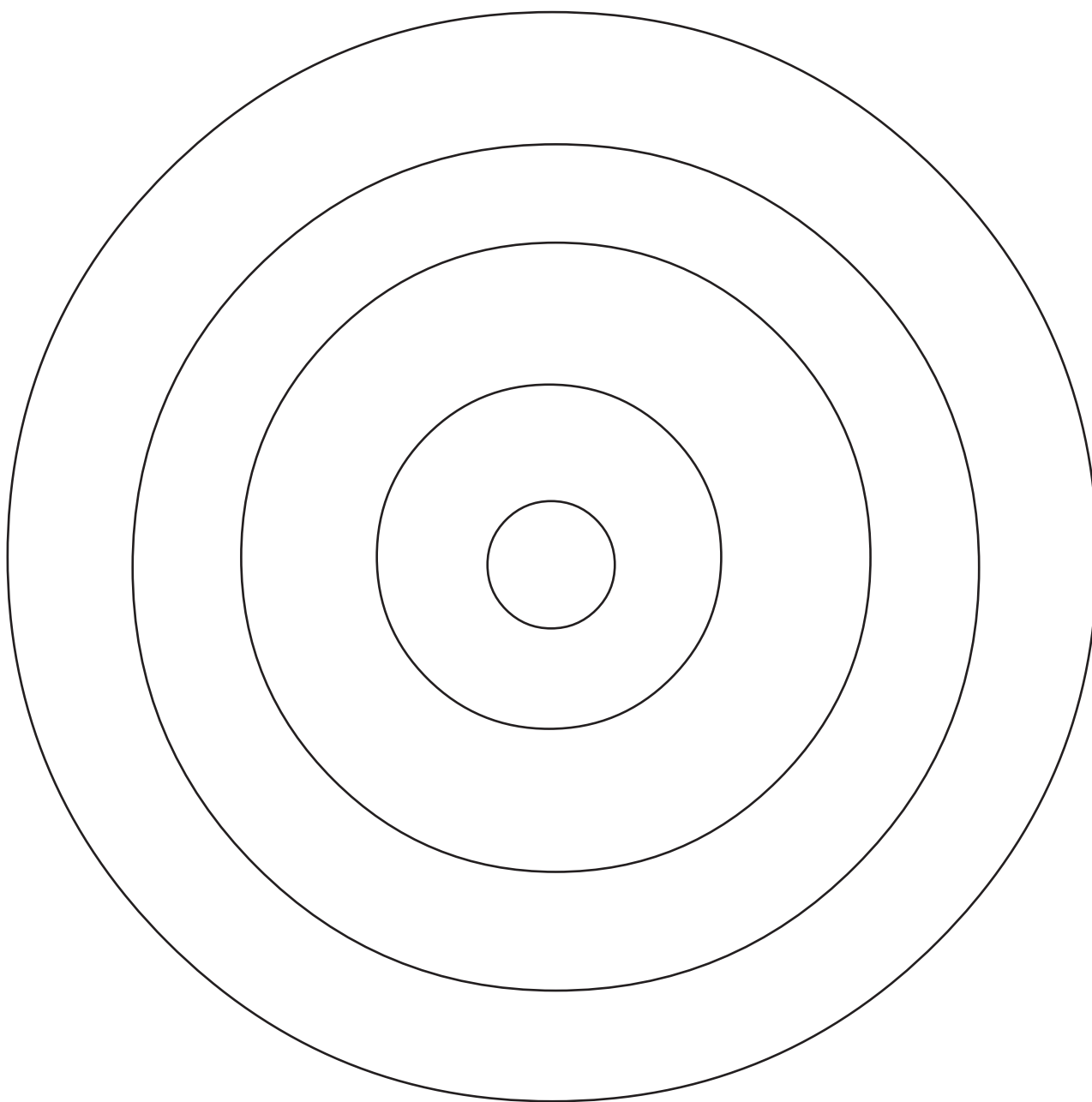
NAME \_\_\_\_\_

DATE \_\_\_\_\_

## SPHERES OF INFLUENCE

Put yourself in the middle circle. Then, use the outside circles to write in those groups who influence you and on whom you have an influence, starting with the group you are most influenced by or are closest to. You may also write in each sphere what your role is in relation to each of these groups.

Then, record the advantages and disadvantages of being a group member in each of these groups.



**Grades 7-9**STUDENT ACTIVITY MASTER **I-10**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# CONFLICT RESOLUTION PROCESS

**Conflict Resolution Characteristics**

- Conflict resolution assumes conflict is normal and can be a positive influence on personal growth.
- Conflict resolution can bring about changes in group behaviour.
- It requires that people sit face-to-face and talk through an issue.
- It allows those involved to talk so that all sides of a dispute are heard.
- It helps both sides in a dispute feel that they have been heard and that an attempt has been made to consider their point of view.
- It results in a decision that both sides can understand and accept.

**Peer Mediation Roles and Situation****1 Assign group roles.**

- Jahil
- Megan
- Jahil's friend (can be more than one member of your group)
- Megan's friend (can be more than one member of your group)
- Mediator

**2 Within your group, read the following steps for conflict resolution. Then, seat your group face-to-face so that all group members can see each other.**

- 1** Read the situation from the point of view of your assigned role. Mediators should begin the discussion by reviewing the situation with the whole group. They should also make sure that all group members have a chance to speak by asking each person in the group to share his or her view of the situation.
- 2** Decide how you would react within your assigned role.
- 3** Discuss the situations, keeping your roles. Talk about what happened, as well as the pressures and influences on each person's actions. The mediator ensures that all group members have a chance to talk through their reactions.
- 4** Decide how you would be willing to compromise in order to solve the problem. Share your compromise with the group.
- 5** Try to come to a group decision outlining the steps you will take as a group to resolve this problem.

**Grades 7-9**STUDENT ACTIVITY MASTER **I-10****3 Read the situation below.****Use the steps to try to resolve it.**

Jahil and Megan have been good friends since early elementary school. Recently, Jahil has been teased by some of the kids in his class. At the beginning of the school year, he used to talk to Megan about how the teasing made him feel. Megan was sympathetic and understood how much the teasing hurt Jahil. Many of the kids who teased Jahil were girls in the classroom.

Recently, Megan has spent more time with this group of girls. They do things together at lunch and hang out after school. Megan has stopped talking to Jahil during the school day. They still talk when they walk home from the bus together because they live in the same neighbourhood.

Megan is worried about how Jahil is feeling about the teasing, but she also enjoys being with her new friends. She has told him that she doesn't really have time to talk to him during class and the school day, but she didn't explain whether or not she defends Jahil when she is with her new friends. This group of girls has decreased the amount of teasing, but Jahil was extremely hurt by Megan's decision to spend less time with him during school. He will not speak to her and lately becomes hostile when he talks to her.

Megan has reacted by telling her friends some of the stories she knows about Jahil from earlier years. Jahil is increasingly upset and now makes negative comments about how Megan looks every time he sees her in the hallway. They no longer walk home from the bus together.

**4 Our Group Solution and Resolutions:**

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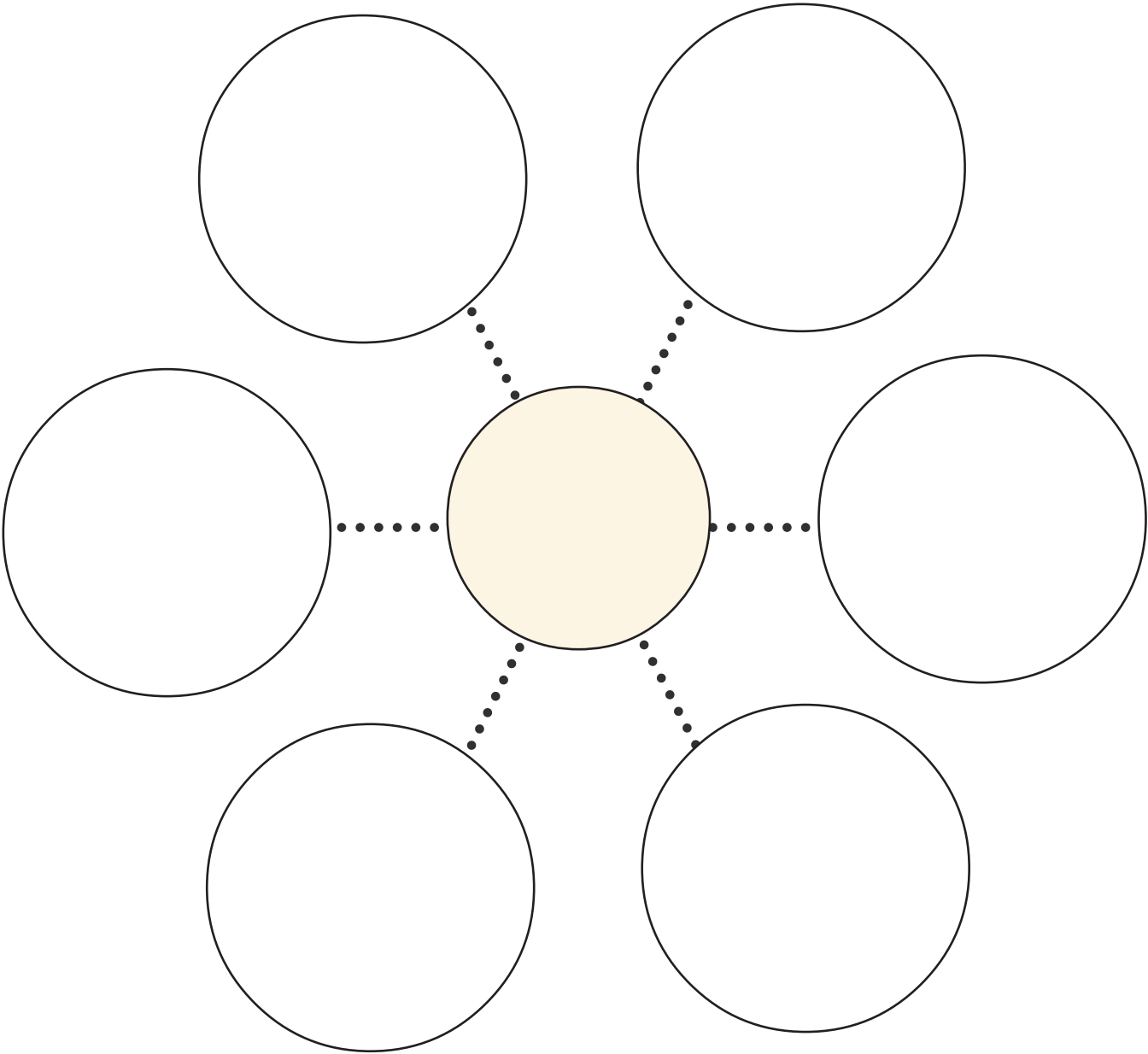
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NAME \_\_\_\_\_

DATE \_\_\_\_\_

BUBBLE MAP



## INTRODUCTION TO FETAL ALCOHOL SPECTRUM DISORDER (FASD)

Many factors, such group pressures on choices and decision making, influence health choices. Sometimes, the choices people make when they are in group settings are inappropriate. Sometimes, pressures result in people using alcohol at inappropriate times. The majority of people who use alcohol do so moderately, but a small portion of people use alcohol heavily on a regular basis. According to studies on the ways people use alcohol, drinking during pregnancy has increased in the last few years.

There can be many different reasons why a woman may use alcohol when she is pregnant. These reasons can include addiction, pressure to consume alcohol and lack of understanding of the effects of alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health.

Fetal alcohol spectrum disorder (FASD) is a birth defect. Drinking alcohol during pregnancy can cause this birth defect.

People with FASD are born with it. FASD affects the brain. Some people with FASD are slightly affected while others are severely affected. Each child with FASD has his or her own special needs, problems and capabilities. FASD is a birth defect whether or not it is noticeable at birth. A person does not outgrow FASD, although the symptoms may change with age. It is a lifelong condition.<sup>2</sup>

A team of specially trained professionals must decide if a baby has been born with FASD.

To be considered for a diagnosis of FASD, a child can be examined for these characteristics:

- slowed growth (height and weight) with the circumference of the head smaller than normal
- certain facial characteristics, such as short openings between the eyelids (small eyes), a flattened upper lip or a thin upper lip and a flattened upper jaw-bone area
- brain damage and central nervous system problems – this damage means that the child may not develop, learn and behave the way other children do.

A child has to have problems in all three areas before the professional team can say the child has FASD. One or two symptoms are not enough to make a diagnosis. The doctor works together with a team to make a diagnosis by conducting a physical examination and other medical tests, and finding out if the birth mother drank while she was pregnant.<sup>3</sup> Even if the child does not have all three characteristics and cannot be said to have FASD, the child may have brain damage as a result of alcohol use during pregnancy.

<sup>2</sup> Adapted with permission from Streissguth, A. (1997). Overview of fetal alcohol syndrome. In Streissguth, A. *Fetal alcohol syndrome: A guide for families and communities* (p. 4). Baltimore, MD: Paul H. Brookes Publishing Co. [brookespublishing.com](http://brookespublishing.com)

<sup>3</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *ABCs of Fetal Alcohol Syndrome and Other Alcohol-related Birth Defects* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1996), p. 1.



**Grades 7-9**STUDENT ACTIVITY MASTER **I-12**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**Questions to Talk or Write About:**

What are some group pressures that might influence choices I make as an individual?

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How might group pressures influence choices people make about alcohol?

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What is fetal alcohol spectrum disorder? How is FASD linked to making choices?

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How can healthy relationships help me make positive choices, particularly about alcohol use?

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Theme I:  
Understanding Relationships - **Grades 10-12**

**Activity Focus for Grades 10-12**

- Need for healthy relationships and interpersonal skills
- Influences on relationships and social/interpersonal balance
- Communication strategies and the role of conflict and conflict functions
- Understanding adolescents and young adults with FASD

**Outcomes from the Career and Life Management Program of Studies**

*Personal Choices*

Students will:

Demonstrate and apply effective communication, conflict resolution and team-building skills (P9)

- Describe the stages of conflict, strategies for negotiating conflict, and issues and difficulties in resolving conflict
- Apply skills to deal with negative peer pressure and negative views of others

Examine various attitudes, values and behaviours for developing meaningful interpersonal relationships (P10)

- Describe the skills, attitudes and behaviours for building, maintaining and enhancing healthy, positive relationships
- Generate a list of ways to provide support to others

Evaluate resources and support systems for each dimension of health and well-being for self and others (P14)

- Examine support systems for assessing and maintaining health and well-being

**Activities for Grades 10-12*****Class Conversation*****Teacher Preparation**

Other resources dealing with different types of relationships may support the concepts in this activity and can be integrated into this discussion or used to expand the activity.

Have students consider how they would define and describe the relationships in their lives. Ask them to share examples of different types of relationships and the ways that different contexts influence the way they act within those relationships.

***Blackboard Share***

Ask students to create a list of skills necessary to develop and maintain healthy relationships and interpersonal skills. Emphasize that students should record any ideas they wish in creating their individual lists. Have students share their lists in small groups and combine their ideas. Appoint one group member to list the group's ideas on the board as each group shares and discusses their lists.

Once a list is recorded on the board, have each group categorize in their notebooks or on a sheet of acetate for the overhead, the skills they identified as:

- physical
- mental
- emotional
- social
- intellectual
- financial
- career.

Have each group share their categories and discuss the range of skills needed for healthy relationships.

<p><b>Personal Journal</b></p> <p><b>Teacher Preparation</b> Assessment, p. 58.</p>	<p>Ask each student to maintain a personal journal that focuses on the question, What personally influences your relationships? For a one-month period, have students record the influences on their relationships (parents, siblings, friends and boyfriend/girlfriend) using the following steps.</p> <ul style="list-style-type: none"> <li>• Write about weekly personal encounters with parents, siblings, friends or boyfriend/girlfriend in which there was a significant interaction. (The interactions could deal with personal or school-related issues.)</li> <li>• Comment on the outcome of each encounter.</li> <li>• Assess, in writing, how each encounter was dealt with; e.g., did they consider the outcome satisfying or unsatisfying, and why.</li> <li>• After one month, ask students to determine how many of these encounters were satisfying and what areas of their personal relationships could be strengthened.</li> </ul> <p>Tell students that these are personal journals and will not be read by teachers or other students. Students will use ideas and information from their journals to write summaries to hand in or share.</p>
<p><b>Class Conversation</b></p> <p><b>Teacher Preparation</b> Other resources and activities dealing with conflict resolution and peer mediation may support the concepts in this activity and can be integrated into this discussion or used to expand the activity.</p>	<p>With the class, discuss the concept of conflict resolution and the impact of working with their peers to mediate disputes. Encourage students to consider the following.</p> <ul style="list-style-type: none"> <li>• Peer mediation assumes that conflict is normal and can be a positive force that can accompany personal growth and social change.</li> <li>• Peer mediation can be a chance for students to sit face-to-face and talk so that each side of a dispute is heard.</li> <li>• Peer mediation helps both sides in a dispute feel that they have been heard and that an attempt has been made to consider their point of view.</li> <li>• Peer mediation results in a decision that both sides can understand and accept.</li> </ul>

**Conflict Resolution Process****Teacher Preparation**

Student Activity Master I-13:  
Conflict Resolution Process,  
pp. 59-60.



Have students work in small groups to practise peer mediation by resolving a hypothetical conflict. Provide students with **Student Activity Master I-13** and have them assume the roles outlined in the handout. Have students follow the process outlined.

**Ripple Effect****Teacher Preparation**

Student Activity Master I-14:  
Ripple Effect, p. 61.



Have students work individually or in pairs to consider or discuss the ways that participation in relationships establishes patterns for behaviour. How do the ways individuals behave on a daily basis have an effect on others in different settings or contexts? Have each student or pair use **Student Activity Master I-14** to consider the ripple effect of their actions on others. Ask students to think of a situation that involves interaction within a group setting. For example, making a decision to skip a class or choosing to ask friends over when parents are not home. Then, have students identify others that this decision affects; e.g., teachers, friends, parents, classmates, and write about the consequences of their actions.

***Making Choices***  
***Class Conversation***  
***and Research***

**FASD**

Introduce the topic of fetal alcohol spectrum disorder (FASD) through a class conversation that focuses on the positive and negative pressures that influence the building of healthy relationships. At these grade levels, the introduction to FASD should occur in the context of a conversation with the whole class that focuses on FASD as an issue that relates to choices about alcohol use. The conversation can be followed by written research. The class conversation will introduce students to five areas:

- how choices about healthy relationships affect health choices
- how alcohol use can be linked to birth defects like FASD
- what FASD is
- what causes FASD
- what can be done to prevent FASD.

Discuss with students how many factors, such the way we view our relationships, and our own personal beliefs and values within such relationships, can influence health choices. Sometimes, the choices people make when they are in group settings are inappropriate. These choices can result in the use of alcohol at inappropriate times. For example, a mother can make healthy choices for herself and her unborn baby. A mother can also make unhealthy choices because she lacks information or is pressured by an unhealthy relationship. There are many reasons why a woman may use alcohol when she is pregnant. These reasons can include addiction, pressure to consume alcohol and lack of knowledge of the effects of alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health.

**Introduction to  
Fetal Alcohol  
Spectrum Disorder (FASD)**

**FASD**

**Teacher Preparation**

Student Activity Master I-15:

Introduction to

Fetal Alcohol Spectrum Disorder  
(FASD), pp. 62-65.

Assessment, p. 58.

Teacher Background:

Introduction to Fetal Alcohol  
Spectrum Disorder (FASD),  
pp. 175-178.



Provide students with **Student Activity Master I-15** and have them discuss the questions on the handout. Using the information collected, have them compose a two-page (400 word) research assignment on the topic. They should address the following questions in their assignment.

- What is FASD and what are its causes?
- What can be the results on a person's development?
- How do life stages and new situations affect the choice to consume alcohol?
- What might be some effects of FASD on people's relationships?

Use the information in **Teacher Background: Introduction to Fetal Alcohol Spectrum Disorder** to supplement the discussion on FASD and the effects on children born with FASD. Be sensitive to the background and family situations of the students in your class in any class conversation and research assignment.

**Three-Step Interview**

Have students work in groups of three to interview each other about how participation in relationships establishes habits or patterns for behaviour. For example, how one behaves on a daily basis has an effect on others in other situations. Each group member takes turns interviewing, recording the interview and being interviewed.

- A interviews B; C records the answers to the interview questions.
- B interviews C; A records the answers to the interview questions.
- C interviews A; B records the answers to the interview questions.

Work with the class to develop initial interview questions. When students have finished interviewing each other, ask them to share what they learned. Have each group discuss what constitutes effective relationship-building strategies.

### Assessment

Assess students' **Personal Journal Summaries** and their understanding of the factors that influence their relationships by discussing and using the following rubric, or personalize the rubric by working with students. (Note: do not ask students to hand in their personal journals, only the summaries.)

<b>Excellent</b>	<b>4/</b> Provides a clear link, with examples, in their discussions of influences on their relationships between the concepts of outside influences and healthy relationships; provides examples that relate to their actions and the influences of personal, school-related, social and work-related situations.
<b>Proficient</b>	<b>3/</b> Provides a link in their discussions of influences on their relationships between the concepts of outside influences and healthy relationships; includes some examples that relate to their own actions.
<b>Acceptable</b>	<b>2/</b> Provides examples of their actions in reacting to outside influences in personal, school-related, social and work-related situations.
<b>Limited</b>	<b>1/</b> Provides an example or examples of their own actions in reacting to outside influences.

Have students hand in their **Research Assignments** for evaluation. Use the following checklist to evaluate their products.

- Yes** ☐ **Not yet** ☐ Provides a clear explanation of fetal alcohol spectrum disorder and its causes.
- Yes** ☐ **Not yet** ☐ Provides examples that illustrate the possible effects of fetal alcohol spectrum disorder.
- Yes** ☐ **Not yet** ☐ Provides examples that explain how different life stages and situations may affect choices about alcohol use during pregnancy.
- Yes** ☐ **Not yet** ☐ Communicates information clearly and effectively.

*A rubric and checklist template can be found on page 197.*

### Reflection

Give students time to reflect on what they have learned about relationships, personal and community influences, beliefs, values and behaviour. Encourage students to reflect on questions such as the following.

- How do I view the different kinds of relationships I have, in personal, school-related, social and work-related situations?
- What are the strongest outside influences on my own relationships?
- How might I change the way I cope with influences in order to strengthen my own relationships?
- How do my choices impact others with whom I have relationships?
- How do I feel about different ways of resolving conflict, and making decisions within different group and team settings?
- How do my own personal beliefs and behaviours influence the choices I make?
- How might fetal alcohol spectrum disorder result from unhealthy choices within relationships?



**Grades 10-12**STUDENT ACTIVITY MASTER **I-13**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# CONFLICT RESOLUTION PROCESS

**Conflict Resolution Characteristics**

- Conflict resolution assumes conflict is normal and can be a positive influence on personal growth.
- Conflict resolution can bring about changes in group behaviour.
- It requires that people sit face-to-face and talk through an issue.
- It allows all those involved to talk so that all sides of a dispute are heard.
- It helps both sides in a dispute feel that they have been heard and that an attempt has been made to consider their point of view.
- It results in a decision that both sides can understand and accept.

**Peer Mediation Roles and Situation****1 Assign group roles.**

- Ted
- Jana
- Ted's friend (can be more than one member of your group)
- Jana's friend (can be more than one member of your group)
- Mediator

**2 Within your group, read the following steps for conflict resolution. Then, seat your group face-to-face so that all group members can see each other.**

- 1** Read the situation from the point of view of your assigned role. Mediators should begin the discussion by reviewing the situation with the whole group. They should also make sure that all group members have a chance to speak by asking each person in the group to share his or her view of the situation.
- 2** Decide how you would react within your assigned role.
- 3** Discuss the situations, keeping your roles. Talk about what happened, as well as the pressures and influences on each person's actions. The mediator ensures that all group members have a chance to talk through their reactions.
- 4** Decide how you would be willing to compromise in order to solve the problem. Share your compromise with the group.
- 5** Try to come to a group decision outlining the steps you will take as a group to resolve this problem.

## Grades 10-12

## STUDENT ACTIVITY MASTER I-13

NAME \_\_\_\_\_

DATE \_\_\_\_\_

### 3 Use the steps to try to resolve this situation.

Jana and Ted have been good friends since early elementary school. Recently, Ted asked Jana out on a date. Jana felt uncomfortable with the idea of dating Ted because she was afraid it might affect their friendship.

Jana sees Ted as a friend, and decided she would not go out with him. She told him she wouldn't go out with him, but didn't explain her reasons.

Ted was extremely hurt by Jana's decision. He will not speak to her and lately becomes hostile when he talks to her.

Jana has reacted by talking about Ted, telling her girlfriends stories she knows about him from earlier years. Ted is increasingly upset and makes negative comments about how Jana looks every time he sees her in the hallway.

#### 4 Our Group Solution and Resolutions:

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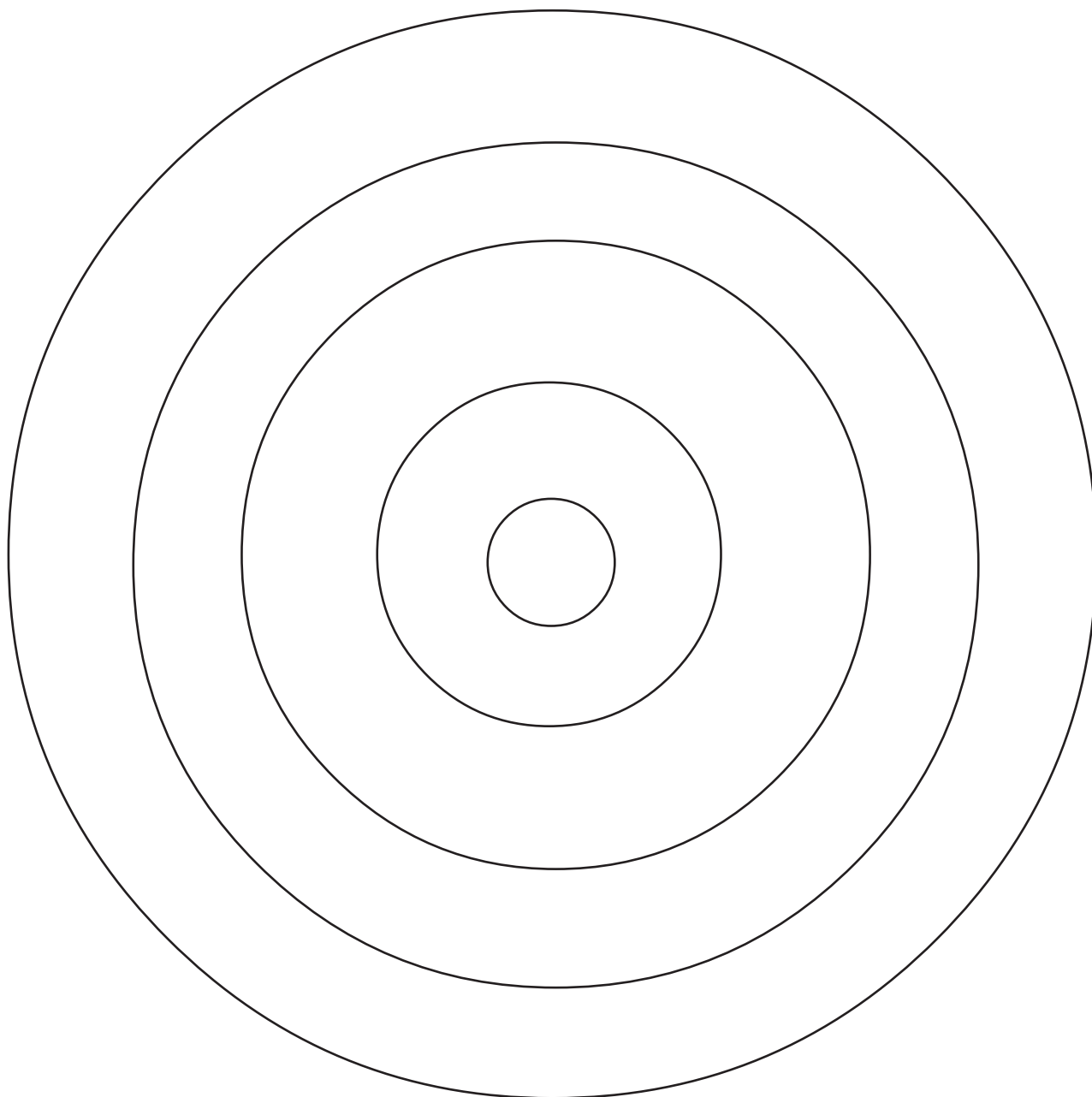
**Grades 10-12**STUDENT ACTIVITY MASTER **I-14**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**RIPPLE EFFECT**

Think about the ways that an individual's behaviour affects others. Think of a situation that involves a group decision. Then, use the ripple chart to identify others affected by the decision and how they are affected.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

# INTRODUCTION TO FETAL ALCOHOL SPECTRUM DISORDER (FASD)

## **Making Choices**

The relationships people have influence the choices they make. Drinking alcohol is a choice. Addiction can affect people's ability to make that choice.

Alcohol is a legal drug and one that is generally considered to be socially acceptable. It is part of the social life or part of the daily life of many people in Canada. According to one study that involved 6000 pregnant women, drinking during pregnancy has increased in the past few years.<sup>4</sup>

## **A Survey**

75 per cent of women surveyed claimed to be occasional alcohol drinkers<sup>4</sup>

25 per cent said they drank frequently<sup>4</sup>

25 per cent of those polled felt that moderate or social drinking is acceptable during pregnancy<sup>4</sup>

Many factors, such as the way we view our relationships and our own personal beliefs and values within such relationships, influence health choices. Sometimes, the choices people make when they are in group settings are inappropriate. This can result in the use of alcohol at inappropriate times. For example, a mother can make healthy choices for herself and her unborn baby. A mother can also make unhealthy choices because she lacks information or is pressured by an unhealthy relationship. There are many different reasons why a woman may use alcohol when she is pregnant. These reasons can include addiction, pressure to consume alcohol and lack of knowledge of the effects of alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health.

<sup>4</sup>Adapted with permission from The Alberta Medical Association, *Preface to the Prevention and Diagnosis of Fetal Alcohol Syndrome* (Edmonton, AB: The Alberta Medical Association, 1999), p. 1.

## **Questions to Talk or Write About:**

What do you know about the effects of alcohol?

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Why do we focus on the effects of alcohol on pregnant women?

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**Grades 10-12**STUDENT ACTIVITY MASTER **I-15**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# INTRODUCTION TO FETAL ALCOHOL SPECTRUM DISORDER (FASD)

**Fetal Alcohol Spectrum Disorder**

People with fetal alcohol spectrum disorder (FASD) are born with it. Exposure of the developing fetal brain to alcohol in utero causes brain damage. Some people with FASD are slightly affected and display only mildly dysfunctional learning and behaviour. Others are more seriously affected and their ability to cope with even simple day-to-day interactions may be compromised. Each child with FASD has his or her own special needs, problems and capabilities. FASD is a birth defect whether or not it is noticeable at birth. One does not outgrow FASD, although the symptoms may change with age. It is a lifelong condition.<sup>5</sup>

Drinking alcohol during pregnancy can cause this birth defect. A team of specially trained professionals must decide if a baby has been born with FASD. To be considered for a diagnosis of FASD, a child can be examined for these characteristics:

- slowed growth (height and weight) with the circumference of the head smaller than normal
- certain facial characteristics, such as short openings between the eyelids (small eyes), a flattened upper lip or a thin upper lip and a flattened upper jaw-bone area
- brain damage and central nervous system problems - this damage means that the child may not develop, learn and behave the way other children do.<sup>6</sup>

A child has to have problems in all three areas before the professional team can say a child has FASD. One or two symptoms are not enough to make a diagnosis. The doctor works together with a team to make a diagnosis by conducting a physical examination and other medical tests, and finding out if the birth mother drank while she was pregnant.<sup>6</sup>

<sup>5</sup>Adapted with permission from Streissguth, A. (1997). Overview of fetal alcohol syndrome. In Streissguth, A. *Fetal alcohol syndrome: A guide for families and communities* (p. 4). Baltimore, MD: Paul H. Brookes Publishing Co. brookespublishing.com

<sup>6</sup>Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *ABCs of Fetal Alcohol Syndrome and Other Alcohol-related Birth Defects* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1996), p. 1.

**Grades 10-12****STUDENT ACTIVITY MASTER I-15**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# INTRODUCTION TO FETAL ALCOHOL SPECTRUM DISORDER (FASD)

**Why is it so Difficult to Diagnose FASD?**

It's difficult to diagnose FASD for many reasons.

- There is no one symptom that can identify FASD.
- There are no accepted laboratory tests to diagnose FASD.
- Many features related to FASD change as the child gets older.
- FASD symptoms are hard to see in babies.
- It may be difficult to find out how much alcohol the mother drank, and if that amount of alcohol had a negative affect on the developing baby.<sup>6</sup>

**The Spectrum of Disabilities Related to FASD**

Many terms have been used to describe abnormalities attributed to prenatal exposure to alcohol. Fetal alcohol syndrome (FAS), alcohol-related birth defect (ARBD), fetal alcohol effect (FAE), and alcohol-related neurodevelopmental disorders (ARND) are some commonly used terms. Fetal alcohol spectrum disorder (FASD) refers to this range of terms.<sup>7</sup>

It is important to understand that disabilities attributed to prenatal exposure to alcohol occur along a continuum of severity, with miscarriage and stillbirth being the most severe at one end, and various birth defects not sufficient to be classified as FASD at the other. Even among those diagnosed with FASD, the degree of cognitive, motor and speech development and behavioural problems varies significantly. It is, however, important to understand the challenges that affect individuals born with FASD.<sup>7</sup>

The impact of alcohol on fetal development is influenced by the amount, timing and length of exposure to alcohol, as well as by the individual characteristics of both the mother and offspring. Prenatal exposure to alcohol can cause a wide range of prenatal alcohol effects, of which FASD is only part.<sup>8</sup>

<sup>6</sup>Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *ABCs of Fetal Alcohol Syndrome and Other Alcohol-related Birth Defects* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1996), p. 1.

<sup>7</sup>Adapted with permission from The Alberta Medical Association, *Preface to the Prevention and Diagnosis of Fetal Alcohol Syndrome (FAS)* (Edmonton, AB: The Alberta Medical Association, 1999), p. 1.

<sup>8</sup>Adapted with permission from Streissguth, A. (1997). Diagnosing fetal alcohol syndrome: Fetal alcohol effects and alcohol-related neurodevelopmental disorder. In Streissguth, A. *Fetal alcohol syndrome: A guide for families and communities* (p. 27). Baltimore, MD: Paul H. Brookes Publishing Co. [brookespublishing.com](http://brookespublishing.com)

**Grades 10-12**STUDENT ACTIVITY MASTER **I-15**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## INTRODUCTION TO FETAL ALCOHOL SPECTRUM DISORDER (FASD)

**Research on Fetal Alcohol Spectrum Disorder**

Using the information collected, compose a two-page (400 word) research assignment on the topic. Address the following questions.

Use this page to make some initial notes.

What is fetal alcohol spectrum disorder and what are its causes?

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What can be the results on a person's development?

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How do life stages and new situations affect the choice to consume alcohol?

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What might be some effects of fetal alcohol spectrum disorder on people's relationships?

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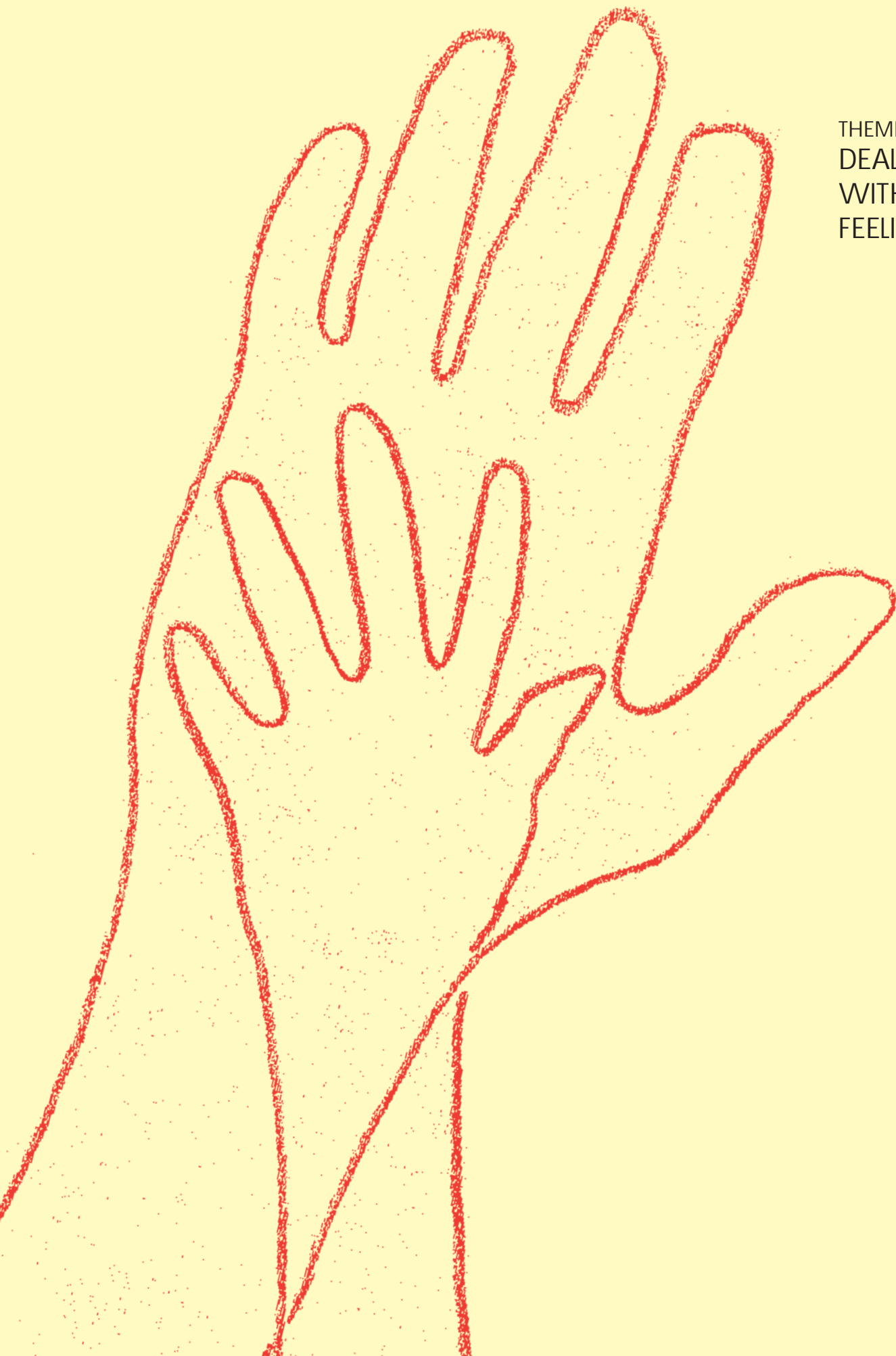
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THEME II:  
DEALING  
WITH  
FEELINGS





## THEME II

# DEALING WITH FEELINGS

### Introduction

This section deals with the second theme: **Dealing with Feelings**. It is divided into four parts: Grades 1-3, Grades 4-6, Grades 7-9 and Grades 10-12. In this theme, students focus on developing an understanding of healthy ways to express and manage their emotions and feelings.

The activity focus and related outcomes from the Health and Life Skills Program of Studies, and the Career and Life Management Program of Studies are provided at the beginning of each divisional section. All related learner outcomes from each program of studies are listed for this theme. However, not all are developed fully in the activities that follow. The listed outcomes at the beginning of each divisional section provide organizational ideas for planning a complete unit around this theme. Teachers are encouraged to select, adapt and expand on those activities that meet their own needs and those of their students. These activities are designed to be integrated with existing resources that explore the concepts in more depth.

Theme II:  
Dealing with Feelings - **Grades 1-3**

**Activity Focus for Grades 1-3**

- Understanding feelings
- How feelings affect how we interact with and understand others

**Outcomes from the Health and Life Skills Program of Studies for Grades 1-3**

*Understanding and Expressing Feelings*

Students will:

- 1** Recognize and demonstrate various ways to express feelings; e.g., verbal and nonverbal (R-1.1)
- 1** Identify physiological responses to feelings; e.g., being sad can make you tired (R-1.2)
- 1** Identify positive and negative feelings associated with stress/change (R-1.3)
- 1** Compare and contrast positive and negative nonverbal communication and associated feelings; e.g., positive and negative touches (R-1.4)
- 2** Recognize that individuals make choices about how to express feelings; e.g., frustration (R-2.1)
- 2** Examine that the safe expression of feelings is healthy (R-2.2)
- 2** Identify possible psychological and physiological responses to stress (R-2.3)
- 2** Develop communication strategies to express needs and seek support; e.g., if touched in a way that makes one feel uncomfortable, who and how to tell (R-2.4)
- 3** Recognize the effects of sharing positive feelings on self and others; e.g., express appreciation to self and others (R-3.1)
- 3** Demonstrate safe and appropriate ways for sharing and/or expressing feelings through words and behaviour; e.g., demonstrate good manners when expressing feelings (R-3.2)
- 3** Develop, with guidance, strategies to deal with stress/change (R-3.3)
- 3** Develop, with guidance, effective communication skills and strategies to express feelings; e.g., appropriate expression of anger (R-3.4)

### Activities for Grades 1-3

**Circle Conversation** Have students sit in a circle and share examples of feeling words. Encourage sharing stories about these feeling words. However, be sensitive to the individual needs and situations of your students. As students share examples, create a blackboard or poster list of the words they generate.

Remind students that when others are talking, everyone else should listen. Explain how sitting in a circle helps as students can see each other. Ask them to think about how seeing others encourages listening.

**Word Cards** Have students work individually, using Student Activity Master II-1 to create their own emotion word cards, using the feeling words generated in the circle discussion. Ask students to draw a picture that shows the feeling on each word card. Have students cut up their word cards to keep in their portfolios.

**Teacher Preparation:**

Student Activity Master II-1:  
Feeling Words, p. 75.

**Expressing Feelings** Group students into pairs. Have pairs share their feeling word cards with each other. Ask them to role-play the ways people might express the feelings on their word cards. Ask the class to consider what they learned from the role-plays and discuss different ways of complete the following sentence stem:

- People express their feelings in different ways. They express \_\_\_\_\_ by \_\_\_\_\_.

### **Three-step Interview**

Have students work in groups of three to interview each other about ways they express their feelings and emotions. Each group member takes turns interviewing, recording the interview and being interviewed.

- A interviews B; C records the answers to the interview questions.
- B interviews C; A records the answers to the interview questions.
- C interviews A; B records the answers to the interview questions.

Work with the class to develop initial interview questions that they would like to ask their classmates. Students can be asked to use interview questions such as the following, inserting some of their feeling words into the first question.

- How do you act when you are feeling \_\_\_\_\_?
- Why do you think you act this way?

When students have finished interviewing each other, ask them to share what they learned with the whole class. Have each group discuss the similarities and differences they found between group members and what they can learn from hearing about how others express their feelings.



### **Feelings Chart**

Ask students to think about different emotions and feelings, such as happiness, joy, anger, frustration, disappointment and discouragement. These words are listed in the first column of **Student Activity Master II-2**. Have them use the second column to write about ways these feelings and emotions are expressed. Then, have them use the third column to write about how the expression of these emotions can affect other people. Work with the class to develop a list of strategies to express feelings in constructive ways.

When students fill out the third column, ask them to focus on strategies that provide constructive ways to deal with a range of feelings and emotions. It is important to be sensitive to the background and needs of the individual students in your class during this activity. Encourage students to think of ways that they might use such strategies. For example:

- talk calmly about your feelings of anger or discouragement to others who care about you and will help
- think about ways to ask others for help when you are discouraged
- ask family or friends to listen as you explain why you feel the way you do.

### **Teacher Preparation**

Student Activity Master II-2:

Feelings Chart, p. 76.

Assessment, p. 74.

Other resources dealing with the expression of different feelings and emotions may support the concepts in this activity and can be integrated into this discussion or used to expand the activity.

**Group Reading Log****Teacher Preparation:**

Student Activity Master II-3:

Reading Log, p. 77.

Assessment, p. 74.

Take some time to gather an appropriate selection of literature: storybooks, picture books, young children's novels and/or poetry that deals with the expression of feelings and emotions in different contexts.

Have students work in small groups to read aloud a storybook or picture book, or if necessary, do this as a class activity. If possible, have groups use different storybooks. Ask students to identify the range of feelings and emotions expressed in the story. Students can use their feeling word cards from the previous activity.

Provide each group with **Student Activity Master II-3** and ask them to use the questions to reflect on the feelings and emotions that the characters in the story experience as well as how the story makes the group feel. Have each group share their reflections with another group or with the whole class.

**Supporting Others**

Ask students to talk about ways to develop strategies for considering the feelings and emotions of others, and helping those who are experiencing anger, discouragement, disappointment or frustration. Model an interview with the class by asking students questions around this topic, or have another adult come into the classroom to conduct the interview. Prepare questions in advance that focus on these topics. Use the student responses to the interview to create a class list entitled, "Ways that we can help each other..."



### Assessment

Assess students' **Reading Logs** and their understanding of the link between the expressions of feelings and their understanding of self and others, by discussing and using the following rubric, or personalize the rubric by working with students.

<b>Excellent</b>	<b>4/</b> Provides a clear link, with examples, between feelings and understanding self and others; are able to describe their feelings and other's feelings in what they are reading.
<b>Proficient</b>	<b>3/</b> Provides a link between feelings and understanding self and others; are able to describe their own feelings and emotions by using feeling words.
<b>Acceptable</b>	<b>2/</b> Provides examples of their feelings and feelings of others in what they have read.
<b>Limited</b>	<b>1/</b> Provides a description of a feeling word.

Have students hand in their **Feelings Charts** for evaluation.

Use the following checklist to evaluate their products.

- Yes** ☐ **Not yet** ☐ Provides examples that describe how other people are affected by the expression of feelings.
- Yes** ☐ **Not yet** ☐ Provides examples that describe how they would express these different feelings.
- Yes** ☐ **Not yet** ☐ Communicates ideas clearly and effectively.

*A rubric and checklist template can be found on page 197.*

### Reflection

Give students time to reflect on what they have learned about the expression of feelings and emotions. Encourage students to reflect on questions such as the following:

- How does it feel when I am happy, angry, sad, lonely or excited?
- How do my feelings affect other people around me?
- How can we help each other deal with our feelings and emotions?



**Grades 1-3**  
STUDENT ACTIVITY MASTER **II-1**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

FEELING WORDS


NAME \_\_\_\_\_

DATE \_\_\_\_\_

## FEELINGS CHART

A list of feelings	These feelings affect other people because...	Positive ways I can express this feeling ...
Happiness		
Joy		
Frustration		
Anger		
Disappointment		
Discouragement		

**Grades 1-3**  
STUDENT ACTIVITY MASTER **II-3**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

READING LOG

Story title \_\_\_\_\_

One feeling in this story was: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This feeling was expressed: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This story made me feel: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Theme II:  
Dealing with Feelings - **Grades 4-6**

**Activity Focus for Grades 4-6**

- Ways that feelings can affect group interaction and building relationships
- How needs can affect feelings
- How FASD can affect ability to manage feelings

**Outcomes from the Health and Life Skills Program of Studies for Grades 4-6**

*Understanding and Expressing Feelings*

Students will:

- 4** Recognize that individuals can have a positive and negative influence on the feelings of others (R-4.1)
- 4** Identify and use short-term strategies for managing feelings—your own and others; e.g., dealing with excitement, anger, sadness, jealousy (R-4.2)
- 4** Recognize that management of positive/negative stress can affect health (R-4.3)
- 4** Demonstrate respectful communication skills; e.g., describe behaviours that show respect for the feelings of others (R-4.4)
- 5** Recognize that presenting feelings may mask underlying feelings; e.g., anger can mask frustration, hurt (R-5.1)
- 5** Identify and use long-term strategies for managing feelings—your own and others; e.g., dealing with disappointment, discouragement (R-5.2)
- 5** Recognize that stressors affect individuals differently, and outline ways individuals respond to stress (R-5.3)
- 5** Practise effective communication skills; e.g., active listening, perception checks (R-5.4)
- 6** Recognize that individuals can choose their own emotional reactions to events and thoughts (R-6.1)
- 6** Establish personal guidelines for expressing feelings; e.g., recognize feelings, choose appropriate time/place for expression, identify preferred ways of expressing feelings, and accept ownership of feelings (R-6.2)
- 6** Develop personal strategies for dealing with stress/change; e.g., using humour, relaxation, physical activity (R-6.3)
- 6** Identify, analyze and develop strategies to overcome barriers to communication (R-6.4)

## Activities for Grades 4-6

### **Emotion Wheel**

#### **Teacher Preparation:**

Student Activity Master II-4:

Emotion Wheel, p. 83.

Other resources dealing with the range of emotions may support the concepts in this activity and can be integrated into this discussion or used to expand the activity.

Have students create an emotion wheel that indicates appropriate methods of expressing a range of emotions. Provide students with **Student Activity Master II-4** and ask them to write various emotions in the inside sections of the wheel. Then, have them think about different situations or contexts where these emotions might be expressed. Have them write examples of those situations on the outside sections of the wheel. For example, feeling happy might be the result of someone telling you they care about you; feeling hurt might be the result of a situation where a friend has ignored you.

Ask students which of these emotions make them feel good and which make them feel unhappy or dissatisfied. Students may colour code their wheels to identify the different emotions that result from different situations.

### **Journal**

Ask students to write about how they know when they are feeling positive and negative emotions by reflecting on the ways that different situations make them feel. Ask them to focus on the signals they experience when they feel those emotions. Students can be given a sentence starter for their journal writing:

- I know I am feeling \_\_\_\_\_ when \_\_\_\_\_.

### **Comic Strip**

#### **Teacher Preparation:**

Student Activity Master II-5:

Comic Strip, p. 84.

Assessment, p. 82.

Ask students to think about situations that cause people to worry. Discuss how fears, both real and imaginary, cause people to worry and sometimes act in ways that are not acceptable or appropriate. Be sensitive to the background and needs of the individual students during this activity. Students may be asked to consider situations such as the following:

- being afraid to say that you cannot go to the neighbourhood store with a group of friends, even though you know your parents do not allow you to do this, because you are worried about what your friends might think
- being afraid to tell a friend that you do not agree with something he or she is doing, because you are worried about losing the friendship.

Have students work in pairs using **Student Activity Master II-5** to develop a cartoon strip that illustrates a situation where a character is worried about something. Ask each pair to share their cartoon strip with another pair in the classroom. Have the combined groups interview each other using the following questions.

- How do worries and emotions result in different moods?
- How do worries and emotions affect the way we act with others, such as our families and friends?
- What can we do to use our emotions and feelings to be supportive of others in a group setting?

Ask each group to share their responses with the whole class.



**Blackboard Share**

Have students work in small groups to brainstorm what is meant by stress, and what is felt when a person experiences stress. Have each group appoint a recorder. Have the recorder write the group's ideas on the blackboard. Then, discuss the ideas as a class. Have the class consider the following questions or present them as a whole-class interview. Act as the interviewer or invite a community member or health professional to interview the class about what they have learned.



- What is stress?
- How do feelings and emotions affect the way we react in situations that are stressful?
- How do different situations and experiences affect the way we react emotionally?

Students may explore these situations further in a group activity, such as role-plays or story writing.

**Group Reading Log**

Have students work in small groups to read aloud a piece of literature. If possible, have groups use different books. Ask students to identify the positive and negative feelings, worry or stress that the characters experience in the story, as well as the situations or contexts in which these feelings are experienced.

Provide each group with **Student Activity Master II-6** and ask them to use the questions to reflect on the feelings, emotions and situations that the characters in the story experience as well as how the story makes the group feel. Have each group share their reflections with another group in the classroom or with the whole class.

**Teacher Preparation**

Student Activity Master II-6:

Reading Log, p. 85.

Assessment, p. 82.

Gather an appropriate selection of literature: storybooks, picture books, young children's novels and poetry that deals with the expression of feelings and emotions in different contexts.

**Needs and Emotions Class  
Conversation**

**FASD**

Introduce the topic of fetal alcohol spectrum disorder (FASD) through a class conversation that focuses on the different ways people deal with their emotions and feelings. At these grade levels, the introduction to fetal alcohol spectrum disorder should occur in the context of a conversation with the whole class. This class conversation should introduce students to three areas:

- how the ability to deal with emotions affects choices about health
- what the characteristics of FASD are in babies, children, adolescents and adults
- what can be done to prevent FASD.

Tell students that needs can often be expressed through emotions and feelings. Often, emotions and feelings result in worry or stress. These expressions of emotion affect the decisions people make about health choices. Sometimes, the choices people make are inappropriate and result in problems that affect them as well as others.

Students may have already had the opportunity to discuss the choices a mother can make for herself and her unborn baby. Sometimes, the choices people make are inappropriate. These choices can result in the use of alcohol at inappropriate times. One of these inappropriate times is when a woman is pregnant. There are many reasons why a woman may use alcohol when she is pregnant. These reasons can include addiction to alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health. The choice to drink alcohol can be influenced by emotions, such as stress and worry.

Use the information in **Teacher Backgrounder: The Effects of Fetal Alcohol Spectrum Disorder (FASD)** to discuss the effects experienced by children born with FASD. Children born with FASD are affected behaviourally. It is important to understand the ways people can support those who have to deal with this condition. Be sensitive to the background and family situations of the students in your class. Provide students with **Student Activity Master II-7** and have them discuss the questions on the handout.

**Teacher Preparation:**

Student Activity Master II-7:  
Understanding the Effects of Fetal Alcohol Spectrum Disorder (FASD), pp. 86-87.

Teacher Backgrounder: The Effects of Fetal Alcohol Spectrum Disorder (FASD), pp. 179-182.



**Journal**

Have students write about situations where they experienced stress when making decisions that affected their lives. Ask them to focus on describing the situation or context, understanding the decisions they considered making, and the feelings or emotions involved in making the decision.

### Assessment

Assess students' **Reading Logs** and their understanding of the link between the sources of feelings and their understanding of self and others, by discussing and using the following rubric, or personalize the rubric by working with students.

<b>Excellent</b>	<b>4/</b> Provides a clear link, with examples, between the sources of feelings, and understanding self and others; are able to describe the relationship between the source of others' feelings in what they are reading as well as sources of their own feelings.
<b>Proficient</b>	<b>3/</b> Provides a link between the sources of feelings, and understanding self and others; are able to describe different situations that illustrate sources of feelings.
<b>Acceptable</b>	<b>2/</b> Provides examples of situations in which their own feelings and the feelings of others are demonstrated.
<b>Limited</b>	<b>1/</b> Provides a description of a situation that evoked a feeling and emotional response.

Have students hand in their **Comic Strips** for evaluation. Use the following checklist to evaluate their products.

- |   |  |
|---|--|
| Yes <input type="radio"/> Not yet <input type="radio"/> | Illustrates a situation that would be a source of worry.                             |
| Yes <input type="radio"/> Not yet <input type="radio"/> | Shows how sources of worry lead to an emotional reaction.                            |
| Yes <input type="radio"/> Not yet <input type="radio"/> | Illustrates different emotions and feelings that would arise from a source of worry. |
| Yes <input type="radio"/> Not yet <input type="radio"/> | Communicates ideas clearly and effectively.  |

*A rubric and checklist template can be found on page 197.*

### Reflection

Give students time to reflect on what they have learned about the sources of emotions and feelings. Encourage students to reflect on questions such as the following.

- What have I learned about the sources of my emotions and feelings?
- How do I learn to deal with my fears and worries?
- What have I learned about situations that cause stress?
- How do I react to stress?
- How can I understand how others might react to fears, worries and stress in different ways?
- How can I be understanding and supportive of others who deal with their emotions differently than I do?



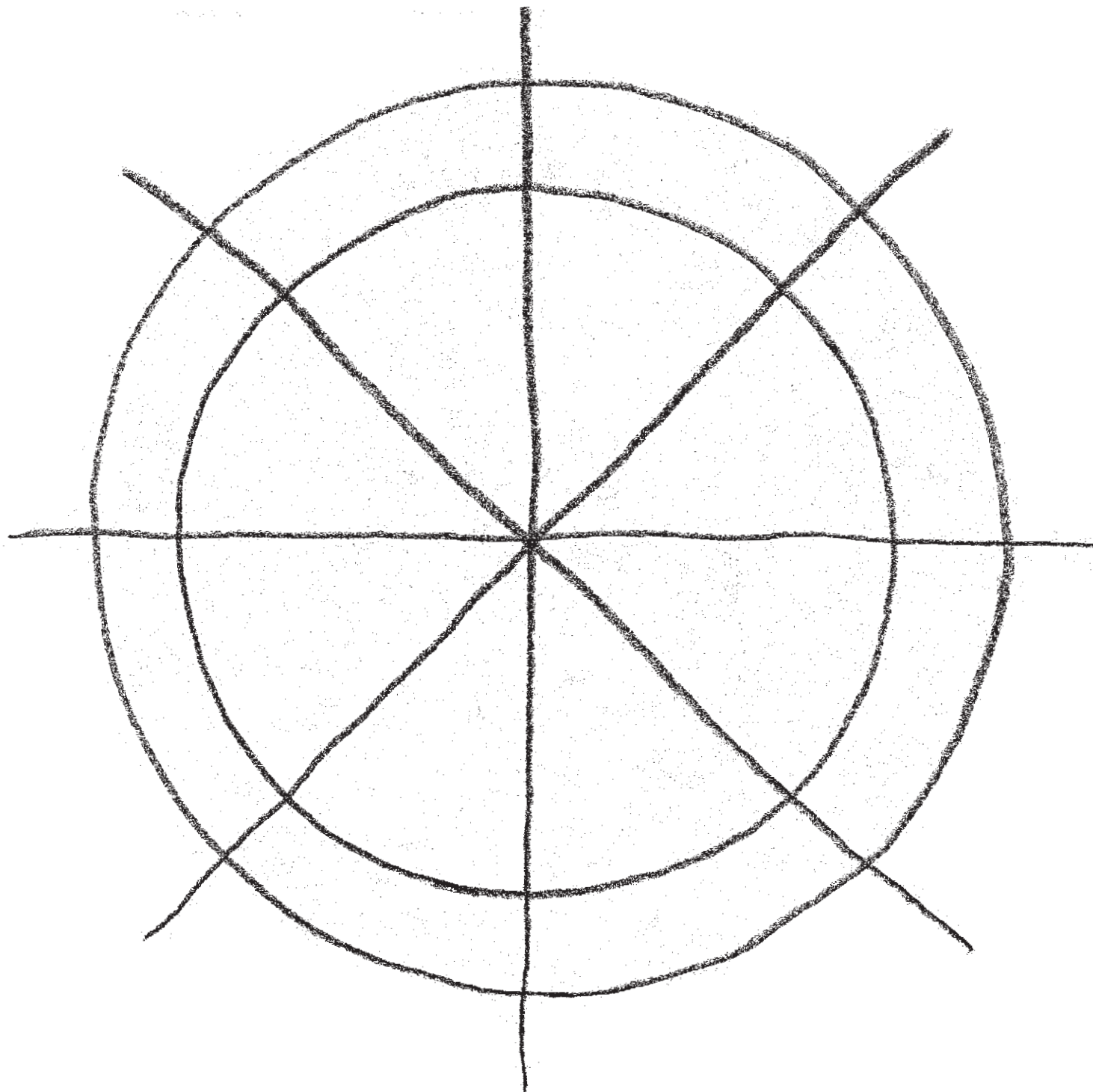
**Grades 4-6**STUDENT ACTIVITY MASTER **II-4**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**EMOTION WHEEL**

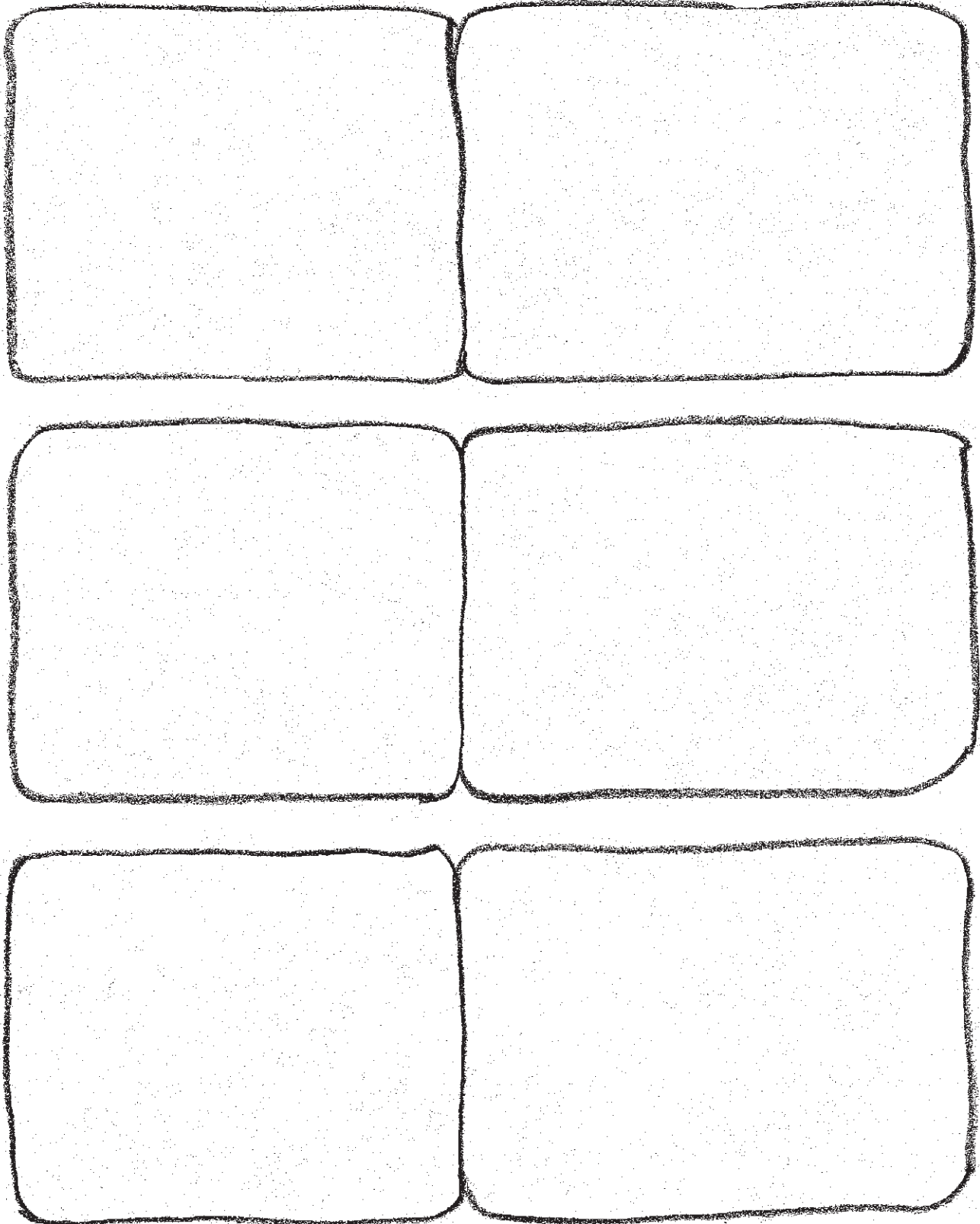
Write down different emotions in the inside sections of the wheel. Then, think about situations where these emotions might be expressed. Write examples of those situations in the outside sections of the wheel.



NAME \_\_\_\_\_

DATE \_\_\_\_\_

## COMIC STRIP



**Grades 4-6**STUDENT ACTIVITY MASTER **II-6**

NAME

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DATE

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## READING LOG

Story title

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Different feelings and emotions in the story:

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The situations that caused these different feelings and emotions:

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Feelings when reading this story:

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NAME \_\_\_\_\_

DATE \_\_\_\_\_

## UNDERSTANDING THE EFFECTS OF FETAL ALCOHOL SPECTRUM DISORDER (FASD)

The choices people make in their lives are important. Sometimes, people make inappropriate choices that result in problems that affect themselves as well as others. Sometimes, people make inappropriate choices because they have difficulty expressing and managing their emotions and feelings. They may also have difficulty handling the pressures these feelings create.

One choice that people must make is how they use alcohol at different times throughout their lives. One inappropriate time to use alcohol is when a woman is pregnant. There are different reasons why a woman uses alcohol when she is pregnant. Sometimes, women don't know they are pregnant when they use alcohol, or they may be addicted to alcohol or other drugs. The choice to drink alcohol can be affected by feelings, such as stress, worry and loneliness. But whatever the reasons, alcohol can have serious effects on a baby's mental and physical health and development.

### **How Does FASD Affect Individuals?**

Alcohol can have a variety of effects on an unborn child. The effects depend on many things, such as how much and when the mother drank during pregnancy, the mother's health and nutrition, and whether she smoked cigarettes or used other drugs.

The effects of alcohol-related birth defects, such as FASD, are felt throughout the person's life. There are people with alcohol-related birth defects in every age group. They all have different needs. FASD is a medical condition that a doctor will diagnose.

Babies with FASD are usually small and may cry a lot. They may have difficulties sleeping, eating and settling down.

**Grades 4-6**STUDENT ACTIVITY MASTER **II-7**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**UNDERSTANDING  
THE EFFECTS OF  
FETAL ALCOHOL  
SPECTRUM DISORDER  
(FASD)**

In the preschool years, children with FASD may stay short and thin. Many of these children have attention problems and do not develop, learn and behave the way other children do. They may have difficulty getting along with others.

School-aged children with FASD may have trouble listening, paying attention and working with others. They may have memory problems which can affect learning. They may act younger than other children their age and have difficulty following rules and managing their behaviour.

Because of the physical damage to the fetus' brain during pregnancy, people with FASD do not outgrow these problems over time. Understanding these problems helps families and teachers create routines and structures that will help these children be more successful and live happier lives.

**A Question to Talk or Write About:**

How does your ability to handle stress affect your ability to make good decisions?

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Theme II:  
Dealing with Feelings - **Grades 7-9**

**Activity Focus for Grades 7-9**

- Individual ways of coping with feelings
- How individuals with FASD might experience behavioural difficulties

**Outcomes from the Health and Life Skills Program of Studies for Grades 7-9**

*Understanding and Expressing Feelings*

Students will:

- 7** Analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism (R-7.1)
- 7** Analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals (R-7.2)
- 7** Identify sources of stress in relationships, and describe positive methods of dealing with such stressors; e.g., change, loss, discrimination, rejection (R-7.3)
- 7** Analyze and practise constructive feedback; e.g., giving and receiving (R-7.4)
- 8** Describe characteristics of persistent negative feeling states; e.g., depression, mood disorders (R-8.1)
- 8** Describe signs associated with suicidal behaviour, and identify interventional strategies (R-8.2)
- 8** Evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours (R-8.3)
- 8** Analyze the effects of self-concept on personal communication (R-8.4)
- 9** Identify appropriate strategies to foster positive feelings/attitudes (R-9.1)
- 9** Analyze why individuals choose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful (R-9.2)
- 9** Analyze, evaluate and refine personal strategies for managing stress/crises (R-9.3)
- 9** Analyze, evaluate and refine personal communication patterns (R-9.4)

### Activities for Grades 7-9

#### **Blackboard Share**

Have students work in small groups to brainstorm ways that emotions affect interactions with others. Have each group appoint a recorder. Have the recorder write the group's ideas on the blackboard. Then, discuss the ideas as a class. Have the class consider the following questions, or invite a community member or health professional to interview the class. Alternatively, have the class develop their own interview questions for the visitor.

- What are examples of emotions that affect our relationships with others?
- How do different situations and experiences cause us to feel different emotions?



Students may explore these situations further in a group activity, such as role-plays or story writing.

#### **Class Interviews**

Have the class discuss the emotional pressures identified in their discussion, role-plays and stories. Ask them how feelings and emotions can be dealt with and expressed in positive ways. Discuss alternate ways people might cope with pressures: deal with a situation realistically, or avoid or run away from situations. Have students provide examples of different coping behaviours. This discussion can be in the form of an interview conducted with the entire class, or through small-group interviews conducted by students or community members.



## **Emotional Pressures Class**

### **Conversation**

#### **FASD**

Introduce the topic of fetal alcohol spectrum disorder (FASD) through a class conversation that focuses on the different ways people deal with their emotions and feelings. At these grade levels, the introduction to FASD should occur in the context of a conversation with the whole class that focuses on FASD as an issue that relates to choices about alcohol use. This class conversation should introduce students to three areas:

- how the ability to deal with emotions affects choices about health
- what the characteristics of FASD are in babies, children, adolescents and adults
- what can be done to prevent FASD.

Tell students that needs can often be expressed through emotions and feelings. Often, emotions and feelings result in emotional pressures. These expressions of emotion affect the decisions people make about health choices. Sometimes, the choices people make are inappropriate and result in problems that affect themselves as well as others.

Students may have already had the opportunity to discuss the choices a mother can make for herself and her unborn baby. Sometimes, the choices people make are inappropriate. These choices can result in the use of alcohol at inappropriate times. One of these inappropriate times is when a woman is pregnant. There are many reasons why a woman may use alcohol when she is pregnant. These reasons may include addiction, pressure to consume alcohol and lack of knowledge about the effects of alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health. The choice to drink alcohol can be influenced by emotions, such as stress and worry.

Use the information in **Teacher Background: The Effects of Fetal Alcohol Spectrum Disorder (FASD)** to discuss the effects experienced by children born with FASD. Children born with FASD are affected neurologically. These structural and chemical changes in the brain can result in emotional and behavioural difficulties. It is important to understand the ways that people can support those who have to deal with this condition. Be sensitive to the background and family situations of the students in your class.

### **Teacher Preparation:**

Teacher Background: The Effects of Fetal Alcohol Spectrum Disorder (FASD), pp. 179-182.





***Understanding the  
Effects of FASD***

**Teacher Preparation:**

Student Activity Master II-8:  
Understanding the Effects of Fetal  
Alcohol Spectrum Disorder (FASD),  
pp. 93-95.  
Assessment, p. 92.



Provide students with **Student Activity Master II-8** and have them complete the questions on the handout to help them understand the effects of FASD.

- What are some of the emotional pressures that lead some women to use alcohol during pregnancy?
- What are some strategies you can use to cope with pressure in a positive way?
- What are some strategies the community can use to prevent FASD?
- What are some of the physical and behavioural characteristics of people born with FASD?
- What can be done to help people born with FASD live productively in their communities?

***Journal***

**Teacher Preparation:**

Assessment, p. 92.

Have students write about situations where they experienced emotional pressures when making decisions that affected their lives. Ask them to focus on describing the situations, understanding the decisions they considered making, and the feelings or emotions involved in making the decisions.

### Assessment

Assess students' Journals and their understanding of the link between the ways individuals deal with their emotions and feelings, and their understanding of self and others by discussing and using the following rubric, or personalize the rubric by working with students.

<b>Excellent</b>	<b>4/</b> Provides a clear link, through their writing, between the situations in which feelings are expressed and understanding others; are able to represent the relationship between the situation and the expression of emotions and feelings.
<b>Proficient</b>	<b>3/</b> Provides a link, through their writing, between the situations in which feelings are expressed and understanding others; are able to use different situations that illustrate sources of feelings.
<b>Acceptable</b>	<b>2/</b> Provides a situation in their journal writing in which feelings are described.
<b>Limited</b>	<b>1/</b> Describes a situation in their journal writing.

Have students hand in their responses from **Understanding the Effects of Fetal Alcohol Spectrum Disorder** for evaluation. Use the following checklist to evaluate their products.

- |   |  |
|---|--|
| Yes <input type="radio"/> Not yet <input type="radio"/> | Describes emotional pressures that lead some women to use alcohol during pregnancy.      |
| Yes <input type="radio"/> Not yet <input type="radio"/> | Describes ways to cope with emotional pressures positively.                              |
| Yes <input type="radio"/> Not yet <input type="radio"/> | Describes some of the physical and behavioural characteristics of people born with FASD. |
| Yes <input type="radio"/> Not yet <input type="radio"/> | Communicates ideas clearly and effectively.  |

*A rubric and checklist template can be found on page 197.*

### Reflection

Give students time to reflect on what they have learned about the link between situations, and the expression of emotions and feelings.

Encourage students to reflect on questions such as the following.

- What have I learned about emotional pressures?
- How do I learn to deal with pressures that might affect the decisions I make?
- What are ways that people avoid dealing with their emotions and pressures? How can I avoid these?

**Grades 7-9**STUDENT ACTIVITY MASTER **II-8**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## UNDERSTANDING THE EFFECTS OF FETAL ALCOHOL SPECTRUM DISORDER (FASD)

Needs can often be expressed through emotions and feelings. Often, emotions and feelings result in emotional pressures. These expressions of emotion affect the decisions people make.

Sometimes, the choices people make are inappropriate. These choices can result in the use of alcohol at inappropriate times. One of these inappropriate times is when a woman is pregnant. There are many reasons why a woman may use alcohol when she is pregnant. These reasons can include addiction, pressure to consume alcohol and lack of knowledge of the effects of alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health. The choice to drink alcohol can be affected by emotions, such as stress and worry.

### **Characteristics of People with Fetal Alcohol Spectrum Disorder (FASD)<sup>9</sup>**

Alcohol can have a variety of effects on an unborn child. The effects depend on many things, such as how much and when the mother drank during pregnancy, the mother's health and nutrition, and whether she smoked cigarettes or used other drugs.

The effects of alcohol-related birth defects, such as fetal alcohol spectrum disorder (FASD), are felt throughout the person's life. There are people with alcohol-related birth defects in every age group. They all have different needs.

Infants with FASD are usually small in height, weight and head circumference. They may be sensitive to sights and noises, and may be irritable. These babies may also have poor sleep and wake patterns, and poor sucking reflexes.

In the preschool years, children with FASD typically remain short and thin. Many are hyperactive and oversensitive to touch and other stimulation. These children often have attention problems, and do not always develop and behave the way other children do. For example, they can experience clumsiness, poor hand coordination and have difficulty getting along with others.

School-aged children with FASD may have trouble listening, paying attention and working with others. Sometimes, FASD can mean that children have to learn to deal with the following challenges:

- appearing to know something one day, forgetting it the next and then knowing it again after several days
- difficulty doing anything that involves order, such as taking turns
- repeating words, questions or actions over and over.

As a result, children with FASD can have a hard time with learning concepts, organization, problem solving and social skills. These behavioural difficulties affect their success at school and make it hard for them to make and keep friends.

<sup>9</sup>Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *ABCs of Fetal Alcohol Syndrome and Other Alcohol-related Birth Defects: From Infancy to Adulthood* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1996), p. 1.

**Grades 7-9**

## STUDENT ACTIVITY MASTER II-8

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## UNDERSTANDING THE EFFECTS OF FETAL ALCOHOL SPECTRUM DISORDER (FASD)

We're just beginning to know about the effects of FASD on adolescent and adult development. Physically, the distinct facial characteristics of FASD tend to be less apparent in adulthood.

Children with FASD may not keep up with others in school or in tasks associated with daily living. The most obvious problems include impulsiveness, poor judgement, poor social skills, difficulty with organizational skills, and difficulty recognizing and setting boundaries. These people can be described as innocent, immature and easily victimized. However, they do recognize that they are different and that they are "just not getting it." As a result, adolescents and adults with FASD are at risk of emotional problems, such as depression, and conduct problems, such as lying and defiance. Because they can be easily led and manipulated, they are at risk of serious life problems including alcohol and drug abuse, and physical and sexual abuse.

Because of the physical damage to the fetus' brain during pregnancy, people with FASD do not outgrow the symptoms or effects over time. Despite this, they can be helped to achieve their potential. Being informed about the effects of FASD leads to an understanding of the obstacles facing these people as well as their parents and caregivers. This knowledge can also be used to set appropriate expectations and create strategies for helping people with FASD at home, school and in the community.<sup>9</sup>

**Questions To Talk or Write About:**

What are some of the emotional pressures that lead some women to use alcohol during pregnancy?

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<sup>9</sup>Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *ABCs of Fetal Alcohol Syndrome and Other Alcohol-related Birth Defects: From Infancy to Adulthood* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1996), p. 1.

**Grades 7-9**STUDENT ACTIVITY MASTER **II-8**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## UNDERSTANDING THE EFFECTS OF FETAL ALCOHOL SPECTRUM DISORDER (FASD)

What are some strategies you can use to cope with pressure in a positive way?

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What are some strategies the community can use to prevent fetal alcohol spectrum disorder?

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What are some of the physical and behavioural characteristics of people born with fetal alcohol spectrum disorder?

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What can be done to help people born with fetal alcohol spectrum disorder live productively in their communities?

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Theme II:  
Dealing With Feelings - **Grades 10-12**

**Activity Focus for Grades 10-12**

- Emotional balance and resources for dealing with emotional issues
- Ways that emotional balance affects decision making
- How individuals with FASD cope with factors that inhibit emotional balance

**Outcomes from the Career and Life Management Program of Studies**

*Personal Choices*

Students will:

Analyze a variety of strategies to achieve and enhance emotional and spiritual well-being (P7)

- Describe the components of emotional/ spiritual well-being
- Explain how feelings affect moods and behaviours
- Examine personal responsibility and acceptance for the multiplicity and range of feelings and how they are expressed—personal responsibility for constructive expression
- Discuss possible consequences of not constructively dealing with emotions— anger, depression, suicide
- Describe external influences on emotional/spiritual expression

## Activities for Grades 10-12

### **Blackboard Connections**

Have students work in small groups to brainstorm ways that emotions can inhibit or encourage positive interactions with others. Have each group appoint a recorder. Have the recorder write the group's ideas on the blackboard. Then, discuss the ideas as a class. Ask students to make connections between ideas that encourage healthy interaction and those that inhibit healthy interaction. Have them discuss any patterns they see, such as lack of personal awareness and esteem, or lack of healthy relationships with others. Ask students to discuss how personal attributes, beliefs and values contribute to character traits that encourage healthy interactions with others.

### **Interview**

Have the class use the following questions to interview each other, or invite a community member or health professional into the classroom to interview the class. Alternatively, have the class develop their own interview questions for the visitor.

- What emotions inhibit or encourage relationships with others?
- How do different situations, contexts and experiences cause us to experience different emotions and react in different ways?
- How would you describe some of the key issues for young adults, such as sense of self and reactions to change? How can we learn to be more aware of these issues?



Students may be asked to explore these situations further in a group activity, such as role-plays or story writing.

### **Recipe**

Have students work in groups to consider the meaning of healthy balance by creating a recipe outlining what is required for a healthy balance between the emotional, physical and mental aspects of their lives. Ask them to include a list of ingredients, the quantities of each ingredient and the directions for combining them.

Have groups address the following in trying to arrive at their final recipes:

- physical, mental and emotional health characteristics
- explain each characteristic as an ingredient
- examine the emotional balance of the recipe and determine how emotional balance affects decision making.

Have each group share their recipes by presenting them to the class.

### **Retrieval Chart**

#### **Teacher Preparation:**

Student Activity Master II-9:  
Retrieval Chart, p. 102.  
Assessment, p. 101.

Have each group use their recipe to create a chart using **Student Activity Master II-9** to identify the characteristics of healthy life choices and emotional balance. Ask them to determine what barriers exist to each of the characteristics identified.

### **Three-step Interview**

Have students work in groups of three to interview each other about effects on emotional balance. These effects should be introduced to students in an informal discussion:

- stress
- transitions
- change
- crisis.

Each group member takes turns interviewing, recording the interview and being interviewed.

- A interviews B; C records the answers to the interview questions.
- B interviews C; A records the answers to the interview questions.
- C interviews A; B records the answers to the interview questions.



When students have finished, ask them to share what they learned. Have each group discuss strategies for establishing and maintaining emotional balance.

### **Emotional Balance and Barriers Class Conversation**

#### **FASD**

#### **Teacher Preparation:**

Teacher Background: The Effects of Fetal Alcohol Spectrum Disorder (FASD), pp. 179-182.

Introduce the topic of fetal alcohol spectrum disorder (FASD) through a class conversation that focuses on the different push-and-pull factors that influence the ways people deal with their emotional well-being. At these grade levels, the introduction to fetal alcohol spectrum disorder should occur in the context of a conversation with the whole class that focuses on FASD as an issue that relates to choices about alcohol use. The conversation can be followed by written research. This class conversation should introduce students to three areas:

- how the ability to deal with emotions affects choices about health
- what the characteristics of FASD are in babies, children, adolescents and adults
- what can be done to prevent FASD.



Explain that key issues for emotional balance with adolescents and teenagers often revolve around sense of self, reaction to change and relationships with others. These issues are often expressed through emotions and feelings. Lack of personal awareness and lack of feeling connected with others, such as family, friends and the community can influence decisions about lifestyle choices. Sometimes, the choices people make are inappropriate and result in problems that affect themselves as well as others.

Students may have already had the opportunity to discuss the choices a mother can make for herself and her unborn baby. Sometimes, the choices people make are inappropriate. These choices can result in the use of alcohol at inappropriate times. One of these inappropriate times is when a woman is pregnant. There are many reasons why a woman may use alcohol when she is pregnant. These reasons can include addiction, pressure to consume alcohol and lack of knowledge of the effects of alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health. The choice to drink alcohol can be influenced by emotional imbalances caused by lack of personal awareness and feeling connected to others.

Use the information in **Teacher Backgrounder: The Effects of Fetal Alcohol Spectrum Disorder (FASD)** to discuss the effects experienced by children born with FASD. Children born with FASD can have behavioural difficulties. It is important to understand the ways that people can support those who have to deal with this condition. Be sensitive to the background and family situations of the students in your class.

### ***The Effects of Fetal Alcohol Spectrum Disorder***

#### **Teacher Preparation:**

Student Activity Master II-10: The Effects of Fetal Alcohol Spectrum Disorder (FASD), pp. 103-105.  
Assessment, p. 101.

Provide students with **Student Activity Master II-10** and have them complete the questions on the handout to help them understand the effects of FASD.

- What are some emotional issues and barriers that lead some women to use alcohol during pregnancy?
- What can be done to prevent FASD?
- What are some physical and behavioural characteristics of people born with FASD?



**Support Posters** Have students work in groups to investigate the different types of support structures available to themselves and to the community. Students may be asked to construct a series of questions about the types of support and the services they provide, and conduct telephone interviews with various community individuals and/or health professionals. They can also be directed to investigate other sources, such as books, support groups and friends. Have each group construct a poster that displays the results of their research.

**Journal** Have students write about their emotional issues and barriers when making decisions that affect their lives. Ask them to focus on describing the situation, understanding the decisions they considered making, and the feelings or emotions involved in making the decision.

**Assessment**

Assess students' **Retrieval Charts** and their understanding of the link between the characteristics of and barriers to healthy lifestyles and emotional balance by discussing and using the following rubric, or personalize the rubric by working with students.

<b>Excellent</b>	<b>4/</b> Provides a clear link, through examples, between the characteristics of and barriers to healthy choices and emotional balance; uses examples that focus on expression of personal attributes, beliefs and values through emotions.
<b>Proficient</b>	<b>3/</b> Provides a link, through examples, between the characteristics of and barriers to healthy choices and emotional balance; uses examples that illustrate emotional responses to different types of situations.
<b>Acceptable</b>	<b>2/</b> Provides examples of both the characteristics of and barriers to healthy choices and emotional balance that relate to different types of situations.
<b>Limited</b>	<b>1/</b> Describes situations that represent the characteristics of and barriers to healthy choices and emotional balance.

Have students hand in their responses from **The Effects of Fetal Alcohol Spectrum Disorder** for evaluation. Use the following checklist to evaluate their products.

- Yes** ☐ **Not yet** ☐ Describes emotional issues and barriers that might lead some women to use alcohol during pregnancy.
- Yes** ☐ **Not yet** ☐ Describes ways to prevent FASD.
- Yes** ☐ **Not yet** ☐ Describes some physical and behavioural characteristics of people born with FASD.
- Yes** ☐ **Not yet** ☐ Communicates ideas clearly and effectively.

*A rubric and checklist template can be found on page 197.*

**Reflection**

Give students time to reflect on what they learned about the link between situations and the expression of emotions and feelings. Encourage students to reflect on questions such as the following.

- What have I learned about emotional balance in my life and within the types of decisions I make?
- How do I learn to deal with pressures that might affect the decisions I make?
- How would I describe the support systems available to me when dealing with emotional issues? How do the support structures around me, both personal and in the community, make me feel?

NAME

DATE

## RETRIEVAL CHART

Characteristics of Healthy Choices  
and Emotional Balance

Challenges and Barriers

**Grades 10-12**STUDENT ACTIVITY MASTER **II-10**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## THE EFFECTS OF FETAL ALCOHOL SPECTRUM DISORDER (FASD)

Key issues for emotional balance with adolescents and teenagers often revolve around sense of self, reaction to change and relationships with others. These issues are often expressed through emotions and feelings. Lack of personal awareness and lack of feeling connected with others, such as family, friends and the community, can influence decisions. Sometimes, the choices people make are inappropriate and result in problems that affect themselves as well as others.

You may have already had the opportunity to discuss the choices a mother can make for herself and her unborn baby. Sometimes, the choices people make are inappropriate. These choices can result in the use of alcohol at inappropriate times. One of these inappropriate times is when a woman is pregnant. There are many reasons why a woman may use alcohol when she is pregnant. These reasons may include addiction, pressure to consume alcohol and lack of knowledge of the effects of alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health. The choice to drink alcohol can be influenced by emotional imbalances caused by lack of personal awareness and feeling connected to others.

### **Characteristics of People with Fetal Alcohol Spectrum Disorder (FASD)<sup>10</sup>**

Alcohol can have a variety of effects on an unborn child. The effects depend on many things, such as how much and when the mother drank during pregnancy, the mother's health and nutrition, and whether she smoked cigarettes or used other drugs.

The effects of alcohol-related birth defects, such as FASD are felt throughout the person's life. There are people with alcohol-related birth defects in every age group. They all have different needs.

Infants with FASD are usually small in height, weight and head circumference. They may be sensitive to sights and noises, and may be irritable. These babies may also have poor sleep and wake patterns, and poor sucking reflexes.

In the preschool years, children with FASD typically remain short and thin. Many are hyperactive and oversensitive to touch and other stimulation. These children often have attention problems, and do not always develop and behave the way other children do. For example, they can experience clumsiness, poor hand coordination and have difficulty getting along with others.

<sup>10</sup>Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *ABCs of Fetal Alcohol Syndrome and Other Alcohol-related Birth Defects: From Infancy to Adulthood* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1996), p. 1.

**Grades 10-12**STUDENT ACTIVITY MASTER **II-10**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## THE EFFECTS OF FETAL ALCOHOL SPECTRUM DISORDER (FASD)

School-aged children with fetal alcohol spectrum disorder may have trouble listening, paying attention and working with others. Sometimes, FASD can mean that children have to learn to deal with the following challenges:

- appearing to know something one day, forgetting it the next and then knowing it again after several days
- difficulty doing anything that involves order, such as taking turns
- repeating words, questions or actions over and over.

As a result, children with FASD can have a hard time with learning concepts, organization, problem solving and social skills. These behavioural difficulties affect their success at school and make it hard for them to make and keep friends.

We're just beginning to know about the effects of FASD on adolescent and adult development. Physically, the distinct facial characteristics of FASD are less apparent in adulthood.

Children with FASD may not keep up with others in school or in tasks associated with daily living. The most obvious problems include impulsiveness, poor judgement, poor social skills, difficulty with organizational skills, and difficulty recognizing and setting boundaries. These people can be often described as innocent, immature and easily victimized. However, they do recognize that they are different and that they are "just not getting it." As a result, adolescents and adults with FASD are at risk of emotional problems, such as depression, and conduct problems, such as lying and defiance. Because they can be easily led and manipulated, they are at risk of serious life problems including alcohol and drug abuse, and physical and sexual abuse.

Because of the physical damage to the fetus' brain during pregnancy, people with FASD do not outgrow the symptoms or effects over time. Despite this, they can be helped to achieve their potential. Being informed about the effects of FASD leads to an understanding of the obstacles facing these people as well as their parents and caregivers. This knowledge can also be used to set appropriate expectations and create strategies for helping people with FASD at home, school and in the community.<sup>10</sup>

<sup>10</sup>Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *ABCs of Fetal Alcohol Syndrome and Other Alcohol-related Birth Defects: From Infancy to Adulthood* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1996), p. 1.

**Grades 10-12**STUDENT ACTIVITY MASTER **II-10**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## THE EFFECTS OF FETAL ALCOHOL SPECTRUM DISORDER (FASD)

People with FASD, like everyone else, have a variety of talents and capabilities. They exhibit a wide range of intellectual levels and disabilities that probably reflect differing degrees of brain damage due to different levels, patterns and timing of prenatal alcohol exposure, and individual differences in mothers and offspring.<sup>11</sup>

Despite their wide array of talents and abilities, many people with FASD exhibit some of the same general behavioural characteristics. They are usually trusting (even overly trusting), loving and naïve. They can also be grumpy, irritable and rigid. As a result of their prenatal brain damage, they may have difficulty, especially as they grow older, evaluating situations and using their past experiences to cope with the problem at hand. They need more protection, supervision and structure for a longer period of life than usual. People with FASD vary widely in the number of secondary disabilities that they acquire as they mature. These disabilities can be as debilitating as the brain damage with which they are born. Many individuals with FASD need ongoing help across the life span – anything from a protective environment to a trusted friend, spouse or advocate to help them stay grounded and focused.<sup>11</sup>

<sup>11</sup> Adapted with permission from Streissguth, A. (1997). Overview of fetal alcohol syndrome: Prenatal alcohol exposure can cause a spectrum of effects. In Streissguth, A. *Fetal alcohol syndrome: A guide for families and communities* (p. 6). Baltimore, MD: Paul H. Brookes Publishing Co. [brookespublishing.com](http://brookespublishing.com)

**Questions To Talk or Write About:**

What are some emotional issues and barriers that lead some women to use alcohol during pregnancy?

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What can be done to prevent fetal alcohol spectrum disorder?

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What are some physical and behavioural characteristics of people born with fetal alcohol spectrum disorder?

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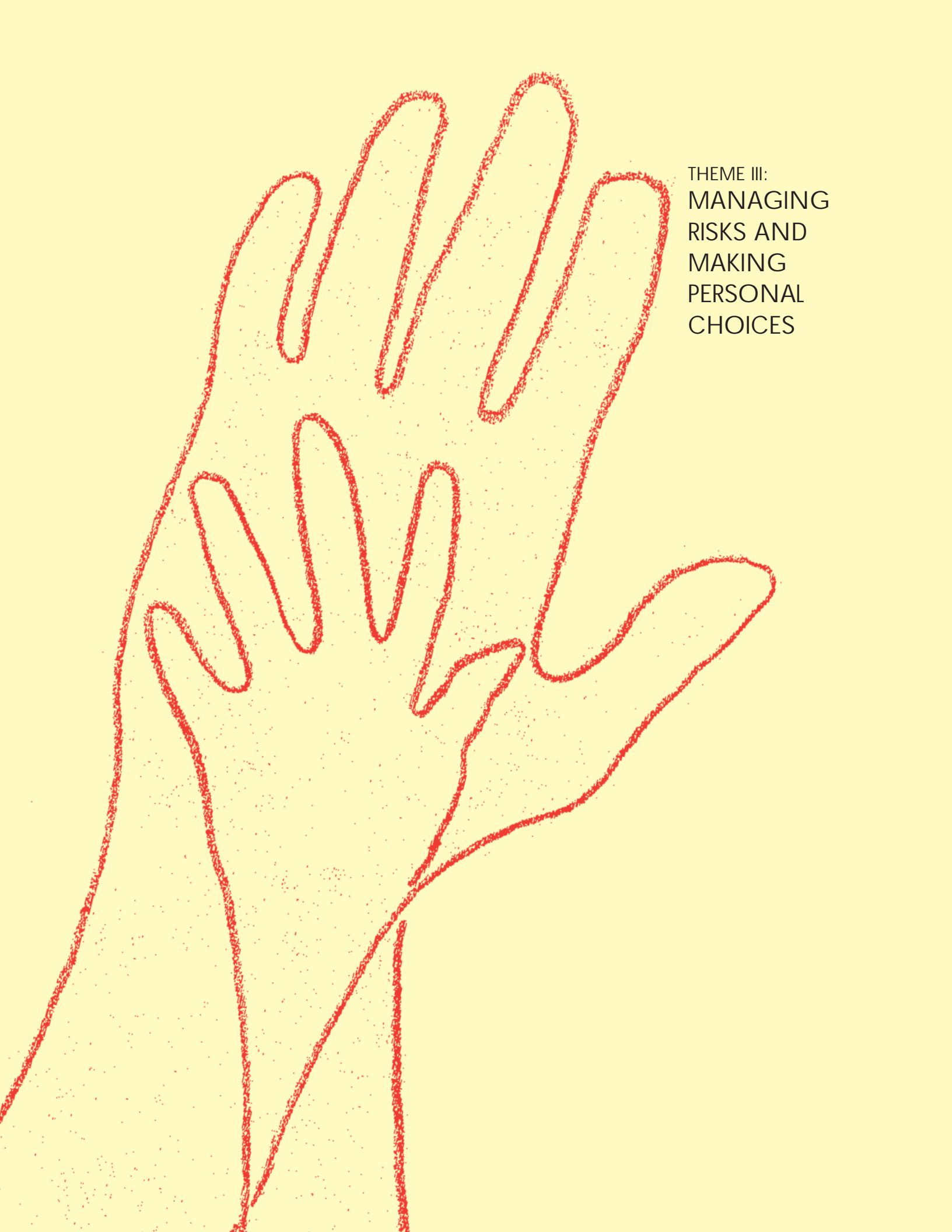
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THEME III:  
MANAGING  
RISKS AND  
MAKING  
PERSONAL  
CHOICES



### THEME III

## MANAGING RISKS AND MAKING PERSONAL CHOICES

### Introduction

This section deals with the third theme: **Managing Risks and Making Personal Choices**. It is divided into four parts: Grades 1-3, Grades 4-6, Grades 7-9, and Grades 10-12. In this theme, students develop skills that enable them to understand decision-making processes and the effect of positive choices on healthy and balanced lives.

The activity focus and related outcomes from the Health and Life Skills Program of Studies, and the Career and Life Management Program of Studies are provided at the beginning of each divisional section. All related learner outcomes from each program of studies are listed for this theme. However, not all are developed fully in the activities that follow. The listed outcomes at the beginning of each divisional section provide organizational ideas for planning a complete unit around this theme. Teachers are encouraged to select, adapt and expand on those activities that meet their own needs and those of their students. These activities are designed to be integrated with existing resources that explore the concepts in more depth.

Theme III:  
Managing Risks and Making Personal Choices - **Grades 1-3**

**Activity Focus for Grades 1-3**

- Ways that people make choices
- Appropriate choices about taking substances
- Ways that people help each other
- Elements of a healthy life, including positive and negative habits

**Outcomes from the Health and Life Skills Program of Studies for Grades 1-3**

*Personal Health*

*Students will:*

- 1 Identify physical characteristics that make themselves both similar to and different from others (W-1.4)
- 2 Demonstrate appreciation for own body; e.g., make positive statements about activities one can do (W-2.3)
- 2 Describe personal body image (W-2.4)
- 3 Examine that individuals grow through similar stages of development at different rates and at different times (W-3.3)
- 3 Describe the importance of decision-making and refusal skills when offered inappropriate substances; e.g., drugs, tobacco, allergens (W-3.6)

*Safety and Responsibility*

*Students will:*

- 1 Describe actions to use in unsafe or abusive situations; e.g., say no, get away, tell someone you trust and keep telling until someone believes you (W-1.7)
- 1 Recognize community helpers, and identify how to seek their help; e.g., appropriate use of 911 (W-1.10)
- 2 Identify and develop plans to use when dealing with pressure to engage in behaviour that is uncomfortable or inappropriate; e.g., handle such pressures as threats, bribes, exclusions (W-2.7)
- 2 Identify members of personal safety support networks and how to access assistance; e.g., family members, teachers, Block Parents, police, clergy, neighbours (W-2.10)
- 3 Identify strategies to avoid being bullied in different case scenarios; e.g., communicate whereabouts, get away, say no firmly, avoid dares (W-3.7)

*Learning Strategies*

*Students will:*

- 1 Identify steps of a decision-making process for an age-appropriate issue (L-1.3)
- 2 Apply the decision-making process for age-appropriate issues (L-2.3)
- 3 Generate alternative solutions to a problem, and predict consequences of solutions; e.g., how it could affect physical, emotional, social wellness (L-3.3)

### Activities for Grades 1-3

**Circle Conversation** Have students sit in a circle. Ask them to think of situations where a decision had to be made. These may be situations involving the students or someone they know. Provide students with examples, such as activities they were involved in or events they recently witnessed.

Remind students that when others are talking, everyone else should listen. Explain how a circle helps as students can see each other. Ask them to think about how seeing others encourages listening.

**Experience Poster Collages** Have students use different sources of information, such as newspapers, magazines or old catalogues to cut out pictures of various activities. Students can also draw their own pictures. Ask them to find or draw pictures that illustrate activities, such as interactions with friends or family members, sports events. Ask students to find examples of individual and group activities. Have them paste their pictures and drawings on posters to represent experiences with different activities.

**Think-Pair-Share** Ask students how they would answer the following question. They can write a sentence in response, or just think quietly about their answers.

- How do I choose the activities I become involved in?

Have students share their answers with a partner, then with a combined group of four students. Ask the group to create a list of ideas about making choices to become involved in activities.

### **Circle Conversation**

#### **Teacher Preparation**

Other resources dealing with resilience and refusal strategies may support the concepts in this activity and can be integrated into this discussion or used to expand the activity.

Have students sit in a circle. Ask them to consider ways to deal with situations when they are asked to participate in activities that they do not want to be involved in. Have them discuss different strategies for saying “no.” Ask students how different situations might require saying “no” in different ways. For example, telling friends that you do not want to play a game is different than saying “no” to a stranger who asks for directions.

Tell students that they may find themselves in situations where they are offered substances (for example, drugs) that they should not take. These situations may involve being offered these substances from someone other than a doctor or a parent. Discuss when it is appropriate to use medications (for example, when you are sick) and when it is not.

### **Class Poster**

Have the class brainstorm a list of strategies (provide some guidance if needed) for saying “no.” Create a class poster entitled, “Ways to Say No” and display the poster in the classroom. Be sensitive to the situations and needs of your students in completing these activities.

### **Circle Conversation**

Have students sit in a circle. Ask them to share stories about their own talents and strengths. For example, students can be asked to give examples of activities that they enjoy. Ask them to think about ways people help each other. If students do not volunteer examples, ask them to share stories about the ways they help friends, classmates, family members and neighbours.

### **Personal Change Profile**

#### **Teacher Preparation**

Assessment, p. 114.

Ask students to collect photographs of themselves at different ages: infant, toddler, young child and present. Have them construct personal, illustrated profiles, looking specifically for growth and change in their development. Ask students to complete a descriptive sentence stem to their profiles for each stage of development, explaining how they have grown and changed.

- I changed and grew between the ages of \_\_ and \_\_ because I \_\_\_\_\_.

The profile can be constructed as a poster, timeline or booklet.

**Media Search****Teacher Preparation**

Gather an appropriate selection of periodicals, such as newspapers, magazines, old catalogues, sales flyers.

Have students work in small groups of two or three. Ask each group to identify and cut out pictures of people helping each other. As they cut out each picture, have them complete a sentence that describes how these people are helping each other. Then, provide students with a sheet of poster paper and ask them to construct a collage of their pictures.

**Community Field Study**

Work with a community organization or health professional to plan a field study tour to a health-related facility in the community. Have students prepare questions that focus on the ways community support and services are provided. Ask the organization or health professional to talk to students about the different ways community organizations provide support.

**Community Search****Teacher Preparation**

Student Activity Master III-1:  
Community Search, p. 115.

Provide small groups with **Student Activity Master III-1** and ask them to think of specific ways that people or organizations in their community help others. Have them identify each community support by completing the sentence stem and drawing a picture of the ways that community members support each other. Ask students how helping and supporting others are evidence of healthy behaviours and habits. Ask students to present their information to another group, a panel of health professionals, community members or another class in the school.

- People in our community help each other by \_\_\_\_\_.

**Word Bank and  
Descriptive Sentences****Teacher Preparation**

Student Activity Master III-2:  
Descriptive Sentences, p. 116.  
Assessment, p. 114.

Work as a class to create a word bank to describe actions and effects of people helping others.

Have individual students use **Student Activity Master III-2** to complete sentence stems and create drawings that depict strategies for providing support to others.

- I can help others by \_\_\_\_\_.

### Assessment

Assess students' **Descriptive Sentences** and their understanding of the link between healthy choices and participating in the community through helping others, by discussing and using the following rubric, or personalize the rubric by working with students.

<b>Excellent</b>	<b>4/</b> Provides examples, through illustrations and completion of sentence stems, that illustrate understanding of the ways positive behaviours are part of people helping others.
<b>Proficient</b>	<b>3/</b> Provides examples, through illustrations and completion of sentence stems, that illustrate understanding of positive behaviours in a community setting.
<b>Acceptable</b>	<b>2/</b> Provides examples, through illustrations and completion of sentence stems, of positive behaviours.
<b>Limited</b>	<b>1/</b> Provides illustrations that display people in a group setting.

Have students hand in their **Personal Change Profiles** for evaluation. Use the following checklist to evaluate their products.

- |   |   |
|---|---|
| Yes <input type="radio"/> Not yet <input type="radio"/> | Provides examples that show two or more different stages in development and growth. |
| Yes <input type="radio"/> Not yet <input type="radio"/> | Completes the sentence stem to show how change occurred.                            |
| Yes <input type="radio"/> Not yet <input type="radio"/> | Communicates ideas clearly and effectively.   |

*A rubric and checklist template can be found on page 197.*

### Reflection

Give students time to reflect on what they learned about the relationship between personal participation in the community and elements of healthy lives. Encourage students to reflect on questions such as the following.

- What have I learned about the ways people help each other?
- How do we help each other in our classroom and in our working groups?
- How can I use what I have learned about positive behaviours?



**Grades 1-3**STUDENT ACTIVITY MASTER **III-1**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**COMMUNITY SEARCH****People in our community help each other by**

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**People in our community help each other by**

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**People in our community help each other by**

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**People in our community help each other by**

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## DESCRIPTIVE SENTENCES

I can help others by \_\_\_\_\_.

I can help others by \_\_\_\_\_.

I can help others by \_\_\_\_\_.

## Theme III:

Managing Risks and Making Personal Choices - **Grades 4-6****Activity Focus for Grades 4-6**

- Reasons and effects of alcohol use and abuse
- The prevention of FASD
- Agencies that promote healthy choices on issues related to alcohol and drug abuse prevention, and information on FASD
- Making choices and developing refusal skills
- The relationship between personal choice and personal safety
- The impact of family, peers, media, culture and environment; spheres of influence in personal choice and making decisions about personal safety
- The factors that influence body image and acceptance, and identify risks in those factors; e.g., influence of culture, media, peers
- Composite picture of healthy choices

**Outcomes from the Health and Life Skills Program of Studies for Grades 4-6***Personal Health*

Students will:

- 4** Determine the connections among physical activity, emotional wellness, social wellness (W-4.1)
- 4** Examine the various factors that influence body image; e.g., culture, media, peers, role models, weight loss industry (W-4.4)
- 5** *Identify the basic components of the human reproductive system, and describe the basic functions of the various components; e.g., fertilization, conception\** (W-5.3)
- 5** Examine the impact that changes in interests, abilities and activities may have on body image (W-5.4)
- 5** Examine and evaluate the impact of caffeine, alcohol, drugs, on personal health/wellness; e.g., physical, emotional, social (W-5.6)
- 6** Evaluate the need for balance and variety in daily activities that promote personal health; e.g., physical activity, relaxation, learning, sleep, reflection (W-6.1)
- 6** *Identify and describe the stages and factors that can affect human development from conception through birth\** (W-6.3)
- 6** Examine how health habits/behaviours influence body image and feelings of self-worth (W-6.4)

*\* Please note that bold and italicized outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction.*

### *Safety and Responsibility*

Students will:

- 4** Describe and demonstrate passive, aggressive and assertive behaviours; e.g., assertive strategies for use in dealing with bullies (W-4.7)
- 5** Identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation, culture (W-5.7)
- 6** Identify and communicate values and beliefs that affect healthy choices (W-6.7)
- 6** Evaluate the impact of personal behaviour on the safety of self and others (W-6.9)

### *Learning Strategies*

Students will:

- 4** Demonstrate effective decision making focusing on careful information gathering; e.g., evaluating information, taking action and evaluating results (L-4.3)
- 4** Distinguish among, and set, different kinds of goals; e.g., short-term and long-term personal goals (L-4.4)
- 5** Affirm personal skill development; e.g., identify and analyze changes in personal interests, strengths and skills (L-5.2)
- 5** Investigate the effectiveness of various decision-making strategies; e.g., decision by default, impulsive decision making, delayed decision making (L-5.3)
- 5** Analyze factors that affect the planning and attaining of goals; e.g., personal commitment, habits (L-5.4)
- 6** Analyze influences on decision making; e.g., family, peers, values, cultural beliefs, quality of information gathered (L-6.3)
- 6** Identify and develop strategies to overcome possible challenges related to goal fulfillment; e.g., self-monitoring strategies, backup plans (L-6.4)

### Activities for Grades 4-6

#### **Experience Posters**

Ask students to think of situations where a decision had to be made. These may be situations involving the students or someone they know. Provide students with examples, such as activities they were involved in or events they recently witnessed. Ask students to consider events involving interactions with friends or family members, like sports events. Have them create posters to represent these experiences.

#### **Situations and Strategies**

##### **Teacher Preparation**

Student Activity Master III-3:  
Situations and Strategies, p. 129.

Tell students that daily experiences, the activities people choose to get involved in and the ways they interact with others influence their decisions. Have them list the areas of their lives that are affected by choices, such as physical and emotional health, spiritual health, work and education, social and leisure time, family relationships and peer relationships.

Ask students how people make choices within each of these areas. Have them brainstorm strategies and resources (both internal and external) that they can use to promote healthy interaction and communication, and positive health choices. Have students expand their brainstorming by using **Student Activity Master III-3** to develop situations and strategies for making positive choices.

#### **Class Conversation**

Have students consider situations when they had to make choices about what they consume: medication, types of food. Explain that people their age may be faced with making decisions about using alcohol. Ask students to individually think of situations where young people may be faced with decisions about consuming alcohol or other substances. Students may consider reasons such as:

- coping with emotions, such as anger, boredom, stress, worry
- peer pressure
- being with a group of friends who are consuming alcohol
- wanting to be more like adults; wanting to grow up faster
- wanting to prove that they can make their own decisions
- curiosity
- rebelling against adults in authority
- advertising that promotes alcohol use and associates it with different lifestyles.

##### **Teacher Preparation**

Other resources dealing with alcohol abuse prevention may support the concepts in this activity and can be integrated into this discussion or used to expand the activity.

Ask students to consider ways to cope with these pressures and influences. Discuss strategies that address these pressures and influences. Allow students time to explore and discuss their own ideas.

### ***Problem-Solving Model***

#### **Teacher Preparation**

Student Activity Master III-4:  
Problem Solving, p. 130.

Have students work in small groups to brainstorm problems they face on a daily basis. Have groups share items on their lists. Situations could include problems with friends, siblings or at school; for example, how to talk to a friend they had an argument with yesterday or whether to tell their parents they broke something valuable.

Provide each group with **Student Activity Master III-4** and have them apply the problem-solving model to one of the situations. When groups have completed the handout, have them join another group to share their situations and solutions. Ask groups to discuss the following questions.

- What solutions can you add to the other group's list?
- What are some of the consequences of each solution?
- How would you evaluate the solution chosen by the other group?

#### ***Journal***

Have students consider the effectiveness of the problem-solving model in helping them arrive at solutions to problems. Ask them to reflect on a situation they faced recently. How might the problem-solving model have helped?

### ***Resource Wheel***

#### **Teacher Preparation**

Student Activity Master III-5:  
Resource Wheel, p. 131.

Teachers may involve people in the community to help students identify support organizations. A panel discussion, organized and presented to students, or a series of classroom visits or field trips may help students explore different organizations in the community available to provide support in decision making.



Have students consider all the resources they have to help them make decisions about the activities they are involved in. These can be skills, talents and abilities as well as other people. Provide students with **Student Activity Master III-5** and have them fill in the sections of the wheel with written and visual descriptions of these resources.

**Group Research:**  
**Exploring Substance Use**  
**and Abuse**

**Teacher Preparation**

There are many resources dealing with alcohol and substance use and abuse available. Plan to integrate these resources and strategies into this group research activity. There are many ways the strategies and information presented in other resources may be integrated.

- Plan lessons that involve class conversations to introduce concepts and information to students.
- Follow suggestions for individual, group and whole-class activities that involve students in initial research, then use the activity suggestion provided here as a final project.
- Organize information and activity suggestions from other resources into learning centres, then use the activity suggestion provided here as a final project.

Note: The *Sense and Nonsense* teaching resource guide, available from AADAC, provides activities and information for both teachers and students that focus on alcohol use and abuse prevention.

Have students work in small groups to prepare information kits on alcohol use and abuse that they could use to teach other students.

Their kits should contain the following:

- an introduction to alcohol use and abuse
- the effects of alcohol
- the reasons for potential abuse of alcohol
- suggestions for strategies to avoid alcohol abuse.

Encourage students to construct their kits using a combination of written information and visuals. Groups may construct containers using paper, folded and stapled, to create envelopes, or they may be provided with pizza boxes in which to place their information.

Provide groups with the opportunity to share their kits with health professionals, community members, other groups in the classroom or students in another class.

**Group Brainstorming  
Carousel**

Have students work in small groups. Provide them with a sheet of poster paper and assign each group their own colour marker. Ask them to write the letters of the alphabet down one side of the chart paper.

Explain that one reason people use drugs, including alcohol, is to change the way their bodies or minds function. Sometimes, people use drugs and alcohol for the purpose of recreation and leisure. Recreation is a need, so it is important to know the recreational options available. If people are aware of their recreational options, they can rely on these activities rather than resort to alcohol or drug use.

Give each group a few minutes to brainstorm an activity for each letter of the alphabet. Then, ask groups to leave their chart paper at their group area and move to the next group's chart, taking their markers with them. Have each group add activities to as many letters as they can on the other group's chart. Repeat until all groups have visited all charts.

When groups have finished brainstorming, have them return to their original charts and, as a group, discuss the diversity of activities associated with leisure. Ask them to share their own experiences with other group members.



**Journal**

Have students write in their journals about their alternatives to alcohol. Have them reflect on activities that give them satisfaction and enjoyment without using mind or body-altering substances.

**Personal Change Profile**

Ask students to collect photographs of themselves at different ages. Have them construct a personal, illustrated profile, looking specifically for examples of growth and change in their development. Ask students to add descriptive sentences to their profile, explaining how they have grown and changed in the following ways:

- emotionally
- physically
- interests and abilities.

The profile can be constructed as a poster, timeline or booklet.



**Media Search** Ask students to consider the factors that influence their changing interests and involvements as they grow and develop, such as family, friends, the media and their environments. Discuss these factors as a whole class.

Divide students into groups of four or five and provide each group with a newspaper and a magazine (preferably different issues). Have the groups search for articles, headlines, photographs, drawings and advertisements that reflect changes and influences on people's lives and health choices. Students may be directed to look for examples that reflect the following four factors:

- advertisements, stories and articles that reflect families and family activities; e.g., where families choose to live, the types of recreational activities available
- advertisements, stories and articles that reflect being with friends; e.g., activities targeted at young adolescents and teenagers, stories about friendship
- media influences, such as television, advertisements and products
- environmental influences, such as activities occurring in communities, neighbourhoods.

Have each group use their collections to create a poster collage. Ask them to add descriptive sentences and paragraphs to their posters that explain the influences that affect personal choices that individuals and groups make.

### **Creating an Advertisement**

#### **Teacher Preparation**

Assessment, p. 128.

Have each group reexamine the media and advertising examples they collected. Students may add to their advertisement collection by listening to radio and television advertisements, and transcribing slogans with which they are familiar. Ask them to examine the advertisements to identify the health choices they promote. Have each group create a list of their ideas.

Have groups create their own advertisements that promote healthy lives and positive choices. Ask them to present their advertisements to the rest of the class.

### **Radio Interview**

Have students work in small groups to create interview questions for a radio program on change, development and personal choices.

Assign the following roles:

- talk show host (responsible for asking questions during the presentation)
- producer (responsible for checking to make sure all group members are completing their tasks)
- guest(s) (responsible for answering questions during the presentation).

Have each group create a list of questions that reflects the personal choices necessary to maintain healthy lives, and the consequences of those choices. Encourage groups to consider questions such as the following.

- What factors influence the way young people make choices?
- What are some examples of the kinds of choices they have to make?
- How do some of these choices affect their personal safety?
- How do some of these choices affect the way they view themselves?



### **Spheres of Influence**

#### **Teacher Preparation:**

Student Activity Master III-6:  
Spheres of Influence,  
p. 132.

Other resources dealing with concepts like the differences between self-respect and self-esteem; passive, aggressive and assertive behaviour; and personal boundaries may support the concepts in this activity and can be integrated into this discussion or used to expand the activity.



Provide students with **Student Activity Master III-6** and ask them to put themselves in the middle circle. Then, ask them to use the outside circles to indicate factors that influence the health choices they make. Ask them how these influences affect the way they view themselves as individuals.

### **Cause and Effects Chart**

#### **Teacher Preparation**

Student Activity Master III-7:  
Cause and Effects Chart, p. 133.  
Assessment, p. 128.

Provide students with **Student Activity Master III-7** and ask them to consider behaviours that reflect healthy choices. First, have students brainstorm different risk situations, such as joining a clique that is involved in negative behaviours, being offered cigarettes and using alcohol. Students should list these in the first column. Ask students to list positive behaviours to avoid these risks in the middle column. Then, have them think about the positive effects these behaviours would have and describe them on the right side.

Have each student share his or her responses with a partner. Then combine pairs into groups of four. Ask groups to use the information to discuss what is meant by healthy life choices.

**Puzzle** Have students use the information from their cause and effects charts to create jigsaw puzzles. Ask them to work in their groups to create puzzle pieces on a large sheet of poster paper. Then, have them cut out the puzzle pieces and use each piece to describe and illustrate aspects of a healthy life. Encourage students to use both textual and visual descriptions on their puzzle pieces. Groups may trade and build each other's completed puzzles.

**Journal** Ask students to reflect on choices and influences that affect maintaining a healthy life. Have them focus on the choices and influences that affect them personally, as well as any aspects of personal management and safety they are wondering about.

**Community Field Study** Work with a community organization or health professional to plan a field study tour to a health-related facility in the community. Have students prepare questions that focus on the ways community support and services are provided. Ask the organization or health professional to talk to students about the different ways community organizations provide support.



**File Folder Profiles** Have students work in groups of three or four to prepare file folder profiles of different organizations within the community that provide support for personal safety and growth, and physical, emotional and mental fitness. Have each group gather information from their field study. Provide each group with a file folder to create their profiles. Profiles should contain the following information:

- what the organization or facility does
- the purpose, roles and responsibilities of people who work with the organization
- what the organization provides to the community
- how the support provided by the organization helps people in the community.



**Managing Risks**  
**Class Conversation**

**FASD**

**Teacher Preparation**

Student Activity Master III-8:  
Fetal Alcohol Spectrum Disorder  
(FASD) and Managing Risks,  
pp. 134-136.  
Teacher Backgrounder: Preventing  
Fetal Alcohol Spectrum Disorder (FASD),  
pp. 183-185.

Introduce the topic of fetal alcohol spectrum disorder (FASD) through a class conversation that focuses on the behaviours and activities that are part of personal, behavioural and risk management. At these grade levels, the introduction to FASD should occur in the context of a conversation with the whole class. This class conversation should introduce students to five areas:

- how personal choices are part of personal and risk management
- how personal feelings, self-respect and self-esteem influence risk management
- how choices about alcohol are part of risk management
- the relationship between alcohol consumption and FASD
- what can be done to prevent FASD.

Explain that people's self-worth often influences the decisions they make. The strategies people use to make decisions are affected by a number of factors. Lack of self-worth can result in decisions that affect people's lives in negative ways. The choice to drink alcohol can be affected by pressure and influences from others, as well as personal beliefs and values. Sometimes, the choices people make are inappropriate and result in problems that affect them physically and emotionally.

Students may have already had the opportunity to discuss the choices a mother can make for herself and her unborn baby. Sometimes, the choices people make are inappropriate. These choices can result in the use of alcohol at inappropriate times. One of these inappropriate times is when a woman is pregnant. There are many reasons why a woman may use alcohol when she is pregnant. These reasons may include addiction to alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health. The choice to drink alcohol can be influenced by self-concept and ability to manage risks.

Use the information in **Teacher Backgrounder: Preventing Fetal Alcohol Spectrum Disorder (FASD)** to discuss the relationship between alcohol and FASD. Children born with FASD are affected physically, mentally and behaviourally. It is important to understand the ways people can support those who have to deal with this condition. Be sensitive to the background and family situations of the students in your class. Provide students with **Student Activity Master III-8** and have them discuss the questions on the handout.



**Truth or Myth****FASD****Teacher Preparation**

Student Activity Master III-9:

Truth or Myth, p. 137.

Teacher Background: Discussing the Truths and Myths of FASD, pp. 186-187.

Ask students to think about what they are learning and what they believe about the information. Provide students with **Student Activity Master III-9**. Give students five minutes to work with a partner and complete the quiz. Review the results as a class, using “thumbs up” or “thumbs down” to indicate agreement or disagreement with each statement. Use the **Teacher Background: Discussing the Truths and Myths of FASD** for additional information on each statement. Use the quiz as a discussion tool to explore student understanding, not as a tool for testing student knowledge.

**Personal Action Plan****Teacher Preparation**

Student Activity Master III-10:

Personal Action Plan, p. 138.

Provide students with **Student Activity Master III-10** and have them reflect on what they have learned about healthy choices. Provide students with the option of sharing their action plans with a partner. If students prefer to keep their action plans to themselves, ask them to reflect in their journals about how they might implement their plans.

### Assessment

Assess students' Cause and Effects Charts and their understanding of the link between healthy lifestyles and positive personal behaviours and the ability to manage risks, by discussing and using the following rubric, or personalize the rubric by working with students.

<b>Excellent</b>	<b>4/</b> Provides examples that illustrate understanding of the ways positive behaviours are part of risk management; makes the link between positive behaviours as a way of dealing with risks.
<b>Proficient</b>	<b>3/</b> Provides examples that illustrate understanding of the relationship between positive behaviours, risks and the effects of positive behaviours on lifestyle.
<b>Acceptable</b>	<b>2/</b> Provides examples of positive behaviours, risks and the effects of positive behaviours.
<b>Limited</b>	<b>1/</b> Provides examples of positive behaviours and the effects of positive behaviours.

Have students hand in their Advertisements for evaluation.

Use the following checklist to evaluate their products.

- |   |   |
|---|---|
| Yes <input type="radio"/> Not yet <input type="radio"/> | Identifies examples of health choices promoted by the media.                      |
| Yes <input type="radio"/> Not yet <input type="radio"/> | Provides examples of two or more positive health choices in their advertisements. |
| Yes <input type="radio"/> Not yet <input type="radio"/> | Communicates ideas clearly and effectively.                                       |

*A rubric and checklist template can be found on page 197.*

### Reflection

Give students time to reflect on what they learned about the relationship between personal and risk management, and elements of a healthy life. Encourage students to reflect on questions such as the following.

- How do I feel about my own strengths and talents, and the ways they help me manage risks?
- What have I learned about the ways I can manage risks in my daily life?
- How do the skills involved with personal and risk management affect what I do in school and in my classroom?
- How can I use what I have learned about positive behaviours in making healthy choices?

**Grades 4-6**STUDENT ACTIVITY MASTER **III-3**

NAME

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DATE

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**SITUATIONS  
AND STRATEGIES****EXAMPLE****Life area:** Emotional health**Goal:** Enjoy more time with my friends**Strategy:** Find ways to plan more activities with my friends, like bike riding

**Resources I can use:** My group of friends  
Bicycles  
My time after school and on weekends  
My parents' advice

**Life area:**

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**Goal:**

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---

**Strategy:**

---

---

---

**Resources I can use:**

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NAME \_\_\_\_\_

DATE \_\_\_\_\_

## PROBLEM SOLVING

My problem is:

\_\_\_\_\_

\_\_\_\_\_

I can choose from the following alternatives:

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I need to consider these alternatives from the following points of view:

- what I need to do
- what I want to do
- how my decision will affect others
- what my conscience tells me to do
- the rules for behaviour at home and school
- advice I might get from my parents, teachers or other adults
- my own beliefs about the situation.

I will choose the following solution:

\_\_\_\_\_

\_\_\_\_\_

Because:

\_\_\_\_\_

\_\_\_\_\_

The consequences will probably be:

\_\_\_\_\_

\_\_\_\_\_

After looking at the consequences , I think my decision is:

\_\_\_\_\_

\_\_\_\_\_

I think my decision was:

- Good because:
- \_\_\_\_\_
- \_\_\_\_\_

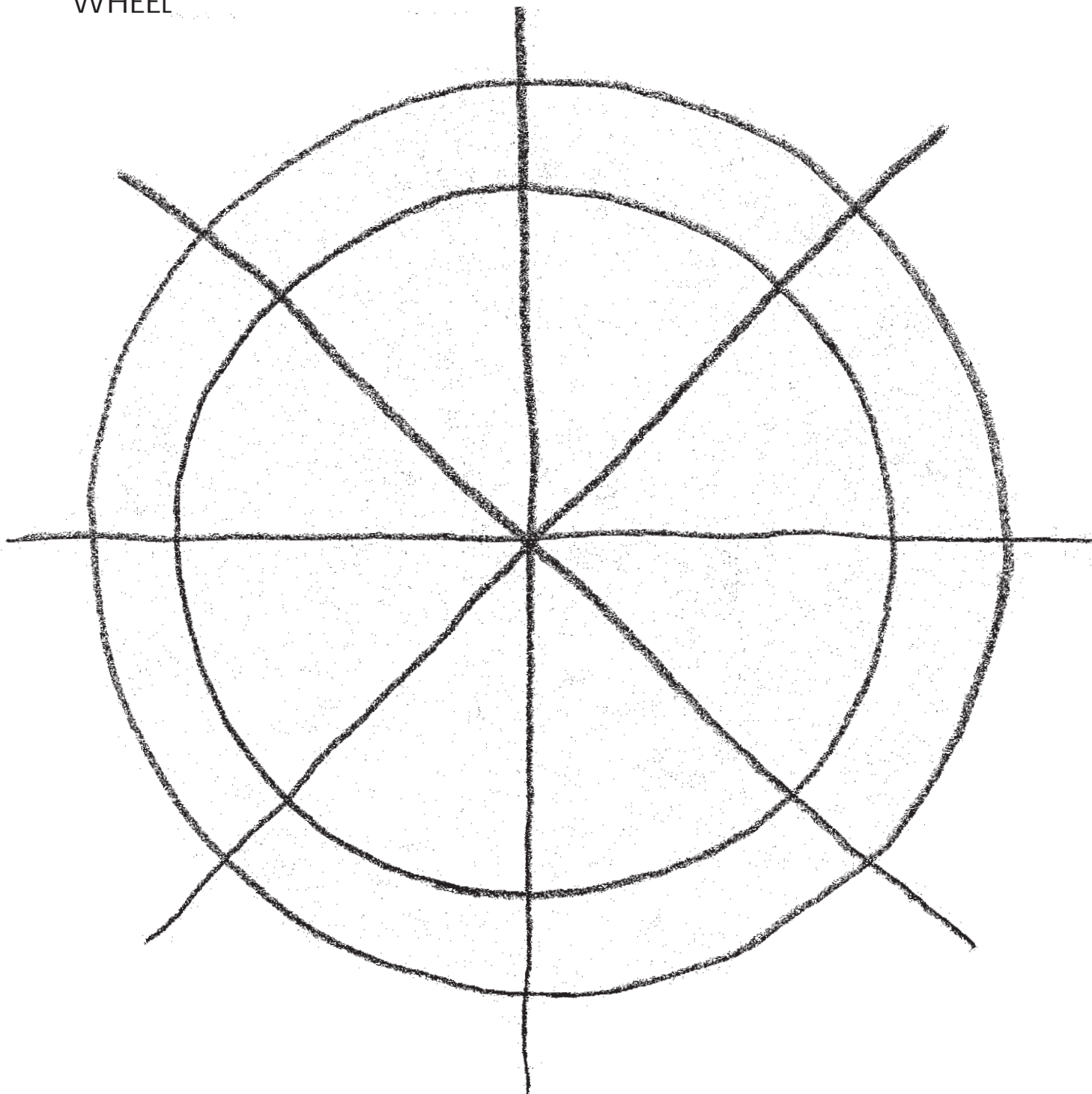
- Needs to be improved by:
- \_\_\_\_\_
- \_\_\_\_\_



**Grades 4-6**STUDENT ACTIVITY MASTER **III-5**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

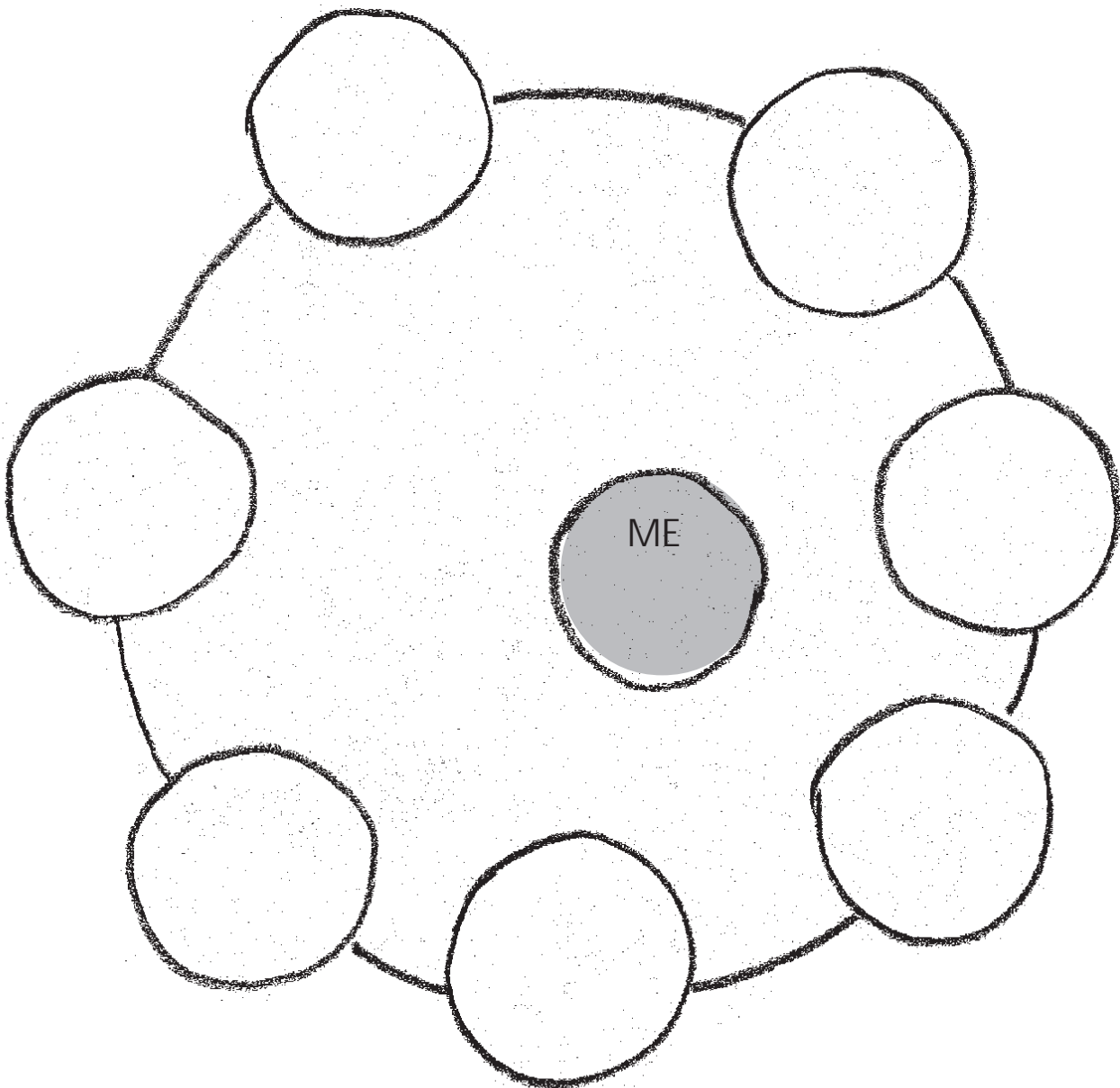
**RESOURCE  
WHEEL**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## SPHERES OF INFLUENCE

Put yourself in the middle circle. Then, use the outside circles to identify factors that influence the health choices you make. Consider how these outside influences affect the way you view yourself.





# FETAL ALCOHOL SPECTRUM DISORDER (FASD) AND MANAGING RISKS

There are many factors that affect people's personal safety and well-being. How people deal with these various factors influences the decisions they make. If people do not have effective strategies for managing these factors in their lives they may not make decisions that affect their health in positive ways. Sometimes, the choices people make are inappropriate and result in problems that affect them physically and emotionally. These choices can also affect the lives of other people.

These choices can result in the use of alcohol at inappropriate times. One of these inappropriate times is when a woman is pregnant. There are many reasons why a woman may choose to use alcohol when she is pregnant. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health. The choice to drink alcohol can be affected by how people feel about themselves and how well they manage decisions and risks they face in everyday life.

## **How Alcohol Affects the Body<sup>12</sup>**

Alcohol slows down the brain and the nerve pathways that control muscles. Alcohol comes in three basic forms: beer, wine and hard liquor, such as rum or whiskey. There are equal amounts of pure alcohol in one bottle of beer, one glass of table wine or one shot glass of hard liquor.

As alcohol reaches the stomach, much of it is absorbed into the bloodstream. However, if there is food in the stomach, the rate of absorption is slowed.

Once in the bloodstream, alcohol travels to all parts of the body. Brain tissues absorb alcohol rapidly. Within 30 seconds of alcohol entering the bloodstream, reasoning and muscle control centres are affected.

<sup>12</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *Sense and Nonsense: Healthy Choices about Alcohol, Drugs and Gambling—Grade 6 Resource* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1997), p. 59.

**Grades 4-6**STUDENT ACTIVITY MASTER **III-8**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# FETAL ALCOHOL SPECTRUM DISORDER (FASD) AND MANAGING RISKS

The liver breaks down alcohol at a slow and constant rate. Because the liver works steadily, at a fixed rate, there are no quick sobering-up techniques.<sup>12</sup>

**When does Alcohol Become a Problem?<sup>13</sup>**

Alcohol is one of the most widely used drugs in Canada. People drink for many reasons. Some drink on social occasions, some drink to relax and some, because they enjoy the taste and experience of drinking alcohol. Alcohol is also used in religious or festive celebrations.

Some people drink to relieve stress or feel less awkward in social situations. Some young people drink because they are pressured, or their peers are curious about alcohol or think alcohol will make them more confident or interesting to others.

Most people remain social or occasional drinkers. They drink moderately.

People can abuse alcohol by drinking too much on one occasion or over a longer period of time, or by combining alcohol with other drugs. Alcohol use becomes a problem when it interferes with physical or mental health, family, friendships, work, driving or the law.

People who drink a great deal on a regular basis are likely to become dependent on alcohol. Their bodies become used to having alcohol in their systems. If they stop drinking, they experience withdrawal symptoms. These people may need medical help to handle the physical effects of quitting drinking.

<sup>12</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *Sense and Nonsense: Healthy Choices about Alcohol, Drugs and Gambling—Grade 6 Resource* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1997), p. 59.

<sup>13</sup> Ibid., p. 48.

**Grades 4-6**STUDENT ACTIVITY MASTER **III-8**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# FETAL ALCOHOL SPECTRUM DISORDER (FASD) AND MANAGING RISKS

**How Much Alcohol Causes Harm to an Unborn Baby?<sup>14</sup>**

No one knows how much alcohol a pregnant woman can safely drink without affecting the fetus. Research shows that heavier drinking:

- increases the chance that the unborn baby will be harmed
- increases the amount of damage to the baby's brain.

There is no time during pregnancy when it is totally safe to drink alcohol. Many doctors say that if a woman is thinking of getting pregnant, it's a good idea to avoid alcohol. It is also recommended that women not drink while breast-feeding because alcohol is passed to the baby through breast milk.

Not all women who drink heavily while pregnant will have children with FASD. How much the fetus is harmed is also affected by the mother's overall health and health choices.

**But Doesn't Everybody Drink?<sup>15</sup>**

About one in four Canadians of legal drinking age chooses not to drink alcohol. The majority who do, use alcohol moderately.

It's important to remember that alcohol is a drug that slows down messages to and from the brain. Alcohol not only affects reactions and coordination, it also affects how people think, make decisions and treat other people.

<sup>14</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *ABCs of Fetal Alcohol Syndrome and Other Alcohol-related Birth Defects* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1996), p. 2.

<sup>15</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *Sense and Nonsense: Healthy Choices about Alcohol, Drugs and Gambling—Grade 6 Resource* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1997), p. 45.

**Questions to Talk or Write About:**

What can women do to prevent FASD?

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What can families and communities do to prevent FASD?

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**Grades 4-6**

## STUDENT ACTIVITY MASTER III-9

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**TRUTH OR MYTH****Circle truth (T) or myth (M) for each sentence.**

- |  |   |   |
|--|---|---|
| 1/ You can tell if a person has FASD just by looking at him or her.                            | T | M |
| 2/ A child with FASD could make high marks in school.  | T | M |
| 3/ Children will outgrow the effects of FASD.  | T | M |
| 4/ FASD is passed on from generation to generation.  | T | M |
| 5/ Any time a mother drinks heavily during pregnancy, her baby will be born with brain damage. | T | M |
| 6/ Pregnant women can safely drink one glass of alcohol a day.                                 | T | M |
| 7/ There is medical treatment for people with FASD.  | T | M |
| 8/ People with FASD are more likely to have alcohol and drug problems.                         | T | M |
| 9/ Families who live in poverty are at higher risk for having children with FASD.              | T | M |
| 10/ Scientists are trying to develop a vaccine to prevent FASD.                                | T | M |

**Put a star beside statements you are unsure of.****Circle two items you would like to discuss further.**

## PERSONAL ACTION PLAN

What I've learned about making healthy choices	What I want to do in the near future	Some ways I can work toward achieving these goals



## Theme III:

Managing Risks and Making Personal Choices - **Grades 7-9****Activity Focus for Grades 7-9**

- The causes and effects of alcohol use and the nature of addictions
- The impact of positive choices on health during pregnancy; prevention of FASD
- Risk behaviour
- The relationship between personal choice, personal safety and well-being
- Risk prevention behaviours; e.g., impairment, substance use or abuse in social situations and sports

**Outcomes from the Health and Life Skills Program of Studies for Grades 7-9***Personal Health*

Students will:

- 7** Compare personal health choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection (W-7.1)
- 7** *Examine the human reproductive process, and recognize misunderstandings associated with sexual development (W-7.3)\**
- 7** Analyze the messages and approaches used by the media to promote certain body images and lifestyle choices (W-7.4)
- 7** Analyze social factors that may influence avoidance and/or use of particular substances (W-7.6)
- 8** Examine the relationship between choices and resulting consequences; e.g., the way one looks, feels and performs (W-8.1)
- 8** *Recognize and accept that individuals experience different rates of physical, emotional, sexual and social development (W-8.3)\**
- 8** Develop personal strategies to deal with pressures to have a certain look/lifestyle; e.g., accept individual look (W-8.4)
- 8** Analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol spectrum disorder, drinking and driving (W-8.6)
- 9** Use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement (W-9.1)
- 9** *Apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk (W-9.3)\**
- 9** Analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal (W-9.4)
- 9** Analyze addictions; e.g., stages, kinds, and resources available to treat addictions (W-9.6)

*\* Please note that bold and italicized outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction.*

### *Safety and Responsibility*

Students will:

- 7** Identify and examine potential sources of physical/emotional/social support (W-7.10)
- 7** Identify characteristics of resiliency; e.g., problem-solving skills, positive self-esteem, social bonding (W-7.11)
- 7** *Identify the effects of social influences on sexuality and gender roles and equity; e.g., media, culture (W-7.12)\**
- 7** *Examine the influences on personal decision making for responsible sexual behaviour (W-7.13)\**
- 7** *Examine abstinence and decisions to postpone sexual activity as healthy choices (W-7.14)\**
- 8** Develop strategies to effectively access health information and health services in the community; e.g., health hot line, family doctor, public health unit (W-8.10)
- 8** Identify and develop personal resiliency skills; e.g., planning skills, social competence (W-8.11)
- 8** *Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship (W-8.12)\**
- 9** Develop strategies to promote harm reduction/risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks (W-9.8)
- 9** Use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behaviour (W-9.11)
- 9** *Identify and describe the responsibilities and resources associated with pregnancy and parenting (W-9.13)\**
- 9** *Develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour (W-9.14)\**

*\*Please note that bold and italicized outcomes contain topics related to human sexuality and that parents reserve the right to exempt their children from this instruction.*

### *Learning Strategies*

Students will:

- 7** Differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept no from others (L-7.3)
- 7** Revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community (L-7.4)
- 8** Determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest (L-8.1)
- 8** Identify components of ethical decision making, and apply these concepts to personal decision making (L-8.3)
- 9** Apply personal time management skills to a variety of learning opportunities; e.g., develop strategies to overcome procrastination (L-9.1)
- 9** Use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices (L-9.3)

### Activities for Grades 7-9

**Group** Have students work in small groups. Provide each group with a sheet of poster paper and assign each group their own colour marker.

**Brainstorming** Ask each group to develop a slogan for healthy and positive lifestyle choices, and write it down the side of the poster paper.

**Carousel**

Explain that one reason people use drugs, including alcohol, is to change the way their bodies or minds function. Sometimes, people use drugs and alcohol for the purpose of recreation and leisure. Recreation is a need, so it is important to know the recreational options available. If people are aware of their recreational options, they can rely on these activities rather than resort to alcohol or drug use.

Give each group a few minutes to brainstorm an activity for each letter in their slogan. Then, ask groups to leave their chart paper at their group area and move to the next group's chart, taking their markers with them. Have groups add activities to as many letters as they can on other groups' charts. Repeat until all groups have visited all charts.

**Creating Slogans** When groups have finished brainstorming, have them return to their original charts and, as a group, discuss the diversity of activities associated with leisure. Ask them to share their own experiences with other group members.

Then, have groups create posters that reflect their slogans and the activities they, and other groups, brainstormed.

**Journal** Have students write in their journals about their alternatives to alcohol. Have them reflect on activities that give them satisfaction and enjoyment without using mind or body-altering substances.

### **Group Research: Exploring Substance Use And Abuse**

#### **Teacher Preparation**

There are many resources dealing with alcohol and substance use and abuse available. Plan to integrate these resources into this activity. There are many ways the strategies and information presented in other resources may be integrated.

- Plan lessons that involve class conversations to introduce concepts and information to students.
- Follow suggestions for individual, group and whole-class activities that involve students in initial research, then use the activity suggestion provided here as a final project.
- Organize information and activity suggestions from other resources into learning centers, then use the activity suggestion provided here as a final project.

Note: The *Sense and Nonsense* teaching resource guide, available from AADAC, provides activities and information for both teachers and students that focus on alcohol use and abuse prevention.



Have students work in small groups to prepare information kits on alcohol use and abuse that they could use to teach other students. Their kits can contain the following:

- an introduction to alcohol use and abuse
- the effects of alcohol
- potential risks and dangers in the community and school related to alcohol use and abuse
- sources of assistance and support
- how alcohol use and abuse can be an ethical issue (can hurt others).

Encourage students to construct their kits using a combination of written information and visuals. Groups may construct containers using paper, folded and stapled, to create envelopes, or they may be provided with pizza boxes in which to place their information. Provide groups with the opportunity to share their kits with other groups or with students in another class.

**Retrieval Chart****Teacher Preparation**

Student Activity Master III-11:  
Retrieval Chart, p. 148.



Ask groups to share, in class discussion, what they have learned about the risks of alcohol becoming an addiction. Ask them to work with a partner to complete **Student Activity Master III-11** using information they gained from group research, class discussion and sharing.

**Visual Symbols**

Ask students to discuss the difference between smart-risk behaviour and impulsive behaviour. Ask each student to construct a visual to illustrate the difference; e.g., motor vehicle safety vs. impairment. This can be a collage or a series of pictures. Provide students with opportunities to share their visuals with a partner, small group or the whole class.

**Data Bank**

Have students work independently to answer the following question:

- What personal choices do you make in your daily life?

Have students work in small groups to prepare a data bank on aspects of personal safety and well-being. The data bank will result in an overall perspective of how personal choice affects students' personal safety and well-being.

Have students use **Student Activity Master III-12** to create charts that detail the personal choices they make and what areas of their lives are affected by these choices; e.g., family, school, community, peer groups, friends, sports, recreation. Have students discuss different situations that involve impairment and substance use, or abuse in social situations or sports settings. Ask them to add these areas to their charts.

**Teacher Preparation**

Student Activity Master III-12:  
Data Bank: Personal Choices, p. 149.  
Assessment, p. 147.

**Group Chart****Teacher Preparation**

Student Activity Master III-13:  
Group Chart, p. 150.  
Other resources dealing with concepts related to personal safety and well-being may support the concepts in this activity and can be integrated or used to expand the activity.

Discuss personal safety and well-being with the whole class. Then, have students use the information they gathered in the data bank activity to individually answer the following question.

- How does personal choice affect different aspects of personal safety and well being (physical, mental, emotional, as well as areas listed in the first chart)?

Once students have answered the question individually, have them work with their groups to compile the second part of their data banks. Ask them to use **Student Activity Master III-13** to create charts that detail the relationship between personal choices, and personal safety and well-being. Have them combine their completed charts into a group duotang or folder to construct their data banks. Students may illustrate their final products.

**Journal** Ask students to reflect on the link between personal choices, effects of those choices, and risk-management strategies for personal safety and well-being. Have them respond to a question like the following in their journals.

- What kinds of risks and choices should I consider in managing my personal safety and well-being?

**Role-Playing** Have each group select a choice from their data banks. Ask them to create a role-play scenario that focuses on a situation involving this choice. Have groups present their role-plays to the rest of the class. If appropriate, students may focus on a particular type of situation, such as ones involving alcohol, drugs or other substance use. Groups may develop their role-plays around refusal strategies. Ask other groups to construct a positive response to each role-play and share their responses with other groups.

**Community Field Study** Discuss external sources of support students may have available to them when dealing with personal and risk management. Work with a community organization or health professional to plan a field study tour to a health-related facility in the community. Have students prepare questions that focus on the ways community support and services are provided. Ask the organization or health professional to talk to students about the different ways community organizations provide support.



**File Folder Profiles** Have students work in small groups to prepare file folder profiles of different organizations within the community that provide support for personal safety and growth, and physical, emotional and mental fitness. Have each group gather information from their field study. Provide each group with a file folder and ask them to create a profile of organizations within the community. Profiles should contain the following information:

- what the organization or facility does
- the purpose, roles and responsibilities of people who work with the organization
- what kind of support is provided by the organization
- how the organization relates to different kinds of risk management.



**Teacher Preparation**  
Assessment, p. 147.

**Managing Risks**  
**Class Conversation**

**FASD**

Introduce the topic of fetal alcohol spectrum disorder (FASD) through a class conversation that focuses on the behaviours and activities that are part of personal, behavioural and risk management. At these grade levels, the introduction to FASD should occur in the context of a conversation with the whole class that focuses on alcohol as a risk factor in FASD and as an issue that relates to choices about alcohol use. This class conversation should introduce students to four areas:

- how personal choices are part of personal and risk management
- how choices about alcohol are part of risk management
- the relationship between alcohol consumption and FASD
- what can be done to prevent FASD.

**Teacher Preparation**

Teacher Backgrounder: Preventing Fetal Alcohol Spectrum Disorder (FASD), pp. 183-185.

Explain that many factors influence personal safety, well-being and the risk factors people have to deal with in their lives. All of these influence decision making. Lack of effective personal and risk-management strategies can result in decisions that affect people's lives in negative ways. Sometimes, the choices people make are inappropriate and result in problems that affect them physically and emotionally.

Students may have already had the opportunity to discuss the choices a mother can make for herself and her unborn baby. Sometimes, the choices people make are inappropriate. These choices can result in the use of alcohol at inappropriate times. One of these inappropriate times is when a woman is pregnant. There are many reasons why a woman may use alcohol when she is pregnant. These reasons may include addiction, pressure to consume alcohol and lack of knowledge of the effects of alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health. The choice to drink alcohol can be influenced by self-concept and the ability to manage risks.

Use the information in **Teacher Backgrounder: Preventing Fetal Alcohol Spectrum Disorder (FASD)** to discuss the relationship between alcohol and FASD. Children born with FASD are affected physically, mentally and behaviourally. It is important to understand the ways that people can support those who have to deal with this condition. Be sensitive to the background and family situations of the students in your class.



### **Paragraph**

#### **Teacher Preparation**

Student Activity Master III-14: Fetal Alcohol Spectrum Disorder (FASD) and Managing Risks, pp. 151-154.

**FASD**

Have each student use Student Activity Master III-14 to write a paragraph that explores the following.

- How is exposure to alcohol during pregnancy a risk?
- What can be done to manage this risk?

### **Make Room for Males**

#### **Teacher Preparation<sup>16</sup>**

Student Activity Master III-15:  
Make Room for Males, p. 155.

**FASD**

Provide students with an opportunity to examine and discuss men's roles in the prevention of FASD. Provide students with Student Activity Master III-15 and give them a few minutes to complete the activity. Explain that it is an opinion poll, not a quiz. The statements encourage students to examine common attitudes about men's role in the prevention of FASD. In small groups or as a class, discuss the responses. Ask students to examine the difference, if any, between boys' and girls' responses.

<sup>16</sup> Adapted with permission from James Ottney, *Fetal Alcohol Syndrome Facts and Choices*, (Madison, WI: Wisconsin Clearinghouse, University of Wisconsin, 1991).



**Assessment**

Assess students' **Data Banks** and their understanding of the link between choices, lifestyles and risk management, by discussing and using the following rubric or, personalize the rubric by working with students.

<b>Excellent</b>	<b>4/</b> Provides examples that illustrate understanding of the ways that choices affect health and impact personal safety and well-being; makes the link between effects and risk management through examples of situations where there are risks to personal safety and well-being.
<b>Proficient</b>	<b>3/</b> Provides examples that illustrate understanding of the ways that choices affect health and impact personal safety and well-being; makes the link between choices and effects.
<b>Acceptable</b>	<b>2/</b> Provides examples of choices, effects and personal safety and well-being.
<b>Limited</b>	<b>1/</b> Provides examples of choices and effects.

Have students hand in their **File Folder Profiles** for evaluation.

Use the following checklist to evaluate their products.

Yes <input type="radio"/> Not yet <input type="radio"/>	Identifies what the organization or facility does.
Yes <input type="radio"/> Not yet <input type="radio"/>	Discusses the purpose, roles and responsibilities of the people who work with the organization.
Yes <input type="radio"/> Not yet <input type="radio"/>	Discusses what kind of support is provided by the organization.
Yes <input type="radio"/> Not yet <input type="radio"/>	Discusses and analyzes the link between what the organization does and risk management.
Yes <input type="radio"/> Not yet <input type="radio"/>	Communicates information clearly and effectively.

*A rubric and checklist template can be found on page 197.*

**Reflection**

Give students time to reflect on what they learned about the relationship between personal and risk management, and elements of a healthy life. Encourage students to reflect on questions such as the following.

- How do I feel about my abilities to manage risks?
- What have I learned about the ways that I can manage risks in my daily life?
- How do the skills involved with personal and risk management affect what I do in school and in my classroom?
- How would I describe a healthy life? What would it include?

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## Causes of Alcohol Addiction

## Effects of Alcohol Addiction

## Support Resources Available in the Community



NAME

DATE

## GROUP CHART

**Choices**

**Personal Safety and Well-being**

**Grades 7-9**STUDENT ACTIVITY MASTER **III-14**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# FETAL ALCOHOL SPECTRUM DISORDER (FASD) AND MANAGING RISKS

Many different factors influence personal safety, well-being and the risk factors people have to deal with in their lives. These factors also influence the decisions people make. Often, lack of effective personal and risk-management strategies results in decisions that affect people's lives in negative ways. Sometimes, the choices people make are inappropriate and result in problems that affect them physically and emotionally.

These choices can result in the use of alcohol at inappropriate times. One of these inappropriate times is when a woman is pregnant. There are many reasons why a woman may use alcohol when she is pregnant. These reasons may include addiction, pressure to consume alcohol and lack of knowledge of the effects of alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health. The choice to drink alcohol can be influenced by self-concept and the ability to manage risks.

**Alcohol<sup>17</sup>**

Alcohol was part of the society of ancient cultures. From early times to the present, alcohol has been widely used. Ethyl or beverage alcohol has an established history and a widely accepted pattern of use in many cultures and societies.

Alcohol is a depressant that slows down the function of the central nervous system (CNS). The CNS includes the brain and the nerve pathways that control muscle action. Alcohol comes in three basic forms: beer, wine and distilled spirits or hard liquor. There are roughly equal amounts of pure alcohol in one bottle of beer, one glass of table wine or one shot glass of hard liquor.

<sup>17</sup> Adapted with permission from  
Alberta Alcohol and Drug Abuse  
Commission (AADAC),  
*Sense and Nonsense: Healthy Choices  
about Alcohol, Drugs and Gambling—  
Grade 6 Resource* (Edmonton, AB:  
Alberta Alcohol and Drug Abuse  
Commission, 1997), p. 59.

**Grades 7-9**STUDENT ACTIVITY MASTER **III-14**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# FETAL ALCOHOL SPECTRUM DISORDER (FASD) AND MANAGING RISKS

**Alcohol in the Body<sup>18</sup>**

When people drink, alcohol is absorbed, distributed through the body and gradually eliminated.

As alcohol reaches the stomach, much of it is rapidly absorbed into the bloodstream. However, if there is food in the stomach, the rate of absorption is slowed. Alcohol not absorbed in the stomach is passed into the small intestine, where it is rapidly absorbed into the blood stream.

Once in the bloodstream, alcohol travels to all parts of the body. Brain tissues absorb alcohol more rapidly than muscles or fat tissues. Within 30 seconds of alcohol entering the bloodstream, reasoning and muscle control centres are affected. If a person drinks extreme amounts of alcohol they can die because the alcohol shuts down the respiratory and circulatory centres of the brain.

The liver breaks down (metabolizes) alcohol at a slow and constant rate. Because the liver works steadily, at a fixed rate, there are no quick sobering-up techniques. About 95-98 per cent of alcohol is eliminated by the liver. The remaining 2-5 per cent escapes unchanged, through sweat, urine and breath. The amount of alcohol found in breath forms the basis of breathalyzer tests.

**What's the Big Deal? Everybody Drinks.<sup>19</sup>**

Actually, that's not true. Approximately one in four Canadians of legal drinking age chooses not to drink alcohol. The majority who do, use alcohol moderately. A small portion of the population drinks heavily on a regular basis.

It's important to remember that alcohol is a drug which depresses the central nervous system, slowing down messages to and from the brain. Alcohol not only affects reactions and coordination, it also affects the mind.

<sup>18</sup> Adapted with permission from  
Alberta Alcohol and Drug Abuse  
Commission (ADDAC),  
*Sense and Nonsense: Healthy Choices  
about Alcohol, Drugs and Gambling—  
Grade 6 Resource* (Edmonton, AB:  
Alberta Alcohol and Drug Abuse  
Commission, 1997), p. 59.

<sup>19</sup> Ibid., p. 45.

**Grades 7-9**STUDENT ACTIVITY MASTER **III-14**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# FETAL ALCOHOL SPECTRUM DISORDER (FASD) AND MANAGING RISKS

**When is Alcohol a Problem?<sup>20</sup>**

Anyone who drinks may develop problems with alcohol, but the development of such problems depends on many things: personality, upbringing, experience and genetic makeup.

An alcohol problem could be the result of drinking too much on one single occasion or it could be related to a drinking pattern. Alcohol and other drug problems exist when someone's use of a substance results in continued negative consequences; e.g., physical, psychological or social.

If drinking is a person's major way of coping with stress or if he or she cannot control the amount they consume, then alcohol is a risk factor for physical, emotional and mental health.

**How Much Alcohol Causes Harm?<sup>21</sup>**

No one knows how much alcohol a pregnant woman can safely drink without affecting the fetus. Research indicates that heavier drinking increases two things:

- the chance that the unborn baby will be harmed
- the severity of the harm.

There is no time during pregnancy when it is totally safe to drink alcohol. Many doctors and researchers say that if a woman is thinking of getting pregnant, it's a good idea to avoid alcohol completely. It is also recommended that women do not drink while breast-feeding because alcohol is passed to the baby through breast milk.

Not all women who drink heavily while pregnant have children with FASD. The mother's metabolism is one factor that affects how much the fetus is harmed. The mother's metabolism is affected by:

- how the pregnancy itself is going
- how long the mother has been drinking before the pregnancy
- her age
- her body weight
- if she eats and drinks at the same time
- her drinking style (daily or five or more drinks in one setting).

Other factors, such as the quality of the mother's nutrition, whether or not she smokes, and other drug use also play a part in contributing to FASD.

<sup>20</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *Sense and Nonsense: Healthy Choices about Alcohol, Drugs and Gambling—Grade 6 Resource* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1997), p. 45.

<sup>21</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *ABCs of Fetal Alcohol Syndrome and Other Alcohol-related Birth Defects* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1996), p. 2.

**Grades 7-9****STUDENT ACTIVITY MASTER III-14**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# FETAL ALCOHOL SPECTRUM DISORDER (FASD) AND MANAGING RISKS

**What about Heavy Drinking? What Effects Does it Have?<sup>22</sup>**

Drinking too much alcohol in a short time can result in alcohol poisoning, which can be fatal. Drinking heavily over a long period of time can have serious and even life-threatening consequences. Brain damage, ulcers, liver disease, malnutrition, heart damage and various cancers are more common among heavy drinkers.

**What are the Differences Between Use, Abuse and Dependence on Alcohol?<sup>23</sup>**

Alcohol is one of the most widely-used drugs in Canada. People drink for many reasons – to add pleasure to social occasions, to relax or refresh themselves. Alcohol is also used in religious or festive celebrations.

Some people drink to relieve stress or feel less awkward in social situations. Some young people drink because they wish to appear sophisticated, are pressured by their peers or are curious about alcohol.

Most people remain social or occasional drinkers who drink moderately. Abuse is use that causes problems with physical or mental health, family, friendships, work, driving or the law. People can abuse alcohol by drinking too much on one occasion or over a long period of time, or by combining alcohol with other drugs.

People who consistently drink a great deal are likely to become dependent on alcohol. Their bodies become used to having alcohol in their systems. If they stop drinking, they experience withdrawal symptoms. These may include loss of appetite, sleeplessness, anxiety, nausea, irritability and confusion. Severe cases can include convulsions and hallucinations. Controlled withdrawal under medical supervision can reduce the likelihood of these effects.

<sup>22</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *Sense and Nonsense: Healthy Choices about Alcohol, Drugs and Gambling—Grade 6 Resource* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1997), p. 47.

<sup>23</sup> Ibid., p. 48.

**Paragraph**

Write a paragraph that explores the following.

- How is exposure to alcohol during pregnancy a risk?
- What can be done to manage this risk?



**Grades 7-9**STUDENT ACTIVITY MASTER **III-15**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**MAKE ROOM FOR MALES<sup>24</sup>**

In each section, circle the statement that most closely reflects your attitude.

**Learning about FASD**

- Girls and women are the only ones who need to learn about the possible effects of drinking alcohol during pregnancy.
- Young men and women should learn about FASD because they could someday be parents.
- Because FASD can affect everyone, not just babies and their families, everyone should know about how alcohol can affect the developing fetus.

**Decisions about Drinking during Pregnancy**

- If a pregnant woman decides to drink, there's nothing her partner can do about it.
- A man concerned about his pregnant partner's drinking should take charge and prevent her from drinking.
- Support and encouragement is the most effective way a man can help a pregnant woman avoid alcohol.
- Both men and women should think about their alcohol use before they plan or risk a pregnancy.

**Male Drinking**

- Since there is no firm proof that a man's drinking affects his unborn child, it's OK for him to drink.
- It's OK for a man to drink as long as he tells his partner not to drink.
- The best support a man can offer a pregnant woman who's having a hard time avoiding alcohol is to not drink himself.
- Since alcohol can damage sperm (although it is not known if this causes birth defects) a man should consider this when planning a pregnancy.

<sup>24</sup> Adapted with permission from James Ottney, *Fetal Alcohol Syndrome Facts and Choices* (Madison, WI: Wisconsin Clearinghouse, University of Wisconsin, 1991).

### Theme III:

### Managing Risks and Making Personal Choices - **Grades 10-12**

#### **Activity Focus for Grades 10-12**

- Responsibilities that accompany the consequences of high-risk behaviour
- Personal goal-setting strategies to maintain healthy life skills
- Developing a healthy life balance
- Developing a physical balance, and understanding the impact of substance use and abuse

#### **Outcomes from the Career and Life Management Program of Studies**

##### *Personal Choices*

Students will:

Analyze the dimensions of health and their interrelatedness, the impact of the determinants of health, and the dynamic nature of balance in life (P1)

- Describe the combination of factors that contribute to well-being
- Examine the determinants of health and effect on lifestyle choices
- Demonstrate an understanding of the interrelated and interdependent aspects of well-being and healthy lifestyles

Evaluate choices and their combinations of choices that can create barriers to achieving and maintaining health, and identify actions to improve health (P2)

- Appreciate the value of positive attitudes about self when making choices
- Analyze poor choices or lack of ability to pursue healthy choices and decisions
- Assess the effects of substance use and abuse—tobacco, alcohol, drugs—on health
- Evaluate the impact of situations of risk and risks in combination
- Describe how peer pressure and the expectations of others influence choices

Develop approaches/tactics for creative problem solving and decision making (P4)

- Assess own well-being and ability to cope with challenges and overcome obstacles
- Analyze the ability to make a change or difference, for self and others

Determine practices and behaviours that contribute to optimal physical well-being (P6)

- Describe how individuals have control over physical and other dimensions of well-being
- Analyze safety/risk-taking behaviours, nutritious choices, fitness and exercise as contributors to physical well-being

### **Activities for Grades 10-12**

#### ***Class Conversation***

Ask students to brainstorm situations where they make decisions that affect their physical, emotional and mental health. Then, ask them to think of the effects of such decisions on their lives. Ask them to discuss the triggers that may influence them to make decisions that result in negative effects. Students may consider triggers such as:

- coping with emotions, such as anger, boredom, stress, worry
- peer pressure
- being with a group of friends who make choices that are different than the ones you want to make
- life changes, such as getting a job, moving, obtaining your driver's license
- curiosity
- rebelling against adults in authority
- influences from media and popular culture.

Ask students to consider ways to cope with these types of pressures and influences. Discuss strategies that address these pressures and influences. Allow students time to explore and discuss their ideas.

#### **Teacher Preparation**

Other resources dealing with concepts like life transitions, and personal balance and imbalance may support the concepts in this activity and can be integrated into this discussion or used to expand the activity.

#### ***Group Conversation***

Ask students to work in groups to discuss the characteristics that lead to balance in life. Have each group discuss how they see balance in their lives and why balance is an important goal.

#### ***Personal Inventory***

Have students take an inventory of their personal habits by completing **Student Activity Master III-16**. Ask them to use the ideas from the class conversation to compile a list of behaviours that promote healthy lives. Then, have them consider the effects of such behaviours as well as their own personal habits.

#### **Teacher Preparation**

Student Activity Master III-16:  
Personal Inventory, p. 163.

## **Spheres of Influence**

### **Teacher Preparation**

Student Activity Master III-17:  
Spheres of Influence, p. 164.  
Assessment, p. 162.

Other resources dealing with concepts like the influence of factors and issues relating to balance and imbalance may support the concepts in this activity and can be integrated or used to expand the activity.



Provide students with **Student Activity Master III-17** and ask them to put themselves in the middle circle. Then, ask them to use the outside circles to indicate factors that influence balance in their lives. Ask them how these factors affect the way they view themselves as individuals. How do the following factors affect students' views of balance in their lives:

- family background and experiences
- ethnic background
- where they live: urban or rural, isolation, community activities
- own values and beliefs
- friends and peers?

Ask students how factors can be both personal (values and beliefs) and external (peers, community). Have students consider both in completing their charts.

### **Journal**

Ask students to reflect on the concept of boundaries. Have them consider questions such as the following.

- What are our own personal rules and guidelines for making decisions about our lives?
- How do these decisions affect balance in our lives?
- What are the risks that affect personal boundaries?

### **Web**

Have students consider how certain substances can be risk factors to personal balance. Ask them to work individually to create webs indicating the risks of substance use and abuse. Ask students to put themselves in the middle of the web and consider how substance use and abuse would affect them physically, emotionally and mentally. Students should consider drugs (prescription and illegal), tobacco, steroids and alcohol. Students may find information on community organizations that deal with the risks of substance use and abuse. This may occur in the context of field-study research.



### **Teacher Preparation**

Other resources dealing with concepts related to substance use and abuse may support the concepts in this activity and can be integrated or used to expand the activity.

**Retrieval Chart****Teacher Preparation**

Student Activity Master III-18:

Retrieval Chart, p. 165.

Other resources dealing with high-risk behaviour and factors influencing such behaviour support the concepts in this activity, and should be used to introduce a discussion on these concepts and lead into the activity.

Ask students to work in small groups to identify factors that are a high risk to physical, emotional and mental balance. Students may be asked to consider factors such as:

- body image
- peer pressure
- sexual activity
- gangs
- weapons
- racism
- discrimination
- aggression
- body altering.

Ask groups to complete **Student Activity Master III-18** and examine the causes and effects of high-risk behaviour, as well as alternative activities and behaviours.

**Media Profiles****Teacher Preparation**

Assessment, p. 162.



Have students work in small groups to prepare media profiles on different high-risk factors. Provide each group with a file folder and ask them to create a profile exploring the influence of media on such behaviours. Their profiles can address the following:

- the effects, causes and alternate behaviours identified previously
- examples from different media sources
- kinds of support to address these high-risk behaviours.

**Community Field Study**

Discuss external sources of support that students may have available to them when dealing with personal and risk management. Work with a community organization or health professional to plan a field-study tour to a health-related facility in the community. Have students prepare questions that focus on the ways that community support and services are factors that influence behaviour and activities. Ask the organization or health professional to talk to students about the different ways community organizations provide support.

**Managing Risks**  
**Class Conversation**

**FASD**

**Teacher Preparation**

Teacher Backgrounder: Preventing Fetal Alcohol Spectrum Disorder (FASD), pp. 183-185.

Introduce the topic of fetal alcohol spectrum disorder (FASD) through a class conversation that focuses on the types of behaviours and activities that are part of personal, behavioural and risk management. At these grade levels, the introduction to FASD should occur in the context of a conversation with the whole class that focuses on alcohol as a risk factor in FASD and as an issue that relates to choices about alcohol use. The conversation can be followed by written research.

This class conversation should introduce students to four areas:

- how personal choices are part of personal and risk management
- how choices about alcohol are part of risk management
- the relationship between alcohol consumption and FASD
- what can be done to prevent FASD.

Explain that many factors influence physical, emotional and mental health, and the risk factors people have to deal with in their lives. All of these influence decision making. Lack of effective personal and risk-management strategies can result in decisions that affect people's lives in negative ways. Sometimes, the choices people make are inappropriate and result in problems that affect their personal balance.

Students may have already had the opportunity to discuss the choices a mother can make for herself and her unborn baby. Sometimes, the choices people make are inappropriate. These choices can result in the use of alcohol at inappropriate times. One of these inappropriate times is when a woman is pregnant. There are many reasons why a woman may use alcohol when she is pregnant. These reasons may include addiction, pressure to consume alcohol and lack of knowledge of the effects of alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health. The choice to drink alcohol can be influenced by self-concept and the ability to manage risks.

Use the information in **Teacher Backgrounder: Preventing Fetal Alcohol Spectrum Disorder (FASD)** to discuss the relationship between alcohol and FASD. Children born with FASD are affected physically, mentally and behaviourally. It is important to understand the ways that people can support those who have to deal with this condition. Be sensitive to the background and family situations of the students in your class.



**Causes and Symptoms Chart****FASD****Teacher Preparation**

Student Activity Master III-19:  
Preventing Fetal Alcohol Spectrum  
Disorder (FASD), pp. 166-170.

Have students work in small groups to focus on the causes and the symptoms of FASD. Emphasize the difference between causes and symptoms. Have students use **Student Activity Master III-19** to research and complete their charts.

**Stand and be Counted<sup>25</sup>****Teacher Preparation**

Student Activity Master III-20:  
Stand and be Counted, p. 171.  
Teacher Backgrounder: Discussing  
the Student Activity *Stand and be  
Counted*, pp. 188-190.

**FASD**

Provide students with **Student Activity Master III-20** and give students a few minutes to complete the page. The statements are intended to raise students' awareness about social factors, choices and opinions related to alcohol and pregnancy. Explain that it is an opinion poll, not a quiz.

Select a statement and ask students to take a stand. Using the centre of the classroom as a rating of 3, and the opposite walls or corners as 1 and 5, have students stand up and walk to the section of the room that reflects their position on the question under discussion. The physical act of moving and standing provides a visual reinforcement of the diversity and similarity of opinions within the class. Ask the students to observe the distribution of peers across the room. Individual students may volunteer to comment on their choices. Ask students to observe how their peers influence their personal stance on specific issues. Some of the issues can be discussed in small groups.

**Personal Action Statement**

Ask students to reflect on questions such as the following in order to write their own personal action statements. Have them write their statements in essay format or construct their responses in a visual format, such as a chart or web.

- What do I feel is in balance in my life?
- What do I feel is not in balance in my life?
- What changes would I like to make?
- What strategies could I follow to make these changes?
- Who could help me carry out these changes?
- What are realistic timelines to achieve my goals?
- What do I think these changes would mean to me personally in my relationships with others, and in achieving my educational and career goals?

<sup>25</sup> Adapted with permission from James Ottney, *Fetal Alcohol Syndrome Facts and Choices* (Madison, WI: Wisconsin Clearinghouse, University of Wisconsin, 1991).

### Assessment

Assess students' **Spheres of Influence** and their understanding of the factors that influence balance in their lives by discussing and using the following rubric, or personalize the rubric by working with students.

<b>Excellent</b>	<b>4/</b> Provides a clear link, with examples, between the concepts of balance and factors that influence balance; provides examples that address the influence of both personal and external factors in their lives.
<b>Proficient</b>	<b>3/</b> Provides a link between the concepts of balance and factors that influence balance; includes more than two examples that relate to personal and external factors.
<b>Acceptable</b>	<b>2/</b> Provides examples of both personal and external factors that influence balance.
<b>Limited</b>	<b>1/</b> Provides an example of external factors that influence balance.

Have students hand in their **Media Profiles** for evaluation. Use the following checklist to evaluate their products.

<b>Yes</b> <input type="radio"/> <b>Not yet</b> <input type="radio"/>	Identifies a high-risk behaviour.
<b>Yes</b> <input type="radio"/> <b>Not yet</b> <input type="radio"/>	Discusses the factors involved with the behaviour: the causes and effects.
<b>Yes</b> <input type="radio"/> <b>Not yet</b> <input type="radio"/>	Discusses and analyzes the link between the behaviour and its causes.
<b>Yes</b> <input type="radio"/> <b>Not yet</b> <input type="radio"/>	Provides a range of media examples linked to the high-risk behaviour.
<b>Yes</b> <input type="radio"/> <b>Not yet</b> <input type="radio"/>	Communicates ideas clearly and effectively.

*A rubric and checklist template can be found on page 197.*

### Reflection

Give students time to reflect on what they learned about the relationship between personal balance and risk management. Encourage students to reflect on questions such as the following.

- How do I feel about the balance in my life right now?
- What have I learned about the ways I can manage risks in my daily life?
- How would I describe the risk factors that may influence me most? What can I do to minimize their risks?



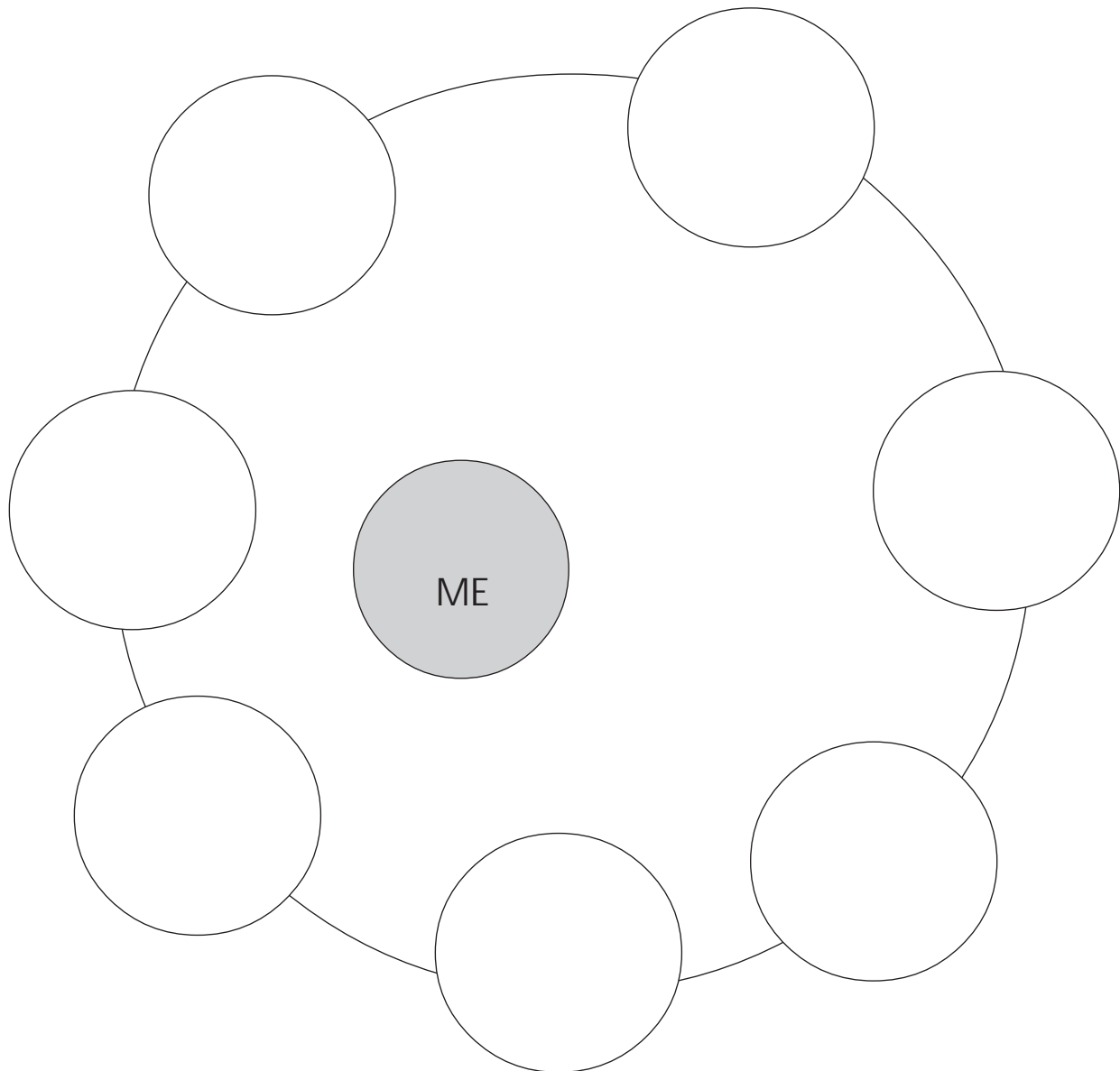


NAME \_\_\_\_\_

DATE \_\_\_\_\_

## SPHERES OF INFLUENCE

Put yourself in the middle circle. Then, use the outside circles to identify factors that influence balance in your life.



**Grades 10-12**STUDENT ACTIVITY MASTER **III-18**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

## RETRIEVAL CHART

Risk practices and behaviours	Causes of risk practices and behaviours	Outcomes	Alternate strategies
Listening to peer pressure			
Joining a gang			
Aggressive behaviour			
Violent behaviour			
Body altering			
Racism			
Sexual activity			

# PREVENTING FETAL ALCOHOL SPECTRUM DISORDER (FASD)

Many different factors influence physical, behavioural and mental health, and the risk factors people have to deal with in their lives. All of these influence decision making. Lack of effective personal and risk-management strategies result in decisions that affect people's lives in negative ways. Sometimes, the choices people make are inappropriate and result in problems that affect their personal balance.

You may have already had the opportunity to discuss the choices a mother can make for herself and her unborn baby. Sometimes, the choices people make are inappropriate. These choices can result in the use of alcohol at inappropriate times. One of these inappropriate times is when a woman is pregnant. There are many reasons why a woman may use alcohol when she is pregnant. These reasons may include addiction, pressure to consume alcohol and lack of knowledge of the effects of alcohol. Sometimes, women don't know they are pregnant when they use alcohol. But alcohol can have serious effects on a baby's mental and physical health. The choice to drink alcohol can be influenced by self-concept and the ability to manage risks.

## **Alcohol<sup>26</sup>**

Alcohol was part of the society of ancient cultures. From early times to the present, alcohol has been widely used. Ethyl or beverage alcohol has an established history and a widely accepted pattern of use in many cultures and societies.

Alcohol is a depressant that slows down the function of the central nervous system (CNS). The CNS includes the brain and the nerve pathways that control muscle action. Alcohol comes in three basic forms: beer, wine and distilled spirits or hard liquor. There are roughly equal amounts of pure alcohol in one bottle of beer, one glass of table wine or one shot glass of hard liquor.

<sup>26</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *Sense and Nonsense: Healthy Choices about Alcohol, Drugs and Gambling—Grade 6 Resource* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1997), p. 59.

**Grades 10-12**STUDENT ACTIVITY MASTER **III-19**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# PREVENTING FETAL ALCOHOL SPECTRUM DISORDER (FASD)

**Alcohol in the Body<sup>27</sup>**

When people drink, alcohol is absorbed, distributed through the body and gradually eliminated.

As alcohol reaches the stomach, much of it is rapidly absorbed into the bloodstream. However, if there is food in the stomach, the rate of absorption is slowed. Alcohol not absorbed in the stomach is passed into the small intestine, where it is rapidly absorbed into the blood stream.

Once in the bloodstream, alcohol travels to all parts of the body. Brain tissues absorb alcohol more rapidly than muscles or fat tissues. Within 30 seconds of alcohol entering the bloodstream, reasoning and muscle control centres are affected. If a person drinks extreme amounts of alcohol they can die because alcohol shuts down the respiratory and circulatory centres of the brain.

The liver breaks down (metabolizes) alcohol at a slow and constant rate. Because the liver works steadily, at a fixed rate, there are no quick sobering-up techniques. About 95-98 per cent of the alcohol is eliminated by the liver. The remaining 2-5 per cent escapes unchanged, through sweat, urine and breath. The amount of alcohol found in breath forms the basis of breathalyzer tests.

**What's the Big Deal? Everybody Drinks<sup>28</sup>**

Actually, that's not true. Approximately one in four Canadians of legal drinking age chooses not to drink alcohol. The majority who do, use alcohol moderately. A small portion of the population drinks heavily on a regular basis.

It's important to remember that alcohol is a drug which depresses the central nervous system, slowing down messages to and from the brain. Alcohol not only affects reactions and coordination, it also affects the mind.

**When is Alcohol a Problem?<sup>28</sup>**

Anyone who drinks may develop problems with alcohol, but the development of such problems depends on many things: personality, upbringing, experience and genetic makeup.

An alcohol problem could be the result of drinking too much on one single occasion or it could be related to a drinking pattern. Alcohol and other drug problems exist when someone's use of a substance results in continued negative consequences; e.g., physical, psychological or social. You may have a problem with alcohol use if your drinking hurts you financially, gets you into legal trouble; e.g., an impaired driving conviction, or if you suffer emotionally; e.g., feel guilty, anxious or depressed about your drinking.

If drinking is a person's major way of coping with stress or if he or she cannot control the amount consumed, then alcohol is a risk factor for physical, emotional and mental health.

<sup>27</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *Sense and Nonsense: Healthy Choices about Alcohol, Drugs and Gambling—Grade 6 Resource* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1997), p. 59.

<sup>28</sup> Ibid., p. 45.

**Grades 10-12****STUDENT ACTIVITY MASTER III-19**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# PREVENTING FETAL ALCOHOL SPECTRUM DISORDER (FASD)

**How Much Alcohol Causes Harm?<sup>29</sup>**

No one knows how much alcohol a pregnant woman can safely drink without affecting the fetus. Research indicates that heavier drinking increases two things:

- the chance that the unborn baby will be harmed
- the severity of the harm.

There is no time during pregnancy when it is totally safe to drink alcohol. Many doctors and researchers say that if a woman is thinking of getting pregnant, it's a good idea to avoid alcohol completely. It is also recommended that women do not drink while breast-feeding because alcohol is passed to the baby through breast milk.

Not all women who drink heavily while pregnant have children with FASD. The mother's metabolism is one factor that affects how much the fetus is harmed. The mother's metabolism is affected by:

- how the pregnancy itself is going
- how long the mother has been drinking before the pregnancy
- her age
- her body weight
- her drinking style (daily or five or more drinks in one sitting).

Other factors, such as the quality of the mother's nutrition, whether or not she smokes, and other drug use also play a part in contributing to FASD.

**What about Heavy Drinking? What Effects does it Have?<sup>30</sup>**

Drinking too much alcohol in a short time can result in alcohol poisoning, which can be fatal. Drinking heavily over a long period of time can have serious and even life-threatening consequences. Brain damage, ulcers, liver disease, malnutrition, heart damage and various cancers are more common among heavy drinkers.

**What are the Differences Between Use, Abuse and Dependence on Alcohol?<sup>31</sup>**

Alcohol is one of the most widely-used drugs in Canada. People drink for many reasons – to add pleasure to social occasions, to relax or refresh themselves. Alcohol is also used in religious or festive celebrations.

Some people drink to relieve stress or feel less awkward in social situations. Some young people drink because they wish to appear sophisticated, are pressured by their peers or are curious about alcohol.

Most people remain social or occasional drinkers who drink moderately. Abuse is use that causes problems with physical or mental health, family, friendships, work, driving or the law. People can abuse alcohol by drinking too much on one occasion or over a long period of time, or by combining alcohol with other drugs.

<sup>29</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *ABCs of Fetal Alcohol Syndrome and Other Alcohol-related Birth Defects* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1996), p. 2.

<sup>30</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *Sense and Nonsense: Healthy Choices about Alcohol, Drugs and Gambling—Grade 6 Resource* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1997), p. 47.

<sup>31</sup> Ibid., p. 48.

**Grades 10-12**STUDENT ACTIVITY MASTER **III-19**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

# PREVENTING FETAL ALCOHOL SPECTRUM DISORDER (FASD)

People who consistently drink a great deal are likely to become dependent on alcohol. Their bodies become used to having alcohol in their systems. If they stop drinking, they experience withdrawal symptoms. These may include loss of appetite, sleeplessness, anxiety, nausea, irritability and confusion. Severe cases include convulsions and hallucinations. Controlled withdrawal under medical supervision can reduce the likelihood of these effects.

**Alcohol Consumption Patterns<sup>32</sup>**

- Of women, 60-70 per cent aged 18-34 drink alcohol.
- About four per cent of women who drink are considered to be alcohol abusers or alcohol dependent.
- An estimated 2-13 per cent of young women drink heavily. However, few concerted attempts have been made to alter the drinking behaviour of young women.
- Overall, drinking tends to decrease during pregnancy, 20 per cent less in general.
- In a national sample, 25 per cent of women reported drinking during pregnancy. No evidence indicates that heavy drinkers drink any less during pregnancy.
- Recently, the Centers for Disease Control and Prevention conducted a study of the drinking patterns of pregnant women. The findings revealed that the rate of frequent drinking (defined as more than seven drinks per week or more than five drinks per occasion) increased from 0.8 per cent in 1991 to 3.5 per cent in 1995.

**Incidence and Prevalence<sup>32</sup>**

According to various studies, the North American incidence of infants born with FASD ranges from 1-3 per 1,000 births.

FASD is the leading cause of preventable birth defects and one of the top three leading known causes of mental disabilities in the western world.

<sup>31</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *Sense and Nonsense: Healthy Choices about Alcohol, Drugs and Gambling—Grade 6 Resource* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1997), p. 48.

<sup>32</sup> Adapted with permission from The Alberta Medical Association, *Preface to the Prevention and Diagnosis of Fetal Alcohol Syndrome (FAS)* (Edmonton, AB: The Alberta Medical Association, 1999), p. 2.

NAME

## Causes and Symptoms



**Grades 10-12**STUDENT ACTIVITY MASTER **III-20**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

**STAND AND  
BE COUNTED<sup>33</sup>**

Rate the following statements according to your personal beliefs and feelings.

This is an opinion poll. It is not a test with right and wrong answers.

5 – Strongly agree

4 – Agree

3 – Can't decide/Don't wish to share

2 – Disagree

1 – Strongly disagree

**About Alcohol and Alcoholism**

People who have three or more drinks of alcohol daily have a problem.	5	4	3	2	1
---	---	---	---	---	---

Alcohol is a problem among teenagers in our community.	5	4	3	2	1
--	---	---	---	---	---

Drinking alcohol is a normal part of young people's social lives.	5	4	3	2	1
---	---	---	---	---	---

A teenager can't really do anything to stop someone from drinking if that person really wants to.	5	4	3	2	1
---	---	---	---	---	---

Alcohol advertising is a strong influence in determining whether or not people drink alcohol.	5	4	3	2	1
---	---	---	---	---	---

Everyone knows the consequences of drinking alcohol.	5	4	3	2	1
--	---	---	---	---	---

**About FASD**

Drinking alcohol early in pregnancy is more dangerous than later.	5	4	3	2	1
---	---	---	---	---	---

Only alcoholic women need to worry about the effects of drinking during pregnancy.	5	4	3	2	1
--	---	---	---	---	---

A man's drinking behaviour has no influence in determining whether or not a child is born with FASD.	5	4	3	2	1
--	---	---	---	---	---

A pregnant woman's doctor should ask her about her drinking habits.	5	4	3	2	1
---	---	---	---	---	---

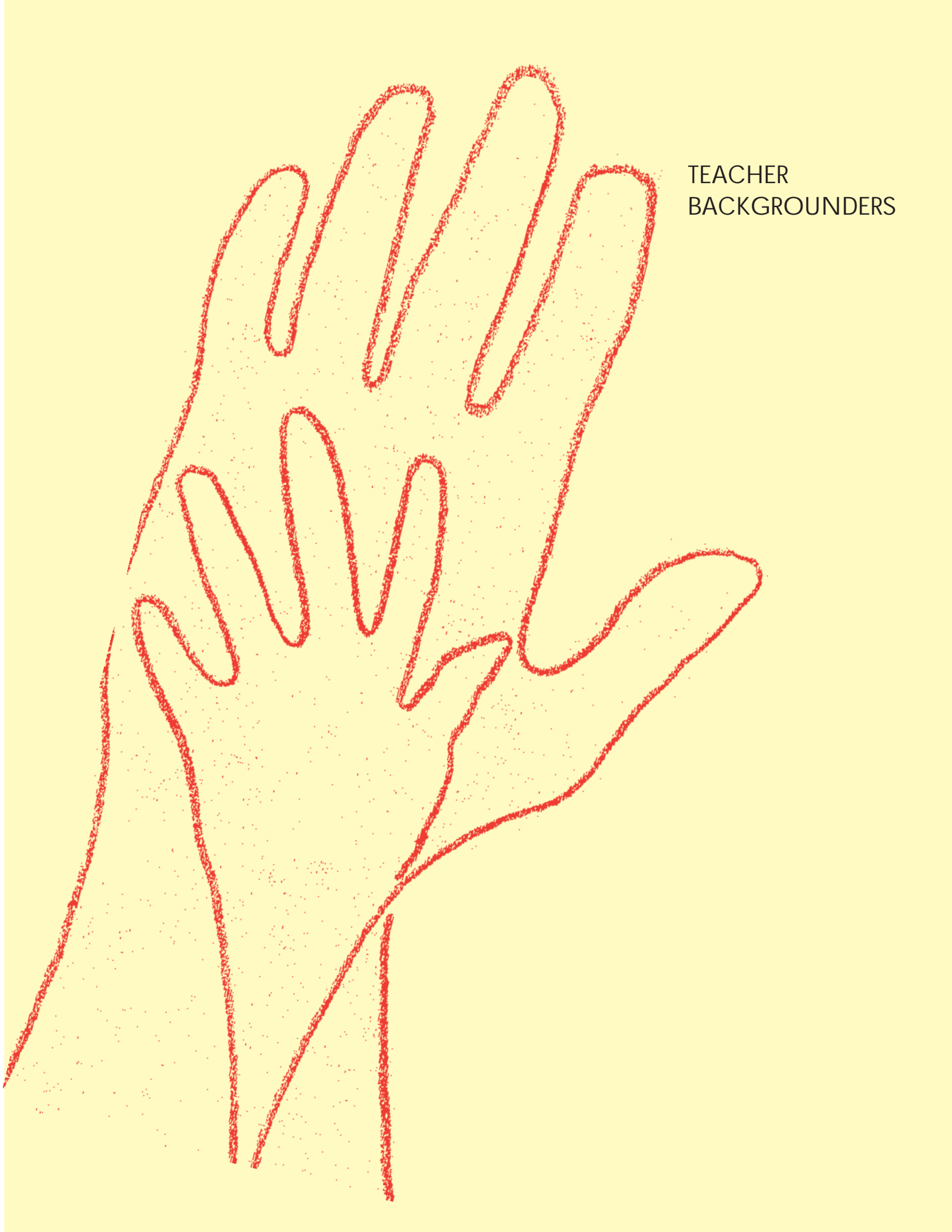
The liquor industry should be responsible for paying the medical, educational and other costs for people with FASD.	5	4	3	2	1
---	---	---	---	---	---

A person may be affected by FASD and not know it.	5	4	3	2	1
---	---	---	---	---	---

**Put a star beside three statements you would like to discuss with your group.**

<sup>33</sup>Adapted with permission from James Ottney, *Fetal Alcohol Syndrome Facts and Choices* (Madison, WI: Wisconsin Clearinghouse, University of Wisconsin, 1991).





## TEACHER BACKGROUNDERS



## TEACHER BACKGROUNDER

## INTRODUCTION TO FETAL ALCOHOL SPECTRUM DISORDER (FASD)

**History<sup>34</sup>**

Since antiquity, people have suspected that alcohol can harm a developing fetus. It was not until 1973, however, that the scientific community recognized the distinctive pattern of delayed growth, intellectual and behavioural disabilities, and facial characteristics caused by alcohol abuse during pregnancy. They called it Fetal Alcohol Syndrome (FAS). Researchers have recently broadened the term to Fetal Alcohol Spectrum Disorder (FASD) to take into account the range and severity of disabilities caused by prenatal exposure to alcohol.

Many children diagnosed with FASD today were born at a time when most people were not aware that drinking alcohol during pregnancy could be harmful to the fetus. Each year, public awareness of this neurological and physical disability is growing. At the same time, drinking during pregnancy also appears to be increasing.

**Medical Diagnosis<sup>34</sup>**

FASD is a medical condition that must be diagnosed by a multi-disciplinary team that includes a physician and several other health and educational professionals, such as neuropsychologists, occupational therapists, physical therapists, speech and language pathologists, psychologists or teachers. In the most severely affected children, FASD can be diagnosed at birth.

To medically diagnose FASD there must be confirmation of significant prenatal exposure to alcohol and:

- prenatal and/or postnatal growth that is atypically small
- characteristic facial features
- central nervous system involvement. This can result in one or more of the following conditions being observed in the child:
  - head circumference below the fifth percentile
  - developmental delay or intellectual disabilities
  - learning disabilities, attention deficit/hyperactivity disorders or motor/speech difficulties
  - behavioural problems.

<sup>34</sup> Adapted with permission from British Columbia Ministry of Education, Skills and Training, *Teaching Students with Fetal Alcohol Syndrome/Effects: A Resource Guide for Teachers* (Victoria, BC: British Columbia Ministry of Education, Skills and Training, 1996), pp. 9, 10.

### **What These Symptoms Look Like**

Prenatal exposure to alcohol can delay a child's overall growth and development. For a diagnosis of FASD the delay must result in height and/or weight below the fifth percentile. This measure must also be adjusted for the parents' size.

The size of the head is strongly correlated with the size of the brain. Smaller brain size can be caused by prenatal alcohol exposure. Seizures or convulsions may also be present.

In general, the IQ scores of individuals with FASD remain stable from childhood to adulthood. Children with FASD with IQ scores in the normal range can still have specific cognitive problems or poor adaptive behaviours. They often have difficulty thinking, reasoning and expressing themselves and these can remain a problem throughout their lives. Infancy and early childhood difficulties may include delayed walking, talking and toilet training; sleep problems and difficulties with attention, impulse control and adapting to change. From ages six to 11, children with FASD may have significant learning and thinking difficulties, an inability to appreciate cause and effect, and poor understanding of social expectations. In adolescence and adulthood, these difficulties may lead to problems with independent living, competitive employment, social relationships and involvement with the legal system.<sup>35</sup>

Facial features used to diagnose FASD include short eye slits, thin lips and flattened facial bone structure. These facial features are most noticeable between three and 12 years of age. No single facial feature alone can be used to diagnose FASD, but the combination of these facial features is characteristic of the syndrome. They are sometimes not evident in infancy. As the child approaches adolescence, the typical facial features may change to the extent that early childhood photographs must be used to confirm diagnosis. Even though the physical characteristics may be less evident in adulthood, the child has not outgrown FASD.

Some children have these facial feature characteristics without other indicators. Without evident signs of behavioural or learning problems, it is unlikely that they have the syndrome. Growth and facial features are not really the essence of FASD – they are just early markers that, in combination with learning and behaviour difficulties, characterize the syndrome.

The real long-term disability in FASD is the brain damage that affects development. For the older individual, it is the identification of brain damage that is critical in the diagnosis of FASD.

<sup>35</sup> Adapted with permission from The Alberta Medical Association, *Guideline for the Diagnosis of Fetal Alcohol Syndrome (FAS)* (Edmonton, AB: The Alberta Medical Association, 1999), p. 2.

### **Importance of a Medical Diagnosis**

Because understanding the cause of the disability is important – both for prevention and intervention – it is essential to get a medical diagnosis and use this information and understanding to make decisions and plans for the person with FASD. Understanding the characteristics and needs of children with FASD helps parents and teachers adjust expectations, build a supportive environment and better meet the developmental needs of these children.

### **The Spectrum of Disabilities Related to FASD**

Prenatal exposure to alcohol can cause a continuum of difficulties ranging from miscarriage and stillbirth to subtle learning, attention and adaptive problems.

The impact of prenatal alcohol exposure is influenced by the dose, timing and amount of exposure, as well as by the individual characteristics of both the mother and child.

### **Environment and Secondary Disabilities**

A negative environment, such as abusive or neglectful parents, cannot cause FASD, just as a positive environment, such as a home with loving, caring parents, cannot fully undo it. A safe and nurturing environment and proper community supports, however, can serve as a protective factor in the lives of children with prenatal alcohol exposure. A protective factor is a helpful influence that can reduce the negative effects of a handicapping condition.

A supportive family and school environment can protect against many of the emotional and social problems that often develop during adolescence. These related problems are called secondary disabilities. Potential secondary disabilities for people with FASD include: early school leaving, alcohol and drug abuse, poor parenting skills, homelessness, joblessness, trouble with the law and mental health problems, such as sleep disorders, anxiety and depression.

### **Why is it Challenging to Diagnose FASD?<sup>36</sup>**

It's difficult to diagnose this syndrome because:

- there is no one symptom that can identify FASD
- there are no accepted laboratory tests to diagnose FASD
- many FASD symptoms are difficult to see in babies
- it may be difficult to confirm how much alcohol the mother drank and whether or not other substances and conditions influenced the current problem.

The symptoms of FASD can also be symptoms of other problems. For this reason, all other causes of physical and behavioural problems have to be ruled out before children can be diagnosed with FASD.

### **How Many Children have FASD?<sup>37</sup>**

Because it is difficult to diagnose FASD, and because so many individuals are undiagnosed, exact numbers are not available. In North America, the current estimate for FASD is one to three for every 1000 live births.

<sup>36</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *ABCs of Fetal Alcohol Syndrome and Other Alcohol-related Birth Defects* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1996), p. 1.

<sup>37</sup> Gary Roberts and Jo Nanson, *Best Practices: Fetal Alcohol Syndrome/Fetal Alcohol Effects and the Effects of Other Substance Use During Pregnancy* (Ottawa, ON: Health Canada, 2000).



## TEACHER BACKGROUNDER

## THE EFFECTS OF FETAL ALCOHOL SPECTRUM DISORDER (FASD)

**How Does FASD Affect Individuals?<sup>38</sup>**

People with fetal alcohol spectrum disorder, like everyone else, have a variety of talents and capabilities.

Despite their wide array of talents and abilities, many people with FASD demonstrate a number of common behavioural characteristics. They can be trusting (even overly trusting), loving and naïve. They can also be irritable and rigid. As a result of their prenatal brain damage, they may have difficulty evaluating situations and using past experiences to cope with everyday problems. They often need a high degree of protection, supervision and structure well into adulthood. Many individuals with FASD need ongoing help across the life span – ranging from a protective environment to a trusted friend or spouse who can help them stay grounded and focused.

**Infancy**

Infants with FASD may have a number of physical complications that are associated with their disorder. These include heart defects, organ and skeletal damage, hip displacement, curvature of the spine, seizures, hearing and vision problems, and pneumonia. Infants with FASD may also be irritable, have difficulty settling and sleeping, have a weak suckle and show signs of failure to thrive.

**Toddler and Preschool Years<sup>39</sup>**

Parents and caregivers of children with FASD often describe these toddlers as tiny, friendly and eager. This is a time when young children, who may have experienced early abuse and neglect, often make good developmental strides if they are moved to safe and nurturing home situations.

Some children with FASD are already experiencing social and emotional difficulties as preschoolers. Language delays, motor impairments, significant developmental delays and unusual sexual behaviours are indicators for professional treatment.

Early enrichment programs, therapeutic day care and local preschool programs may all be appropriate, depending on the needs of the individual child.

<sup>38</sup>Adapted with permission from Streissguth, A. (1997). Overview of fetal alcohol syndrome: Prenatal alcohol exposure can cause a spectrum of effects. In Streissguth, A. *Fetal alcohol syndrome: A guide for families and communities* (p. 6). Baltimore, MD: Paul H. Brookes Publishing Co. [brookespublishing.com](http://brookespublishing.com)

<sup>39</sup>Adapted with permission from Streissguth, A. (1997). Living with fetal alcohol syndrome: Understanding people with FAS/FAE throughout the life span. In Streissguth, A. *Fetal alcohol syndrome: A guide for families and communities* (pp. 128–140). Baltimore, MD: Paul H. Brookes Publishing Co. [brookespublishing.com](http://brookespublishing.com)

### **The School-Age Years<sup>39</sup>**

The basic cognitive, attention and memory problems of children, adolescents and adults with FASD can contribute to learning and behaviour problems in the classroom and at home. These children may not meet age-level expectations and often do not appear to learn from past experiences. They may have basic communication problems and difficulty with self-reflection so that expressing feelings appropriately or even asking for help may be difficult. Children with FASD are often overwhelmed by stimulation and have difficulty responding appropriately in complex social and learning situations.

Children and adolescents with FASD often have difficulty describing clearly what is happening to them. They tend to be more dependent on adults. They need protection from overstimulation; clear, concise instructions; and guidance in how to monitor and modify their own responses and impulsivity. Learning to listen to the needs of the child and adolescent with FASD is key to a successful helping relationships.

For children without significant hyperactivity, the first three grades of school may be fairly successful. Some students with FASD are actually overachievers at this age in terms of their ability to read (defined here as decoding words, not necessarily comprehension). By Grade 3, academic difficulties may begin to emerge, often because of problems with number processing and memory. By Grade 5, with the increased emphasis on abstract thinking, the child with FASD may be falling behind. Although academics may be the most noticeable problem at this age, coping with the increased organizational demands of multiple teachers and assignments can also be stressful for the child with FASD and may require special help and understanding. For many, peer relationships can be the most stressful part of life at this age.

<sup>39</sup>Adapted with permission from Streissguth, A. (1997). Living with fetal alcohol syndrome: Understanding people with FAS/FAE throughout the life span. In Streissguth, A. *Fetal alcohol syndrome: A guide for families and communities* (pp. 128–140). Baltimore, MD: Paul H. Brookes Publishing Co. [brookespublishing.com](http://brookespublishing.com)

### The Challenge of Adolescence<sup>39</sup>

The adolescent years can be the most difficult for children with FASD and their families. It is even more difficult for families with adolescents who have FASD but do not have a medical diagnosis. These families often can't figure out what's wrong.

During the teen years, families struggle with the knowledge that their child is not developing at the same rate as other children of this age and is not "catching up." Parents may feel panic and confusion, and there may be professional uncertainty without clear diagnostic information. Many factors become a challenge for this age group, including peer pressure, the adolescent's wish for more independence, new academic difficulties and emerging sexuality.

Problems that families face during this period involve many complex decisions:

- balancing dependence versus independence
- maintaining control
- setting expectations
- differentiating behaviours attributable to normal adolescence and those caused by FASD
- maintaining peace and harmony in the family home.

Problems that teenagers with FASD face during this period can include:

- increased failure and less satisfaction in academic classes
- more social isolation as peer interactions are dominated by cliques
- uncertainty or unrealistic expectations about what it means to grow up
- feelings of low self-worth and self-acceptance that could lead to depression.

Families who create focus and satisfaction at home will be less threatened by the effects of peer pressure. Allowing some appropriate sense of independence, encouraging growth and increased responsibility within the family, and providing a supportive and predictable haven of understanding will allow better opportunities for parents to monitor and guide their children's behaviour with minimal power struggles. Families of adolescents with FASD need to redefine what maturity means. Total freedom, full independence and complete lack of supervision may be more than the youth with FASD can handle.

For many adolescents, tight peer-group bonds are a hallmark of the teenage years. But for adolescents with FASD, the peer group they attract on their own can be unpredictable and a source of problem behaviours.

<sup>39</sup>Adapted with permission from Streissguth, A. (1997). Living with fetal alcohol syndrome: Understanding people with FAS/FAE throughout the life span. In Streissguth, A. *Fetal alcohol syndrome: A guide for families and communities* (pp. 128–140). Baltimore, MD: Paul H. Brookes Publishing Co. [brookespublishing.com](http://brookespublishing.com)

Adolescents with FASD may gravitate toward other youth who:

- use alcohol and other drugs
- engage in risky sexual activity, violence and vandalism
- tend to take advantage of the most vulnerable in the group.

A young teenager with FASD may be useful to gang members who can exploit his or her naiveté and eagerness for approval.

During adolescence, it is not uncommon for individuals with FASD to engage in inappropriate sexual advances that may leave them open to victimization, rejection and, in some instances, prosecution. Close supervision, clear guidance and rules for appropriate behaviours can help. If inappropriate behaviours persist, professional help may be needed. Sexual education and birth-control issues must be explicitly addressed.

These teens may also need help and advice on how to make friends, and avoid interactions and activities that go against personal rules of behaviour. Parents need to provide constant supportive guidance during the adolescent years.

### **Adulthood<sup>39</sup>**

Many of the challenges faced by people with FASD and their families continue into adulthood. In general, a longer adolescent relationship with the family will more effectively set the stage for adulthood. Money management, medical care, productive work, safe shelter and a sense of community are challenges that adults with FASD may struggle with throughout their lives.

To effectively develop life plans for adults with FASD, it is essential to understand the lifetime nature of memory and attention problems, and the challenges of handling stimulation, controlling impulsivity and learning to consider the consequences of behaviour.

Adolescents and adults with FASD may not understand personal space conventions, and use inappropriate and ineffectual methods of trying to establish relationships, such as standing too close or touching too much. They also may misread the intentions of others and be easily victimized.

Depression is a significant mental health problem for adults with FASD. More than 50 per cent of adolescents and more than 40 per cent of adults with FASD experience depression. Approximately 40 per cent of adults and adolescents with FASD have made suicide threats, and almost 25 per cent of adults with FASD have made suicide attempts.

<sup>39</sup>Adapted with permission from Streissguth, A. (1997). Living with fetal alcohol syndrome: Understanding people with FAS/FAE throughout the life span. In Streissguth, A. *Fetal alcohol syndrome: A guide for families and communities* (pp. 128–140). Baltimore, MD: Paul H. Brookes Publishing Co. [brookespublishing.com](http://brookespublishing.com)

## TEACHER BACKGROUNDER

PREVENTING FETAL ALCOHOL  
SPECTRUM DISORDER (FASD)**Preventing Fetal Alcohol Damage<sup>40</sup>**

FASD is the leading cause of preventable birth defects and one of the top three known causes of mental disabilities in the western world. Many steps have been taken to reduce the incidence of FASD since its identification in the early 1970s. Yet thousands of infants are born with FASD in North America each year. Considering the primary and secondary disabilities that accompany this birth defect, and the lifelong implications of the diagnosis, this is a huge and compounding public health problem. Prevention is a major issue for individual families, communities and governments.

Prevention efforts are complex and much more involved than those for other birth defects. For example, the sedative Thalidomide was found to produce severe limb defects in children when taken during a specific stage of pregnancy. Once this connection was established, thalidomide was removed from the international market. Alcohol, however, is a legal drug used voluntarily.

The only way to prevent alcohol-related birth defects is to motivate women to stop drinking alcohol during their pregnancies. Even this solution is fraught with problems. Many women who inadvertently become pregnant continue to drink for the first month or two of the pregnancy (a particularly risky period for the developing fetus), before they realize that they are pregnant. Some women do not know or believe that drinking during pregnancy is dangerous; others know but cannot stop drinking.

<sup>40</sup> Adapted with permission from Streissguth, A. (1997). Education, training, and public policy. In Streissguth, A. *Fetal alcohol syndrome: A guide for families and communities* (p. 250). Baltimore, MD: Paul H. Brookes Publishing Co. [brookespublishing.com](http://brookespublishing.com)

### **Alcohol Consumption Patterns<sup>41</sup>**

- The prevalence of alcohol consumption among women aged 18-34 years ranges from 60-75 per cent with four per cent considered to be alcohol abusers or alcohol dependent.
- In a 1998 Angus Reid survey of Canadians, 75 per cent of women surveyed claimed to be occasional alcohol drinkers, and 25 per cent said they drank frequently.
- Less than 15 per cent of young women drink heavily.
- Women drink less during pregnancy than at other times in their lives. Generally, they tend to decrease their drinking by about 20 per cent. Women who abuse alcohol tend to decrease their drinking by less than one per cent.
- In a national sample, 25 per cent of women reported drinking during pregnancy.
- In another 1998 Angus Reid poll conducted for Alberta Family and Social Services, 25 per cent of those polled felt that moderate or social drinking is acceptable during pregnancy.
- The Center for Disease Control and Prevention conducted a study of the drinking patterns of pregnant women. They found that the rate of frequent drinking (defined as more than seven drinks per week or more than five drinks per occasion) increased from 0.8 per cent in 1991 to 3.5 per cent in 1995.

### **Prevention Strategies<sup>42</sup>**

At the community level, social agencies and healthcare professionals can implement primary prevention strategies that could include the following.

- Offer educational presentations and materials regarding FASD and the adverse effects of alcohol on the fetus.
- Ensure students have opportunities to develop strategies for managing emotions and feelings, making personal decisions, and understanding the consequences of choices, not only on their own health, but on the health of others.
- Encourage healthcare providers to ask all female patients of child-bearing age basic questions about their use of alcohol.
- Place promotional materials in public spaces and healthcare offices for patients.
- Support the development of community resources and services that support families.
- Encourage and enhance access to contraceptive strategies with all women and their partners.

<sup>41</sup> Adapted with permission from The Alberta Medical Association, *Preface to the Prevention and Diagnosis of Fetal Alcohol Syndrome (FAS)* (Edmonton, AB: The Alberta Medical Association, 1999), pp. 1, 2.

<sup>42</sup> Adapted with permission from The Alberta Medical Association, *Recommendations: Prevention of Fetal Alcohol Syndrome (FAS)* (Edmonton, AB: The Alberta Medical Association, 1999), p. 1.

**Working with Pregnant Women<sup>42</sup>**

People in the community, such as healthcare professionals and counsellors can work to:

- Identify women who use alcohol during pregnancy and assess level of risk.
- Counsel pregnant women who use alcohol about the effects on the fetus and their own health.
- Counsel pregnant women regarding the benefits of stopping or reducing their use of alcohol at any time during pregnancy.
- Refer pregnant women who are using alcohol for appropriate counselling and treatment.
- Provide contraceptive counselling.

<sup>42</sup> Adapted with permission from  
The Alberta Medical Association,  
*Recommendations: Prevention of Fetal  
Alcohol Syndrome (FAS)* (Edmonton,  
AB: The Alberta Medical Association,  
1999), p. 1.

## TEACHER BACKGROUNDER

# DISCUSSING THE TRUTHS AND MYTHS OF FASD

You can tell if a person has FASD just by looking at him or her.

FALSE

Although there are several distinct physical characteristics that doctors use to make a medical diagnosis of FASD, people with this disability are affected in different ways and may look quite typical. A person could also have some of the physical characteristics of FASD and not have the disability.

A child with FASD could make high marks in school.

TRUE

Mental disability is just one of a range of effects of this type of brain damage. A person with mild FASD could learn well in school but may have behavioural or social difficulties in other areas of his or her life.

Children will outgrow the effects of FASD.

FALSE

FASD is a lifelong disability.

FASD is passed on from generation to generation.

FALSE

FASD is damage caused by exposure to alcohol before birth. It cannot be considered hereditary anymore than a car accident or any other type of brain damage could be.

Any time a mother drinks heavily during pregnancy, her baby will be born with brain damage.

FALSE

Drinking during pregnancy puts the baby at risk but not all babies exposed to alcohol before birth have obvious brain damage. The effect depends on many factors, including the stage of development of the fetus when exposed to alcohol, the health of the mother and other factors scientists are still working to identify.

Pregnant women can safely drink one glass of alcohol a day.

FALSE

There is no safe amount of alcohol for a developing fetus.



There is medical treatment for people with FASD.

FALSE

There is no medical treatment for brain damage but a medical diagnosis can help parents and teachers better understand, plan for and support children with FASD.

People with FASD are more likely to have alcohol and drug problems.

TRUE

People with FASD are at high risk for alcohol and drug problems because alcoholism tends to run in families. Alcohol and drug abuse is also a risk because brain damage can affect a person's ability to make good decisions or control their impulses.

Families who live in poverty are at higher risk for having children with FASD.

TRUE

Although children with FASD come from all types of families, families living in poverty are at more risk for drug and alcohol addiction. Drug and alcohol problems are social problems and are closely connected with poverty, poor health and joblessness.

Scientists are trying to develop a vaccine to prevent FASD.

FALSE

FASD is not caused by a virus. It is a totally preventable disability. The one and only way to prevent this disability is for women to avoid drinking alcohol during pregnancy.

## TEACHER BACKGROUNDER

# DISCUSSING THE STUDENT ACTIVITY STAND AND BE COUNTED

### About Alcohol and Alcoholism

People who have three or more drinks of alcohol daily have a problem.

*How alcohol affects individuals varies widely but the literature generally defines social drinking as two or fewer drinks per day. What is considered more important than the actual amount consumed is how the drinking affects an individual's life. If the drinking causes difficulties in family or social relationships, adversely affects physical health, causes financial hardship or affects job performance, then drinking alcohol is a problem for that individual.*

**Alcohol is a problem among teenagers in our community.**

*Whether or not a particular behaviour or issue is perceived as a problem depends on how this behaviour fits into the culture and beliefs of the particular community. Conditions can vary widely in any one community, from the time of year, the segment of the population involved and how the behaviour is linked to other problems. For example, in some communities underage drinking at graduation may be tolerated as a one-time occasion, whereas another community may consider underage drinking at graduation a major issue and may take steps to prevent it. Alcohol problems can be perceived as the cause of other problems, such as car accidents or job absenteeism, or as a symptom of other underlying issues, such as loneliness or lack of social skills.*

**Drinking alcohol is a normal part of young people's social lives.**

*Approximately one in four Canadians chooses not to drink alcohol at all. The majority of people who use alcohol do so moderately.<sup>43</sup> It's also important to remember that drinking below the age of 18 is against the law in Alberta.*

**A teenager can't really do anything to stop someone from drinking if that person really wants to.**

*You cannot stop another person from drinking but you can make sure you are not doing anything to encourage or enable another person to drink alcohol if you think it will be harmful to them or someone else. You can refuse to drive in a car with someone who has been drinking. You can choose what parties to attend and you can express your concerns.*

<sup>43</sup> Adapted with permission from Alberta Alcohol and Drug Abuse Commission (AADAC), *Sense and Nonsense: Healthy Choices about Alcohol, Drugs and Gambling—Grade 6 Resource* (Edmonton, AB: Alberta Alcohol and Drug Abuse Commission, 1997), p. 45.

**Alcohol advertising is a strong influence on whether or not people drink alcohol.**

*The liquor industry spends billions of dollars on advertising. For example, in one survey of 500 hours of television sports coverage there were 685 beer commercials. Research indicates that children and teens with knowledge of beer brands and slogans hold more favourable beliefs about drinking and more frequently intend to drink as adults.<sup>44</sup>*

**Everyone knows the consequences of drinking alcohol.**

*Because the effects of alcohol vary from individual to individual and situation to situation, there is much room for opinion and misinformation. For example, many young people believe that beer is less potent or harmful than hard liquor. The effects of one serving of beer are equal to one serving of other kinds of alcohol.*

### **About FASD**

**Drinking alcohol early in pregnancy is more dangerous than later.**

*Alcohol damage to the fetus is greatest when the baby is forming, and most systems and organs are formed between the first and the sixteenth week. During the next 26 weeks, the parts of the body are growing and alcohol can still affect the baby's growth, but to a lesser extent. The central nervous system continues to grow after birth and can be damaged through exposure to alcohol through the mother's breast milk. Even if a pregnant mother drank during her first trimester of pregnancy, there are potential health benefits to quitting drinking at any point of the pregnancy.<sup>45</sup>*

**Only alcoholic women need to worry about the effects of drinking during pregnancy.**

*All women need to be concerned about the effects of drinking during pregnancy. No amount of alcohol is 100 per cent safe for the developing fetus.*

**A man's drinking behaviour has no influence in determining whether or not his child is born with FASD.**

*A father's drinking may not directly affect the development of the fetus but a man's drinking behaviour may influence his partner's drinking behaviour, particularly if she has an addiction to alcohol. Positive health choices are influenced by the social support an individual has.*

<sup>44</sup> Susan Villiani, "Impact of Media on Children and Adolescents: A 10-Year Review of the Research," *American Academy of Child and Adolescent Psychiatry* April (2001).

<sup>45</sup> Keith L. Moore, *The Developing Human* (4th edition) (Philadelphia, PA: W.B. Saunders, 1988).

A pregnant woman's doctor should ask her about her drinking habits.

*Discussing the use of alcohol should be part of any prenatal care plan.*

The liquor industry should be responsible for paying the medical, educational and other costs for people with FASD.

*Over the last 25 years, a number of lawsuits have been launched against tobacco companies claiming damages for tobacco-related illnesses and death. We can expect to see an increase in similar cases for alcohol-related conditions over the next 10 years. The liquor industry is now involved in some sponsorship of alcohol awareness campaigns that counsel moderate and responsible drinking.*

A person may be affected by FASD and not know it.

*Many people with FASD do not know they have it. Many adults who receive a late diagnosis of FASD report feeling relieved at having a way to understand the difficulties they are experiencing. They find out they are **not** a problem, rather they **have** a problem. It gives them solid information for making better choices in their lives.*

## TEACHER BACKGROUNDER

QUESTIONS STUDENTS  
OFTEN ASK ABOUT FASD<sup>46</sup>

Could a person have FASD and not know it?

Yes. Because the most obvious symptoms of FASD are often behavioural ones, people don't always look for a medical cause. Over the last few years there has been more research and training for doctors, neurologists and other specialists so they can recognize and diagnose this birth defect. Many people who are diagnosed say they knew something was not right, but no one had ever been able to help them figure out what was wrong. Finding out that a family member has FASD may be a relief for the family as they now have information to understand that the person with FASD is not a problem, rather, he or she has a problem.

Can babies be born drunk, just like some babies exposed to drugs are born experiencing withdrawal?

If a mother has been drinking heavily just before having her baby, there will be alcohol in the amniotic fluid that surrounds the baby in the mother's uterus. If the mother is drunk, the fetus will be drunk. Babies of mothers who have been drinking regularly often go through withdrawal after birth. A baby can also get alcohol through the mother's breast milk if she is breast-feeding, but not enough to get drunk.

Does hard liquor cause more damage to the fetus than beer or wine?

All types of alcohol cause the same damage. The alcohol in a glass of wine, a beer or a wine cooler is the same as the alcohol in a shot glass of hard liquor like gin, whiskey or vodka.

Does drinking by the father affect the fetus?

There has not been enough research on the effects of alcohol, tobacco and drugs on a man's sperm to know if these substances can harm a fetus. We do know that alcohol damages sperm and there is research that shows that damaged sperm can fertilize an egg. What happens after that, though, is not yet understood. We do know that it is helpful for a man to avoid drinking around a woman who is trying not to drink. By making a healthy life choice, a man is really helping his partner have a healthier baby.

Can a person have FASD and not have developmental disabilities?

Yes, a person can have FASD and not have developmental disabilities. The brain damage caused by alcohol does not always affect all parts of the brain, allowing some normal brain function in some people with FASD. Developmental disabilities are only one form of brain damage.

<sup>46</sup> Adapted from Washington State Department of Health and March of Dimes Birth Defects Foundation, *The Fabulous FAS Quiz Show: A Fetal Alcohol Syndrome Prevention Video and Activities Guide for Grades 6–9* (Seattle, WA: March of Dimes Birth Defects Foundation, 1994), pp. 52–54. Adapted with permission.

Are children with FASD at greater risk of becoming alcoholics?

Research has shown that people whose parents are alcoholic are at a higher risk of becoming alcoholics than people whose parents are not alcoholics. If a person with FASD had parents who were alcoholics, then he or she would be at a greater risk of becoming an alcoholic.

How do I know if I am at risk of becoming an alcoholic?

Research indicates that when family members such as parents, grandparents, aunts, uncles, guardians or other adults are alcoholic, children in these families are more likely to develop the disease of alcoholism as well. Alcoholism tends to run in families.

Who is studying FASD?

Researchers in universities, hospitals, schools and local communities are studying FASD. People are trying to understand exactly how alcohol damages the fetus, how to help people avoid drinking during pregnancy, and how to help people with FASD get the education and services they need to live the best lives possible.

Can FASD be passed on from generation to generation?

As far as researchers know at this time, FASD cannot be passed on from one generation to the next. There is research showing alcoholism is more common in some families than others. That may be a factor in more than one generation in a family having FASD.

How do we know that alcohol caused a person's problems instead of something else?

To get a medical diagnosis of FASD, a doctor must find out whether a person was exposed to alcohol before birth. Without confirmation that the mother drank alcohol during pregnancy, there cannot be a diagnosis of FASD. Additional criteria include delayed growth and other problems, such as learning or behavioural difficulties.

For people who don't have all the signs of FASD, it is harder to determine if their problems were caused by prenatal exposure to alcohol or something else. It is common for some problems, like behavioural difficulties, to have several causes, including genetics, poor living environment, as well as drug or alcohol exposure during pregnancy.

<sup>46</sup> Adapted from Washington State Department of Health and March of Dimes Birth Defects Foundation, *The Fabulous FAS Quiz Show: A Fetal Alcohol Syndrome Prevention Video and Activities Guide for Grades 6–9* (Seattle, WA: March of Dimes Birth Defects Foundation, 1994), pp. 52–54. Reproduced with permission.

How many people have FASD?

We don't know for sure. A number of studies indicate that world-wide, 10 per 1000 babies are born with FASD in high-risk populations and about three babies per 1000 births in the general population. The problem is that not all people with this birth defect know they have it, or have been diagnosed, so it is difficult to accurately count the number affected.

Is it OK for a woman to drink only during special occasions when she is pregnant?

Since there is no known safe amount of alcohol to consume during pregnancy, the best choice is not to drink at all, even during special occasions. Many people use non-alcoholic wines or cider as a substitute at special occasions where adults are drinking.

Is there any safe amount of alcohol a pregnant woman can drink?

There is no known safe amount of alcohol a pregnant woman can drink and not risk damaging her baby.

Should someone worry if she drank before she knew she was pregnant?

The most important thing to remember is that once a person knows she is pregnant, she should stop drinking. There is the possibility that a great deal of drinking or binge drinking in the first months may have caused damage. But spending too much energy worrying about that possibility will not do any good. A calm state of mind can help make a pregnancy go smoother for many people. There is no prenatal test for FASD.

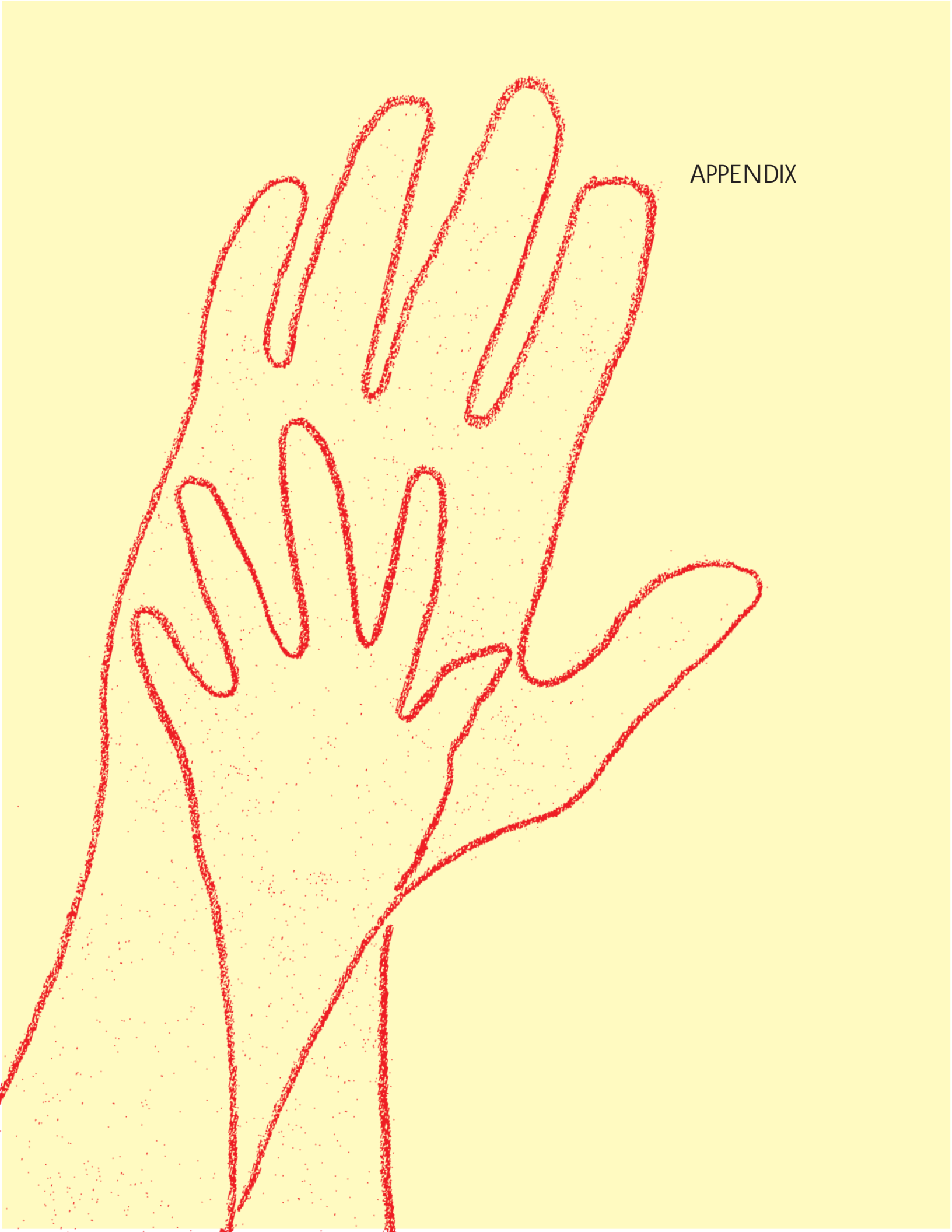
Do the effects of FASD last a person's entire lifetime?

The brain damage caused by FASD lasts a person's lifetime.

<sup>46</sup> Adapted from Washington State Department of Health and March of Dimes Birth Defects Foundation, *The Fabulous FAS Quiz Show: A Fetal Alcohol Syndrome Prevention Video and Activities Guide for Grades 6–9* (Seattle, WA: March of Dimes Birth Defects Foundation, 1994), pp. 52–54. Reproduced with permission.







## APPENDIX



# RUBRIC AND CHECKLIST TEMPLATE

Use the following templates to design your rubrics and checklists.  
Work with students to personalize each assessment tool.

Rubric	
<b>Excellent</b> <b>4</b>	
<b>Proficient</b> <b>3</b>	
<b>Acceptable</b> <b>2</b>	
<b>Limited</b> <b>1</b>	

Checklist	
<b>Yes</b> <input type="radio"/> <b>Not yet</b> <input type="radio"/>	
<b>Yes</b> <input type="radio"/> <b>Not yet</b> <input type="radio"/>	
<b>Yes</b> <input type="radio"/> <b>Not yet</b> <input type="radio"/>	
<b>Yes</b> <input type="radio"/> <b>Not yet</b> <input type="radio"/>	
<b>Yes</b> <input type="radio"/> <b>Not yet</b> <input type="radio"/>	

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**Booklet for Community Resource People and Health Professionals**

## Teaching for the Prevention of Fetal Alcohol Spectrum Disorder (FASD)



**This booklet provides information that community resource people and health professionals can use to help students learn about fetal alcohol spectrum disorder prevention and healthy life skills. It includes suggestions and activities to use with students both in the classroom and as part of community-based experiences.**



**Alberta**  
LEARNING



# TEACHING FOR THE PREVENTION OF FETAL ALCOHOL SPECTRUM DISORDER (FASD)

*When developing presentations or activities for students in the classroom, please note that parents have the right to exempt their children from taking part in learning activities related to human sexuality. Discuss any concerns you have with the teacher, prior to leading presentations, activities or discussion in a classroom.*

## **Overview**

At all levels of the Health and Life Skills, and Career and Life Management Programs of Study, there is a focus on health and well-being as well as recognition of the importance of a comprehensive school health approach.

This booklet is targeted at community members and health professionals who work with students in the classroom or through field-study experiences. It provides:

- ways to work with teachers and students in schools
- activities for students both in the classroom and as part of community-based experiences.

## **Students Need to Build Healthy Relationships with Members of the Community**

Students can be interesting and exciting to work with. They need to realize that you are interested in them, what they are doing and how they are learning. Plan ways that you can interact effectively with students by:

- thinking of questions to ask and ways to personalize the information you are providing
- using visual aids to help students focus on the information you are presenting, but ensuring they are appropriate for the grade level
- thinking of ways to vary the pace of the information you are presenting
- maintaining good eye contact while talking
- moving around the classroom while presenting
- taking some time before you go into any classroom to talk to the teacher about his or her particular group of students
- enjoying the time you spend with a class
- providing a memento of your visit, such as pens, pins or brochures.

. . . to increase community awareness and understanding of fetal alcohol spectrum disorder and the importance of healthy life skills in its prevention. . .

### **Fetal Alcohol Spectrum Disorder Prevention**

The potentially negative effects of alcohol abuse during pregnancy have been suspected for hundreds of years. However, fetal alcohol spectrum disorder (FASD) was first described as a syndrome in 1967. By the year 2000, alcohol-related birth defects became one of the leading causes of mental disabilities and one of the three leading causes of birth defects. Unlike spina bifida and Down's syndrome, the other two leading causes of birth defects, alcohol-related birth defects are 100 per cent preventable (Davis, 1994).

The Health and Life Skills, and Career and Life Management Programs of Study involve learning about habits, behaviours, and decisions related to healthy daily living and planning for the future. This learning is personal in nature, and involves skills based on a body of knowledge and practice that builds on family values and beliefs within the context of personal, family and societal goals.

The teachers' resource on fetal alcohol spectrum disorder prevention addresses and supports selected outcomes in the Health and Life Skills, and Career and Life Management Programs of Study for elementary, junior and senior high students.

It is intended to increase and encourage students' awareness and understanding of FASD and the importance of healthy life skills in its prevention. The teachers' resource includes teaching suggestions that provide information and background about FASD prevention.

This booklet and teachers' resource guide are organized around three themes:

- . . . Understanding Relationships
- . . . Dealing with Feelings
- . . . Managing Risks and Making Personal Choices



# Theme I: Understanding Relationships

## Overview

The focus of this theme is on building healthy relationships through positive behaviours and on understanding how healthy relationships contribute to the ability to make positive choices.

## What Students will be Doing

### **Activity Focus for Grades 1-3**

- Different types of relationships
- Ways we work in groups
- People can have similar and different needs
- Ways to work and play positively with others

### **Activity Focus for Grades 4-6**

- Families, peer groups and the ways change impacts such relationships
- Roles of groups in school and with peers; stereotyping and cliques
- Ways people can be similar and different; have unique characteristics; have different needs
- What FASD is and the physical features of children born with FASD
- Adolescents and young adults with FASD
- Effective group interaction can facilitate building relationships

### **Activity Focus for Grades 7-9**

- Relationships within groups, peers, family and the strengths and talents individuals bring to such groups
- Strategies to build healthy relationships within diverse groups: feedback, mutual support, conflict management and prevention
- Adolescents and young adults with FASD
- FASD can affect personal and interpersonal interactions within groups

### **Activity Focus for Grades 10-12**

- Need for healthy relationships and interpersonal skills
- Influences on relationships and social/interpersonal balance
- Communication strategies and the role of conflict and conflict functions
- Understanding adolescents and young adults with FASD

. . . . understanding how healthy relationships contribute to the ability to make positive choices.

The community icon used throughout the teaching resource indicates activities that encourage a community member or health professional to come into the classroom and work with students.



## Ideas for Community Members and Health Professionals

### **Classroom Visits and Working with Groups of Students in Classroom Projects**

Plan to give students information on making choices about relationships and positive behaviours by:

- discussing how community organizations encourage people to make healthy choices
- sharing information from an organization or health centre that relates to building positive relationships and making healthy choices
- planning an activity with students that focuses on aspects of positive behaviours and healthy relationships
- talking to students about why you have chosen to be involved with your organization or profession
- giving examples of healthy relationships in different contexts: personal, work or professional
- preparing a chart similar to the one that students complete showing spheres of influence as they apply to your work (See Teachers' Resource, Grades 4-6 activity, p. 27 and Grades 7-9 activity, p. 41)
- sharing a model for decision making that your organization promotes (See Teachers' Resource, Grades 7-9 activity, p. 40)
- talking about influences of the media and ways the media promotes healthy messages
- supporting what students are learning about peer mediation by discussing information your organization might provide
- providing information on the ripple effect of actions on others in the broader community; i.e., the ripple effect that the opening of a health clinic may have in promoting healthy behaviours with all who live in the community, or the ripple effect that you may have on a whole family by working with one family member
- providing information on alcohol use and abuse, and the causes and effects of FASD
- supporting students in their research on FASD (See Teachers' Resource, Grades 4-6 activity, p. 29; Grades 7-9 activity, p. 44; and Grades 10-12 activity, pp. 56-57).

### **Connecting with Students: Classroom Visits**

Rather than giving a lecture, work together with the classroom teacher to provide an informal discussion session where students are free to ask questions and participate in activities. Phone the classroom teacher for additional information on the activities students are involved in and to obtain ideas for interacting with students.

Prepare to be questioned by students. Many will be interested in your personal stories as well as any knowledge you have about the topics you are discussing. Think of anecdotes you are willing to share. They will appreciate your personal interest in their stories as well. You may also think of questions to ask students, such as how they perceive the importance of healthy relationships, and the pressures and influences they deal with.

## Theme II: Dealing with Feelings

### Overview

The focus of this theme is on building a healthy self-concept and healthy relationships through understanding how feelings contribute to the ability to make positive choices.

### What Students will be Doing

#### **Activity Focus for Grades 1-3**

- Understanding feelings
- How feelings affect how we interact with and understand others

#### **Activity Focus for Grades 4-6**

- Ways that feelings can affect group interaction and building relationships
- How needs can affect feelings
- How FASD can affect ability to manage feelings

#### **Activity Focus for Grades 7-9**

- Individual ways of coping with feelings
- How individuals with FASD might experience behavioural difficulties

#### **Activity Focus for Grades 10-12**

- Emotional balance and resources for dealing with emotional issues
- Ways that emotional balance affects decision making
- How individuals with FASD cope with factors that inhibit emotional balance

. . . understanding how feelings contribute to the ability to make positive choices.

The community icon used throughout the teaching resource indicates activities that encourage a community member or health professional to come into the classroom and work with students.



## Ideas for Community Members and Health Professionals

### **Interviewing and being Interviewed by Students**

Plan to participate in small group or whole-class interviews with students. This may involve preparing questions to interview students or preparing information to use when students interview you. Students may want to interview you over the phone or by e-mail. Plan to gather information and activities on topics related to emotional health, such as:

- how positive use of emotions and feelings encourages people to make healthy choices
- sources of fears, worry and stress
- ways to deal with fears, worry and stress
- how people cope with their emotions in different ways
- ways that different settings or contexts affect the expression of emotions and feelings
- how health organizations and professionals help people learn to deal with their emotions and feelings in healthy ways
- how to promote emotional balance as well as physical and mental balance
- ways to examine the relationships between emotional, physical and mental well-being
- information on alcohol use and abuse, and the causes and effects of FASD
- supporting students in their research on FASD (See Teachers' Resource, Grades 4-6 activity, p. 81; Grades 7-9 activity, pp. 90-91; and Grades 10-12 activity, pp. 98-99).

### **Connecting with Students: Interviews**

Be prepared to answer questions about the information you are presenting as well as how your job connects to the topics you are discussing with students in this theme. Plan to include some of your own stories and perspectives on the ways emotions and feelings, and the management of stress and pressure relate to healthy lives. Students will be interested in hearing about the challenges you face in personal and professional contexts.

It may be helpful to spend some time talking to the classroom teacher about questions students could ask. Plan a brief presentation focusing on the information you wish to present. Help the classroom teacher find other community resource people or health professionals to take part in these interview activities with students.

Students will also be interested in the personal aspects of your job. They will want to hear how you react to the issues you face as a health professional or community organization member. Plan to ask students about the types of emotions and stresses they experience in their classroom or school context.

## Theme III: Managing Risks and Making Personal Choices

### Overview

The focus of this theme is on building a healthy self-concept and healthy relationships through understanding how personal and risk management contribute to the ability to make positive choices.

### What Students will be Doing

#### **Activity Focus for Grades 1-3**

- Ways that people make choices
- Appropriate choices about taking substances
- Ways that people help each other
- Elements of a healthy lifestyle, including positive and negative habits

#### **Activity Focus for Grades 4-6**

- Reasons and effects of alcohol use and abuse
- The prevention of FASD
- Agencies that promote healthy choices on issues related to alcohol and drug abuse prevention, and information on FASD
- Making choices and developing refusal skills
- The relationship between personal choice and personal safety
- The impact of family, peers, media, culture and environment; spheres of influence in personal choice and making decisions about personal safety
- The factors that influence body image and acceptance, and identify risks in those factors; e.g., influence of culture, media, peers
- Composite picture of healthy life choices

#### **Activity Focus for Grades 7-9**

- The causes and effects of alcohol use and the nature of addictions
- The impact of positive choices on health during pregnancy; prevention of FASD
- Risk behaviour
- The relationship between personal choice, personal safety and well-being
- Risk prevention behaviours; e.g., impairment, substance use or abuse in social situations and sports

#### **Activity Focus for Grades 10-12**

- Responsibilities that accompany the consequences of high-risk behaviour
- Personal goal-setting strategies to maintain healthy life skills
- Developing a healthy life balance
- Developing a physical balance, and understanding the impact of substance use and abuse

The community icon used throughout the teaching resource indicates activities that encourage a community member or health professional to come into the classroom and work with students.



## Ideas for Community Members and Health Professionals

### **Field Studies, Panel Discussions and Student Presentations**

Think of ways to invite students to visit your own facility or participate with students in a field study within the community. Consider working with your colleagues to plan a panel discussion on an issue relating to risk management and making choices. Plan to gather information on topics and activities relating to personal and risk management, such as:

- how the range of facilities and services within the community provide support to people
- the different services and support provided by organizations and individuals within the community
- the ways your organization or facility supports personal growth and development of individuals in different ways
- the impact of the media on the work you do
- your own spheres of influence (See Teachers' Resource, Grades 4-6 activity, p. 124 and Grades 10-12 activity, p. 158); e.g., the different individuals and groups you influence, and who influence you, within your community
- a complete tour or walk through of your organization's offices or facilities (See all grade level activities, p. 113, p. 125, p. 144, p. 159)
- how community organizations and facilities can be part of a support network in encouraging personal balance in one's life
- current statistics and information on alcohol use and abuse
- current statistics and information on fetal alcohol spectrum disorder
- information on alcohol use and abuse, and the causes and effects of FASD
- supporting students in their research on FASD (See Teachers' Resource, Grades 4-6 activity, pp. 126-127; Grades 7-9 activity, pp. 145-146 and Grades 10-12 activity, pp. 160-161).

. . . understanding how personal and risk management contributes to the ability to make positive choices.

**Connecting with Students: Field Studies, Panel Discussions and Student Presentations**

Giving students hands-on experience is important in order to enhance student understanding of concepts related to health and personal well-being. Plan in advance the information you wish to emphasize when interacting with the students in the classroom or during a field-study tour. Information about the ways the community is involved in promoting health and well-being emphasizes the link between the setting in which people live and the ways they meet their physical, emotional and mental needs. Be prepared for questions that explore health and well-being in the context of risk factors, and issues relating to substance use and abuse.

It may be helpful to spend some time talking to the classroom teacher about questions students could ask in a panel presentation. Plan a brief presentation focusing on your roles and responsibilities, as well as those of your organization, and compare your presentation to others invited to take part in the panel presentation. Help the classroom teacher find colleagues who represent a diverse range of roles to participate in the panel.

Students will also be interested in the personal aspects of your job. They will want to hear how you react to the issues that you face as a health professional. Plan to ask students about the types of decisions they have to make related to personal health choices.

Listening to students present projects they have completed can be informative for you in your role as a health professional or community resource person. It is important to let students learn by doing and to provide constructive feedback. Plan to provide a personal response to students' opinions. Talk to them about the importance of listening to others as you all work together to optimize the health and well-being of the community.

Be prepared for questions that explore health and well-being in the context of risk factors, and issues relating to substance use and abuse.





## FEEDBACK AND EVALUATION

We hope *Teaching for the Prevention of Fetal Alcohol Spectrum Disorder* is helpful to you in your classroom. Please indicate your agreement with the following statements about this teaching resource.

Please return this page to:

**Alberta Learning, Learning and Teaching Resources Branch,**  
5th Floor, West Devonian Building  
11160 Jasper Avenue  
Edmonton, AB T5K 0L2  
Fax: 780-422-0576

This resource contains relevant age-appropriate information that I can use in my Health and Life Skills or Career and Life Management classroom.

☐ strongly agree    ☐ agree    ☐ disagree    ☐ strongly disagree

COMMENTS

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This resource is well-organized and easy to read and use.

☐ strongly agree    ☐ agree    ☐ disagree    ☐ strongly disagree

COMMENTS

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The activities and strategies in this resource are instructionally sound and represent best teaching practices.

☐ strongly agree    ☐ agree    ☐ disagree    ☐ strongly disagree

COMMENTS

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The information and activities in this resource create an understanding of what FASD is and how we can work together to prevent it.

☐ strongly agree    ☐ agree    ☐ disagree    ☐ strongly disagree

COMMENTS

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We welcome your comments and suggestions for future Alberta Learning resources.

COMMENTS

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