



TEACHER'S GUIDE

UP G R O W I N G series

Three films for
children 9 to 12
years old.



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HEAD FULL OF QUESTIONS

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CHANGES

10189052 18:50 min.

ESPECIALLY YOU

10189053 16:48 min.

The Growing Up Series was produced by the
National Film Board of Canada, Pacific Centre,
Vancouver, 1989.

Message to the Teacher

Sexuality education. Perhaps no subject taught in the classroom today is as charged or as challenging. Merely imparting the facts about sexual intercourse and reproduction is demanding enough, but, more than ever, the subject deserves a more thorough approach. Ideally, sexuality education encompasses the whole child, his or her self-concept and body image — the whole experience of being male or female. It's a compelling collage of facts, attitudes, values, feelings and behaviour. Sensitively presented, sexuality education can help students from grades 4 to 6 develop the skills they'll need to cope with puberty and adolescence.

Every class, like every teaching situation, is unique. You may be in a position to devote hours to teaching sexuality education, or you may have to function within considerable time constraints. Whatever your situation, the **Growing Up Series** will help you make the most of the time you have. The music, animation, drama and documentary sequences combine to create a series of films that your students and you can enjoy.

This booklet was designed as a guide to the series. Sections include a brief description of each film and a summary of goals and objectives. Discussion questions and other teaching/learning activities follow. These include Fill in the Blanks, Sentence Completion and True or False work sheets that can be reproduced for distribution. Suggestions for role-playing and other classroom activities, along with a series of diagrams of the reproductive system, make up the remainder of the guide.

Please keep in mind that the classroom activities and quizzes are offered as a resource only. The films can be used alone or integrated into a curriculum that includes other follow-up material. In addition, each film can be viewed separately or in a different order than presented here.

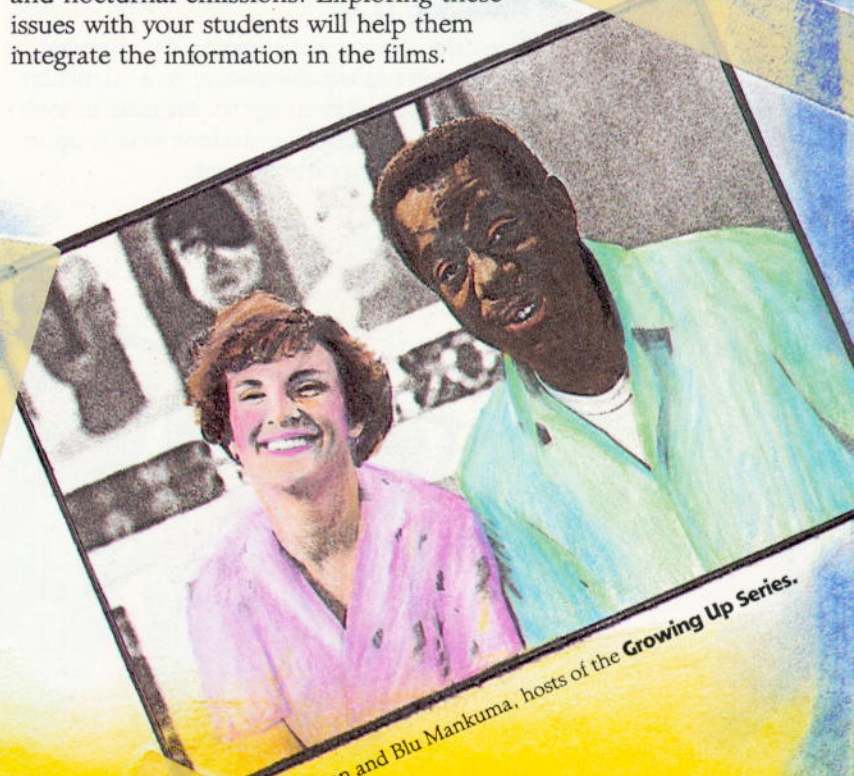
It is highly recommended that you preview the films before showing them to your students. Taking note of sensitive issues and difficult vocabulary can help you make the most of the information. The following suggestions may prove helpful:

Families

Today, students come from a variety of family structures. Extended families, blended families, single-parent families and adoptive families may be represented in your classroom. Discussing different family structures and reinforcing the message that all families are "real" families will help your students feel comfortable with their own family situations and be more tolerant of others'.

Values and Attitudes

In our multicultural society, a plethora of values and attitudes toward sexuality exists. Be aware of cultural differences with respect to issues like menstruation, masturbation and nocturnal emissions. Exploring these issues with your students will help them integrate the information in the films.



Barbara Duncan and Blu Mankuma, hosts of the **Growing Up Series**.

Confidentiality

During group discussion, students may disclose or want to disclose information of a personal nature. Talking to your class about respect and confidentiality will create an atmosphere that enables students to feel comfortable about relating personal experiences and feelings.

Abuse Alert

After viewing the films, a student may take the opportunity to disclose information about an experience of sexual abuse. Be alert to this issue. It's extremely important that you give the situation the attention it deserves.

AIDS and STDs

Education is the best defence against AIDS and other sexually transmitted diseases. Be informed so that you can answer your students' questions as they arise. Call your local health department, library or other likely sources for the latest information.

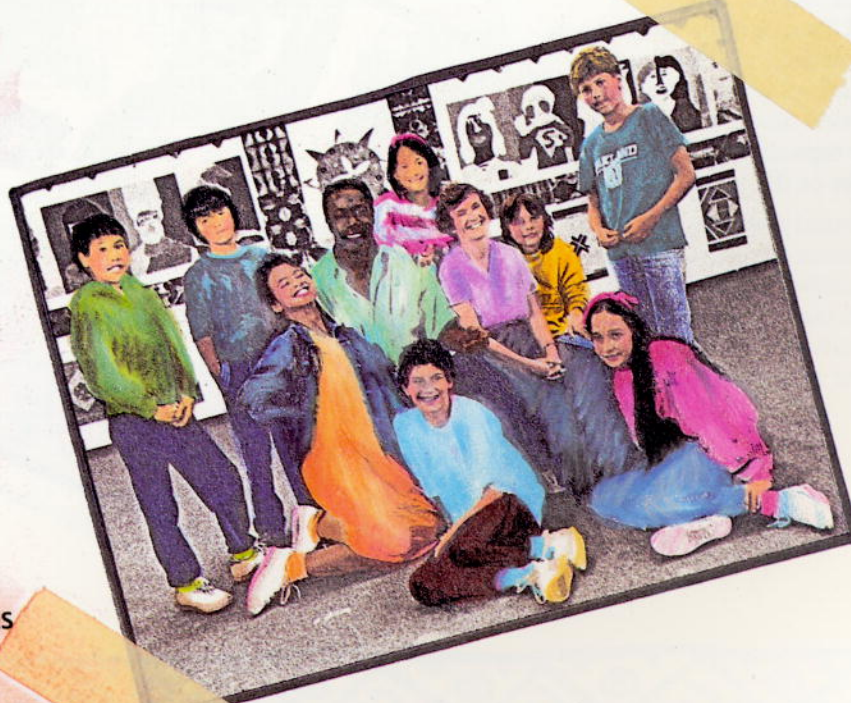
Knowing It All

Even the experts are occasionally stumped. If you don't know the answer to a particular question, it's okay to say so. Promise to look it up later, or have the student look it up in an appropriate resource book.

The Power of Language

When mailmen became known as "letter carriers" and stewardesses as "flight attendants," social scientists observed a gratifying shift in attitude toward these occupations. Thankfully, many sexist terms have been eliminated from our speech. When it comes to sexuality education, however, a subtle form of sexist language persists. Reproduction, for example, is often taught in a way that portrays the sperm as doing all the work - "swimming upstream against all odds to propagate the species." Even the word "penetrate," used to describe sexual intercourse, gives the impression that the male has the active role while the female is passive. Words like "join" or "come together" provide a more accurate picture of what happens. A conscious effort has been made to use non-sexist language in the **Growing Up Series**.

The most important tool in sexuality education is the educator. Your attitude, your use of anatomically correct, non-sexist language and your willingness to answer every question to the best of your knowledge will create the kind of atmosphere where invaluable learning and growing experiences can take place.



Pre-screening Activity

Family Trees

Drawing a family tree is an exciting and often eye-opening experience for young people. It encourages them to see themselves and their families in a new perspective and to understand that their family relationships are important and enduring. All the information in the **Growing Up Series** is presented within the context of relationships. Working on family trees provides an excellent departure point for the journey of discovery you and your students will share as you watch and discuss the films.

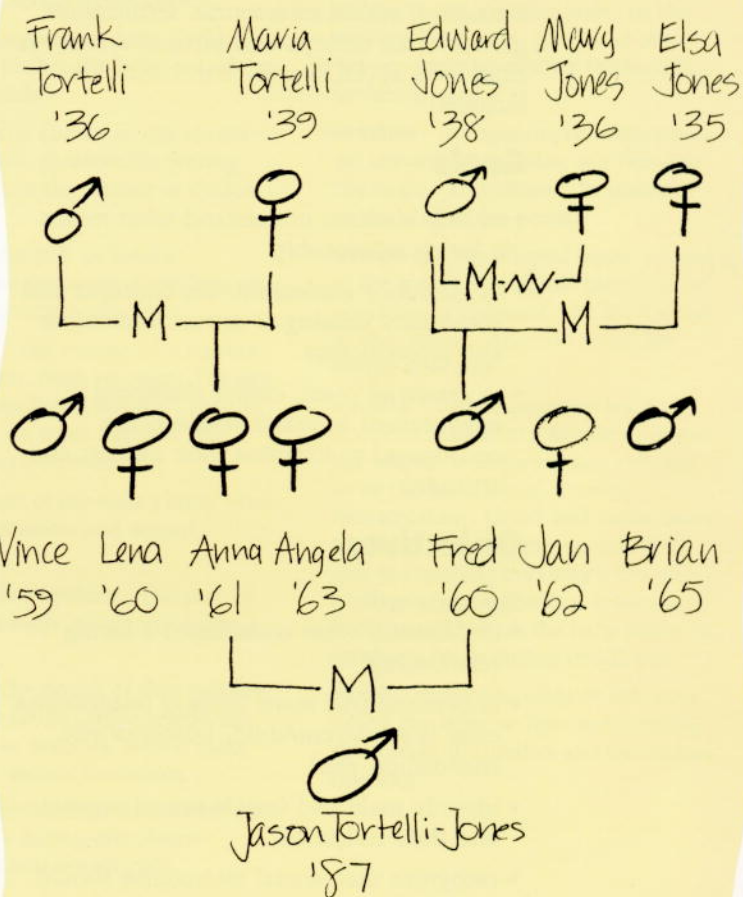
Begin the exercise by discussing family constellations. Ask the students to describe the members of their families, including grandparents, cousins, uncles and aunts, as well as mothers, fathers, sisters and brothers.

Draw a sample family tree, preferably your own, on the blackboard, following the diagram shown here. Show the students how to indicate divorce, death, remarriage, etc., using the following symbols. If you care to share a little of your family history with your students as you create the diagram, you can be sure of an attentive audience.

males ♂
 females ♀
 death ✕
 divorce ~~~
 separation //
 marriage M

Give the children large sheets of paper and have them create their own family trees. Hang the completed charts on the walls of the classroom. Allow students to wander around the classroom to view the charts. Students can answer each other's questions as they arise.

Fred & Anna's Family Tree



HEAD FULL OF QUESTIONS

Head Full of Questions addresses the common interests and concerns felt by pre-adolescents about developing sexual and intimate relationships. Topics include sexual attraction, sexual intercourse, fertilization, growth of an embryo and birth of a baby. A brief look at AIDS and birth control is included.

Goals

- to help children understand what makes a loving relationship
- to introduce students to the concepts and vocabulary relating to sexual intercourse and reproduction
- to create an open, caring classroom environment in which students are encouraged to examine their feelings and attitudes

Objectives

Students will:

- understand what constitutes a loving relationship
- understand that many kinds of relationships exist (e.g., parent/child, husband/wife, friendships, etc.)
- identify male and female sexual organs and their functions
- recognize that sexual intercourse should be an expression of love and caring between two people and that, ideally, it takes place within a warm, loving relationship
- be familiar with human reproduction from fertilization to birth
- be familiar with the possible outcomes of sexual intercourse (e.g., pregnancy, STDs/AIDS, etc.)

Discussion Questions

Class discussion provides an excellent opportunity to elaborate upon the issues raised in the film. Discussions can take place with the class as a whole or the students can be divided into small groups. **Individual work sheets, anonymous question boxes, direct instruction and brainstorming** are all effective devices for initiating class discussion. A relaxed, supportive classroom climate will go a long way towards encouraging student participation.

1. What makes a loving relationship? What are some ways in which people can show caring, trust, respect?
2. Discuss the different kinds of relationships people can have. What kind of relationships do you have? How do you feel about them?
3. Describe the stages of Fred and Anna's relationship (e.g., meeting, falling in love, becoming intimate, etc.).
4. Why do you think people want to have sexual intercourse?
5. One of the students in the film said she thought it was gross to talk about sexuality. How does talking about sexuality make you feel? Curious? Uncomfortable?
6. What can happen as a result of having sexual intercourse? (e.g., pregnancy, STDs/AIDS, etc.).



Vocabulary List

AIDS - Acquired Immune Deficiency Syndrome is a disease in which part of the body's immune system is damaged. The body then becomes open to attack from serious diseases. At present, there is no cure for AIDS.

breasts - both males and females have them. Women's breasts, which are more developed than men's, can make milk to feed a baby after it is born.

clitoris - a small female sex organ located above the opening of the vagina and the urethra. The clitoris has many nerve endings and is very sensitive to touch.

conception - the moment of fertilization.

condom - also known as a "rubber" or a "safe," a condom is a sheath made of rubber or other synthetic material. It is fitted over the penis just before sexual intercourse and prevents sperm from entering the vagina. Condoms are a form of birth control. They also reduce the possibility of infection from some sexually transmitted diseases.

egg or ovum (ova are more than one ovum) - the cell released from a woman's ovary that can start a pregnancy when it is fertilized by a man's sperm.

ejaculation - the release of semen from the penis. During ejaculation, urination cannot occur.

embryo - the fertilized egg from the time of conception to the ninth week of its development.

erection - usually refers to the penis filling with blood and becoming bigger and more rigid.

fallopian tubes - two tubes that carry egg cells from the two ovaries to the uterus.

fertilization - the union of ovum, or egg, and sperm.

fetus - the developing embryo from about ten weeks to birth.

hormones - chemicals made by our body which flow along with blood through our bloodstream. One of their many functions is to regulate the rate of sexual development.

labour - the process during which the uterus pushes the baby out of the mother's body.

orgasm - the climax of the sexual act. A warm, pleasurable feeling resulting from the release of muscle tension.

ovaries - the pair of female reproductive organs that produce egg cells and secrete hormones.

ovulation - the release of a mature egg, or ovum, from an ovary. The egg travels through the fallopian tube to the uterus. In most females, this happens once a month.

penis - a part of the male's body used for both urination and sexual intercourse.

reproductive system - the part of the human body which can make a baby.

scrotum - the pouch of skin hanging at the base of the penis. Inside are the testes, or testicles, which make sperm and secrete hormones.

semen - whitish fluid that comes out of the penis during ejaculation. Semen contains sperm cells.

sexual intercourse - sexual intercourse between a man and a woman is the act by which the man's penis goes into the woman's vagina.

sperm - tiny sex cells found in semen. These are the cells from a male's body that help start a pregnancy.

STDs - sexually transmitted diseases are spread primarily through sexual activity. They range from fairly mild to very serious medical conditions. Most STDs can be cured if they are treated by a doctor early enough. The five most common STDs in North America are chlamydia infections, gonorrhea, genital warts, genital herpes and AIDS.

testides or testes - the pair of male reproductive organs that produce sperm and secrete hormones.

umbilical cord - the cord that connects the growing baby to the mother. The baby gets food and oxygen from its mother through the umbilical cord.

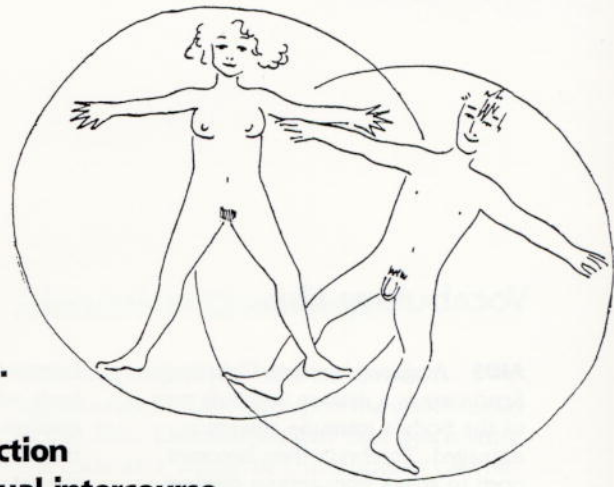
urethra - the opening through which we urinate. In females, it's between the vagina and clitoris. In males, it's at the end of the penis.

uterus - a pear-shaped organ located at the top of the vaginal canal. When a woman is pregnant, the fetus grows in the uterus. Another word for uterus is womb.

vagina - the passageway leading from the outside of a female's body to her uterus. It is sometimes referred to as the birth canal. During menstruation, blood and tissue leave the body through the vagina. It is also the opening into which the man's penis goes during sexual intercourse and through which the baby leaves its mother's body during childbirth.

vulva - protective folds of soft skin, called the labia or lips, surrounding the clitoris, the urethra and the vaginal opening.





Fill in the Blanks

Use the words listed to fill in the blanks.

Word list: **vagina**
 ovaries
 sperm
 uterus
 fertilization

erection
sexual intercourse
orgasm
semen

When a man and woman are sexually close and it feels good, the man's penis might get bigger and harder. This is called an _____. The same good feeling can cause the woman's vagina to get wet inside so that when the man and woman are ready, and they both wish, the man can put his penis into the woman's vagina. This is called _____, or making love.

During sexual intercourse, the man and woman might both have an _____. This causes a warm, pleasant feeling to spread all over their bodies. When the man has an orgasm, whitish fluid called _____ comes out of his penis and enters the woman's vagina. This fluid contains tiny sex cells called _____. The sperm travel up the woman's _____, into the uterus, and on into her fallopian tubes. The fallopian tubes lead to the _____. In each ovary there are hundreds of thousands of egg-like cells called ova. If the sperm and an ovum (one egg) meet, _____ takes place. The fertilized ovum heads for the _____ where it can grow into a baby.





Word Match

Draw lines connecting each word to its correct definition.

semen
ovaries
fallopian tubes
umbilical cord
sexual intercourse
penis
erection
vagina
testicles

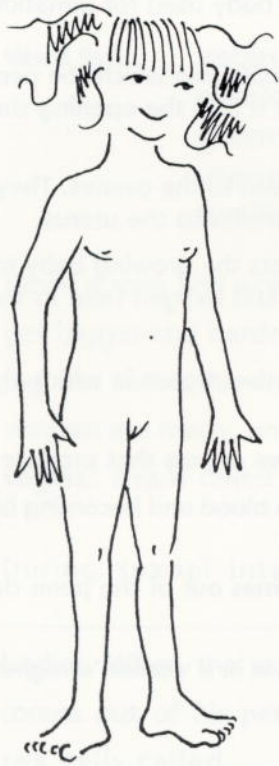
- A part of the male's body used for urination and sexual intercourse.
- The opening in a female into which the penis goes during sexual intercourse. It is also the opening through which a baby can be born.
- The pathways that lead to the ovaries. They carry the egg, or ovum, from the ovaries to the uterus.
- The cord that connects the growing baby to the mother. The baby gets food and oxygen from its mother through this cord.
- The female reproductive organs in which egg cells are produced.
- The male reproductive organs that produce sperm.
- The penis filling with blood and becoming bigger and more rigid.
- Whitish fluid that comes out of the penis during ejaculation.
- When a man's penis is in a woman's vagina.

True or False

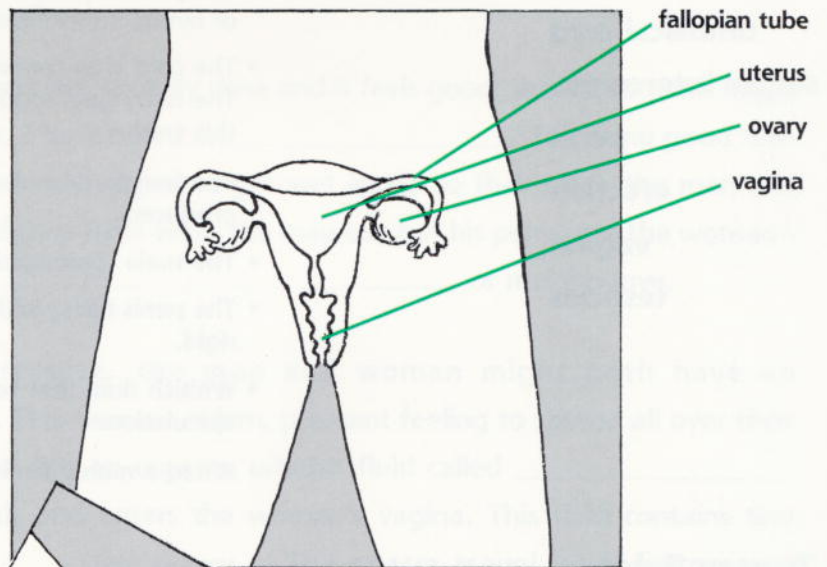
Mark each statement "T" or "F":

1. Kissing can cause pregnancy. ____
2. There is only one kind of family. It's made up of a mother, a father and children. ____
3. During sexual intercourse, only women can have orgasms. ____
4. Fertilization happens when a single sperm cell combines with an egg or ovum to form an embryo. ____
5. If a man and a woman don't want to have a baby, they must use some form of birth control every time they have sexual intercourse. ____
6. When a baby starts to grow in the womb, it's called an embryo. After about ten weeks it's called a fetus. ____
7. Most pregnancies last for 24 months. ____
8. The uterus, a muscular organ in the female body, pushes the baby out through the birth canal during labour. ____
9. Caring for a baby is easy. It takes very little time or effort. ____

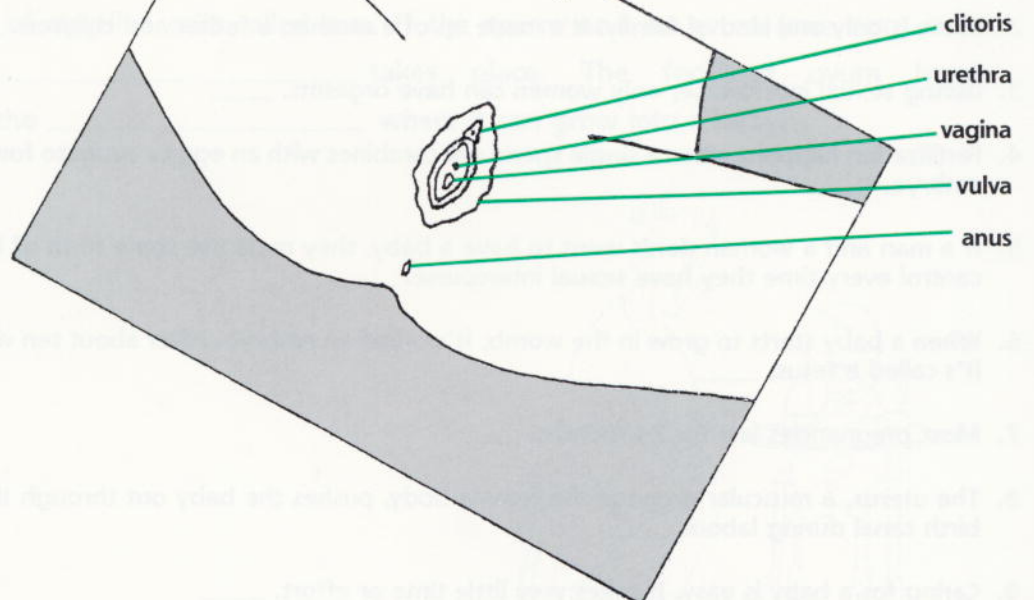
The Female Reproductive System



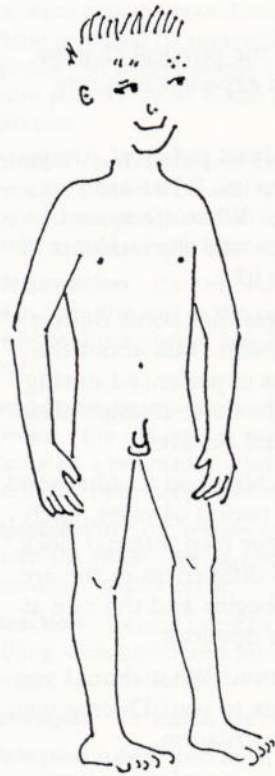
Front View of Female Reproductive System



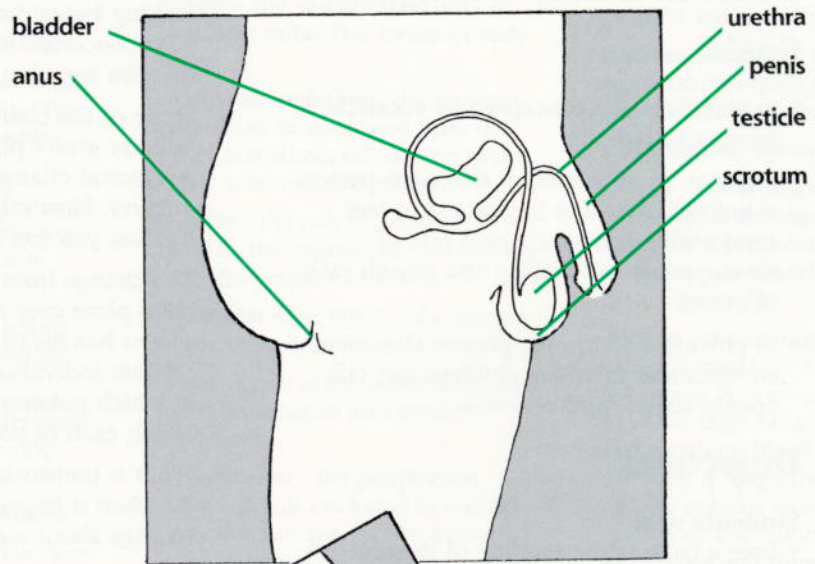
External Female View



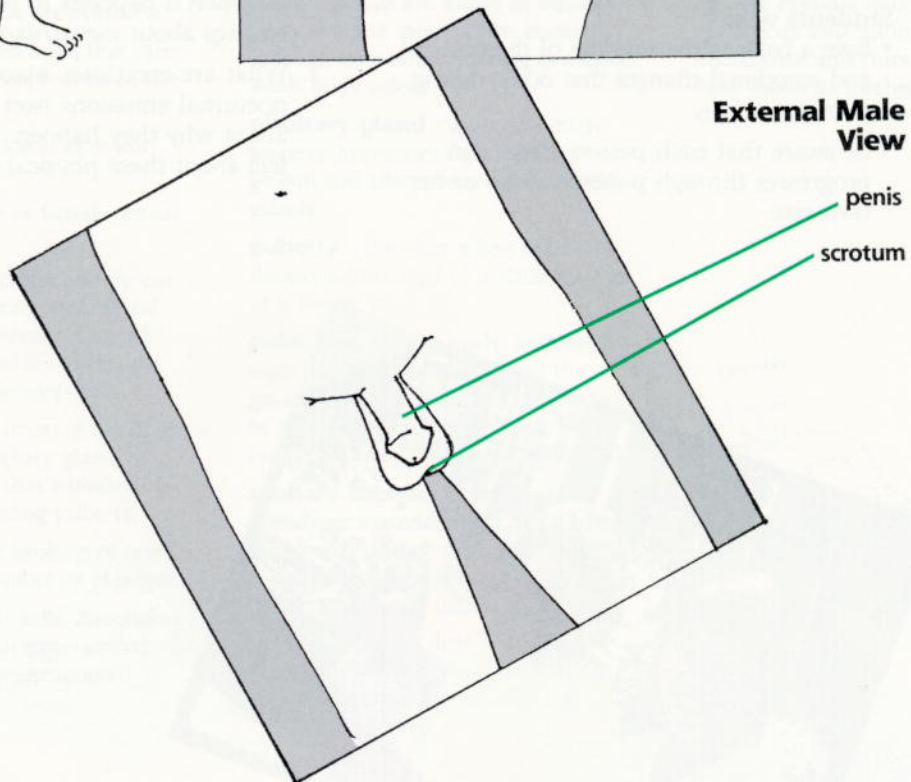
The Male Reproductive System



Side View of Male Reproductive System



External Male View



CHANGES

This film examines the physical and emotional changes associated with puberty. Some of the physical changes explored are menstruation, breast development, erections, wet dreams, masturbation, perspiration, acne and pubic hair. Emotional changes include mood swings, lack of self-esteem and concerns about rate of development.

Goals

- to introduce the concepts and vocabulary relating to puberty
- to foster an appreciation that each person is unique, that it is important to feel comfortable with one's own rate of development and respect the growth rate of others
- to provide a warm, supportive classroom environment in which children can talk openly about their concerns

Objectives

Students will:

- have a basic understanding of the physical and emotional changes that occur during puberty
- be aware that each person starts and progresses through puberty at his or her own rate

Discussion Questions

1. What is puberty? What does puberty prepare you for?
2. What are some of the physical changes that girls and boys experience during puberty?
3. How do you feel about puberty? Are you excited, apprehensive? What are you looking forward to? What are some of your concerns? How did the students in the film feel about it?
4. Some of the changes that occur during puberty aren't physical. Talk about the emotional changes experienced during puberty. How might these changes affect the way you feel and behave?
5. The change from childhood to adulthood takes place over a period of years. Each of you has his or her own internal clock. Discuss individual differences in the age at which puberty begins and the rate at which each of you develops.
6. What is menstruation? What should you do when it happens to you? Discuss your feelings about menstruation.
7. What are erections, ejaculations and nocturnal emissions (wet dreams)? Talk about why they happen. How do you feel about these physical occurrences?



Vocabulary List

acne - a skin disturbance experienced by some girls and boys during puberty. Acne is caused by overproducing oil glands and almost always clears up after puberty. Acne is also known as pimples.

breasts - both males and females have breasts. Women's breasts, which are more developed than men's, can make milk to feed a baby after it is born.

circumcision - the removal of loose skin from the end of the penis. This may be done when a boy is newly born.

egg or ovum (ova are more than one ovum) - the cell from a woman that can start a pregnancy when it is fertilized by a man's sperm.

ejaculation - the release of semen from the penis. During ejaculation, urination cannot occur.

erection - usually refers to the penis filling with blood and becoming bigger and more rigid.

estrogen - the female sex hormone.

fallopian tubes - two tubes that carry egg cells from the two ovaries to the uterus.

fertilization - the union of ovum, or egg, and sperm.

genitals - the male or female sexual organs.

hormones - chemicals made by our body which flow along with blood through our bloodstream. One of their many functions is to regulate the rate of sexual development.

hypothalamus - portion of the brain that signals the pituitary gland to produce hormones that stimulate physical changes during puberty.

masturbation - the stroking of one's own genitals for comfort or pleasure.

menstrual cramps - mild discomfort or more intense pain experienced before or during menstruation.

menstruation - a normal, healthy stage in a female's body cycle. About once a month, if she's not pregnant, the female's body releases blood and cell tissue from the lining of the uterus through the vagina.

Menstruation is sometimes called "having a period." It starts during puberty and usually lasts until a woman is in her late forties or early fifties.

nocturnal emission - during sleep, semen can be ejaculated from the penis. Sometimes called a wet dream, this is a normal occurrence.

ovaries - the pair of female reproductive organs that produce egg cells and secrete hormones.

ovulation - the release of a mature egg from an ovary.

penis - a part of the male's body used for both urination and sexual intercourse.

perspiration - the perspiration (sweat) glands are found in our skin. They become more active during puberty, sometimes resulting in a more adult body odour.

pituitary gland - a gland which secretes hormones that regulate growth and affect the activities of other glands.

puberty - the time when the body develops from that of a child to that of a young adult.

pubic hair - short, curly, somewhat wiry hair that grows around the genitals. It may be blond, brown, black or red and does not necessarily match the colour of hair on your head.

sanitary napkin - a small pad of absorbent material worn inside the underwear during menstruation. It absorbs the menstrual flow. Sometimes a tampon is used instead.

semen - whitish fluid that comes out of the penis during ejaculation. Semen contains sperm cells.

sperm - tiny sex cells found in semen. These are the cells from a male's body that help start a pregnancy.

tampon - a narrow tube made of absorbent material. During menstruation, it's inserted into the vagina to absorb the menstrual flow before it leaves the body.

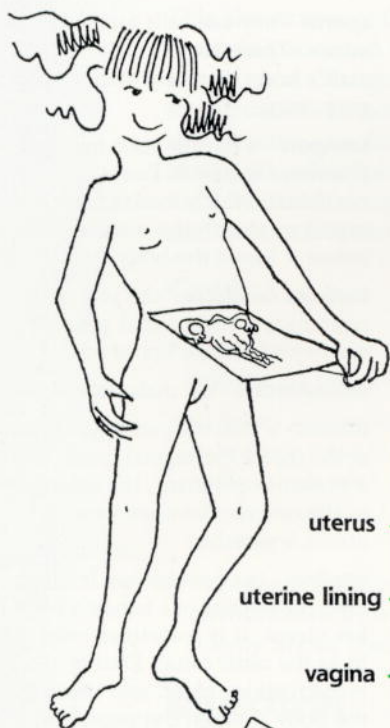
testides or testes - the pair of male reproductive organs that produce sperm and secrete hormones.

testosterone - the male sex hormone.

uterus - a pear-shaped organ located at the top of the vaginal canal. When a woman is pregnant, the fetus grows in the uterus. Another word for uterus is womb.

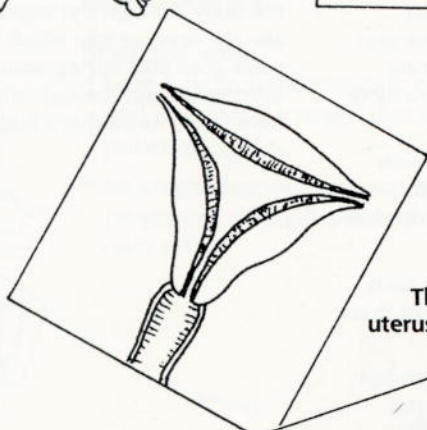
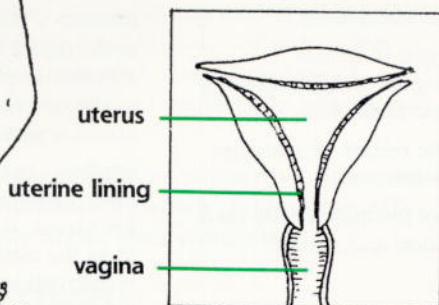
vagina - the passageway leading from the outside of a female's body to her uterus. It is sometimes referred to as the birth canal. During menstruation, blood and tissue leave the body through the vagina. It is also the opening into which the man's penis goes into during sexual intercourse and through which the baby leaves its mother's body during childbirth.



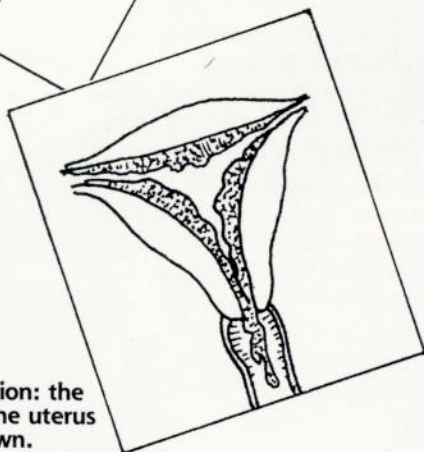


The Menstrual Cycle

The lining of the uterus begins to grow.



The lining of the uterus grows thicker.



Menstruation: the lining of the uterus breaks down.

Menstruation

What Is Menstruation?

Every month, the female body prepares the lining of the uterus to nourish a baby. During this time, the uterus swells with extra tissue and blood. When a woman becomes pregnant, the fertilized egg attaches itself to the lining of the uterus. But if pregnancy doesn't occur, there is no need for all the extra blood and tissue in the uterus. For the next few days, the extra blood and tissue that would have nourished a baby dribble out of the uterus and vagina and pass out of the body. This process is called menstruation. The body then relines the uterus with new blood and tissue, preparing it for the next egg to come down.

Menstruation Is a Healthy and Natural Process

Menstruation, or "having a period," doesn't prevent a girl from doing the things she normally does, like taking part in sports, bathing or swimming. All she needs to do is wear a sanitary napkin or a tampon. Some girls experience cramps or mild discomfort before or during their period. Mild exercise, placing a hot-water bottle on the stomach or massaging the abdomen can help. If pain persists, a girl should see her family doctor. The most important thing to remember is that menstruation is a healthy, natural process that she can feel good about. It's a sign that her body is growing and changing exactly as it should.

When Does It Begin?

When menstruation starts, how long it lasts each month and the number of days between periods are different with every individual. Some girls begin menstruating at age 8, while others don't start until they are 18. Studies show that menstruation usually follows the beginning of breast development by two or three years. Once a girl's period starts, it can last from three to eight days within a 21 to 45-day cycle. The menstrual cycle is the time between the first day of one period and the first day of the next period. Skipping a period or having them every two or three months for a while is not unusual for the first years after the onset of menstruation.



Erections, Ejaculations and Nocturnal Emissions

What Happens During an Erection?

A boy's penis is made up of spongy tissues interlaced with large blood vessels. During an erection, the tissues become swollen with blood. This causes the vessels to expand and the soft tissues to become hard. Instead of being floppy and hanging down, the penis becomes stiffer and longer and juts out from the body. Special valves in the vessels keep the blood trapped for a while.

What Causes Erections?

A boy can get an erection for many reasons. Thinking about sex or being with someone he likes can cause an erection. But sometimes erections happen for no apparent reason. It doesn't matter what he's doing or what he's thinking, suddenly his penis becomes erect. When this occurs, there's no need for him to feel embarrassed. It's helpful to remember that erections happen to every boy and they are hardly noticeable at all.

Ejaculations

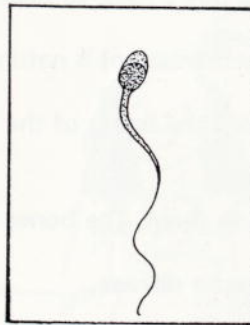
During ejaculation, semen containing sperm is released from the penis. Males ejaculate when they are having sex, are sexually excited or are sleeping. If a man ejaculates during sexual intercourse with a woman and no birth control is used, pregnancy may result. During ejaculation, only semen, not urine, comes out of the penis.

Wet Dreams

During sleep, semen can be ejaculated from the penis. Wet dreams (nocturnal emissions) are perfectly normal. A wet dream means there is a build-up of sperm in a boy's body. It is the body's way of releasing sperm so new sperm can be produced.

Ejaculation

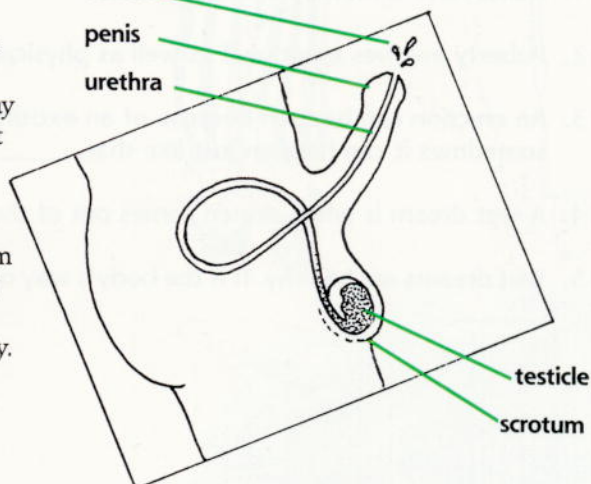
sperm



semen

penis

urethra



testicle

scrotum



True or False

Mark the sentences "T" or "F".

1. Puberty is the time when the body develops from that of a child to that of a young adult. _____
2. Hormones deliver a message to the pituitary gland that it's time for puberty to begin. _____
3. Everyone begins puberty at the same time. _____
4. During puberty, only girls develop pubic hair. _____
5. Puberty can cause a boy's voice to become deeper. _____
6. Having a period (menstruation) is natural and healthy. _____
7. During menstruation, the lining of the uterus prepares itself for a possible pregnancy. _____
8. Penises have bones in them. The bones help them stay erect. _____
9. Masturbation can cause disease. _____
10. Females can produce sperm. _____
11. Males have a menstrual cycle. _____
12. Puberty involves emotional as well as physical changes. _____
13. An erection can happen because of an exciting thought or a sexual thought, or sometimes it can happen just like that. _____
14. A wet dream is when semen comes out of the penis during sleep. _____
15. Wet dreams are healthy. It is the body's way of making room for new sperm cells. _____



Puberty Quiz

Underline the correct answer to the following questions:

1. Which gland sets in motion the changes in the body at puberty?
 - a) adrenal
 - b) prostate
 - c) pituitary
 - d) hypothalamus
2. The changes of puberty for a boy begin
 - a) when he is 8 years old
 - b) when he is 16 years old
 - c) at a different time for everyone
3. The changes of puberty for a girl begin
 - a) when she is 8 years old
 - b) when she is 16 years old
 - c) at a different time for everyone
4. The female sex hormone is
 - a) testosterone
 - b) estrogen
5. The male sex hormone is
 - a) estrogen
 - b) testosterone
6. When a boy gets an erection
 - a) blood rushes into the area, causing the blood vessels of the penis to expand
 - b) he always ejaculates
7. Acne may be caused by
 - a) too much sleep
 - b) eating too much
 - c) improper hormone balance
8. Having a period (menstruation)
 - a) prevents a girl from swimming or participating in sports
 - b) always causes cramps
 - c) is a natural and healthy part of being female
9. A menstrual cycle
 - a) is always 28 days long
 - b) can be anywhere from 21 to 45 days long



Physical Changes of Puberty

Some of the physical changes of puberty are listed here. Write **M** beside a change that occurs in males and **F** beside a change that occurs in females. Write **M** and **F** beside those changes that apply to both males and females.

- _____ shoulders broaden
- _____ menstruation begins
- _____ breasts become larger
- _____ hair grows on underarms, pubic area
- _____ acne may develop
- _____ growth in height
- _____ increased perspiration
- _____ arms and legs become more muscular
- _____ voice deepens
- _____ penis grows larger and darker
- _____ testicles enlarge
- _____ genitals become fleshier and darken
- _____ ovulation begins
- _____ sperm is produced
- _____ hips become rounder



Time Line

From the moment of birth, you begin to grow and change. What do you think you'll be like as a teenager, an adult, in middle age or as a senior citizen? Write a description or draw a picture of yourself at each stage in the Time Line.

A large diamond-shaped graphic with a gray and white checkered pattern, containing ten circles for a life timeline. The circles are arranged in a path from the bottom-left to the top-right. Each circle is labeled with a stage of life. At the top of the page, there is a decorative element consisting of several small, dark, rectangular shapes arranged in a row.

- Birth
- Elementary School
- High School
- College or University
- Couple
- Family
- Sports and Hobbies
- Career
- Community Service
- Old Age

Song Writing

The words of the song from **Changes** express the feelings of a young person experiencing puberty. On your own or in a team, write your own set of lyrics for the song. Talk about what the changes of puberty feel like to you.

Changes

Changes keep falling like sunshine, like rain
I know I'll never, never be the same.

Everyone tells me I'm going to change.
They say don't worry when I feel strange.
I'm kind of excited, sort of perplexed,
I can't wait to see what happens next.

Changes keep falling like sunshine, like rain
I know I'll never, never be the same.

There's a stranger and she's walking inside
my clothes.

Wherever I'm going, nobody knows.

Walking into walls with my two left feet,
Looking into mirrors makes my knees go
weak.

Feel (J. J. J)

There's a stran-ger and she's walk-ing
In-side my clothes where-ever I'm
go-ing no-bo-dy knows.
Cha-nges keep fall-ing like the sun-shine like the
rain - I know I'll ne-ver
ne-ver be the same -

Especially You encourages children to explore their feelings about themselves and others. Issues relating to self-concept and peer pressure are examined and students are encouraged to develop communication and problem-solving skills. Topics include liking oneself, decision-making/problem-solving, acknowledging and communicating feelings, and respecting differences in others.

Goals

- to foster a positive self-concept in each child
- to help children gain confidence in their ability to make decisions and handle peer pressure
- to encourage children to respect racial, cultural and physical differences in others and to acknowledge that each person is special and unique

Objectives

Students will:

- acquire a sense of themselves as unique and likeable
- learn to appreciate and respect differences in others
- begin to identify the feelings associated with peer pressure (e.g., fear of rejection, confusion, etc.)
- begin to understand some of the elements involved in peer pressure and recognize the importance of developing decision-making skills
- develop a positive attitude toward problem-solving (e.g., have the feeling that, with effort, problems can be resolved)

Discussion Questions

1. In the film, Blu asked the students what they liked about themselves. What do you think makes you special?

2. Why was it hard for Blu to tell Barbara that he liked Georgie? Why do you think Barbara made fun of Georgie's hair and shoes? How would Georgie have felt if he had heard Barbara talking about him? What do you think might have happened if Barbara hadn't suggested that Georgie play basketball with them?

How is this situation an example of peer pressure? Define peer pressure.

3. Nobody is a perfect person who always does exactly what he or she thinks is right, no matter what. All of us give in to peer pressure now and then.

How does it feel when someone pressures you to do something you don't want to do? How do you feel when you give in? How do you feel about yourself afterwards? How do you feel when you haven't given in to peer pressure?

Write down an example of a situation when you did give in to peer pressure. Write down an example of a situation when you didn't give in? What did your decision "cost you"?

Why do you think you give in to peer pressure sometimes, but not other times?

4. What would you do if:
 - a) You were practising piano and your friend wanted you to come out and play?
 - b) You were in a store and your friend stole something?
 - c) Someone wanted you to do something (like kissing) that you didn't feel good about?

What are some of the things you could say to your friends in each situation? How do you feel about making decisions like these? Is it easy for you? Is it difficult? Why?

5. What does it mean to be popular? Is it the same as "having friends"? How important is it to be popular? What would you do to be popular?



Self-esteem Builders

The following activities are designed to help children develop a positive self-concept.

Guess Who I Am?

This activity gives each student a moment in the spotlight. It focuses attention on positive qualities and gives the student permission to say good things about him or herself.

Instructions:

Have your students write a short list (six to eight items) describing themselves (e.g., I play piano, I am good at sports, I am nice to my baby brother, etc.). Collect the lists and distribute them to the students at random. Have each student read the list he or she received out loud, while the others guess who is being described.

Good for You! Good for Me!

Children are often taught that bragging is not acceptable behaviour. However, it's important for them to have the opportunity to talk openly about their successes.

Instructions:

Explain to the students that while it might not be okay to talk about themselves non-stop, it's fine to express pride in their accomplishments. Ask the students to form groups of five or six. Tell them that each person has 30 seconds to talk about anything he or she feels like. You might want to use a timer to indicate when time is up.

Dear Pen Pal

This activity presents an opportunity for the students to focus on their positive qualities.

Instructions:

Ask the students to write a letter describing themselves to an imaginary pen pal. Suggest they write about their families, hobbies, favourite activities, etc.

Me, by Me

Provide each student with a large sheet of heavy construction paper or cardboard. Instruct them to collect and cut out pictures, words and symbols that are representative of themselves: things they like; things they do; places they've visited; people they admire; things they hope to do, etc. Have them paste the materials on the cardboard to create a collage. Display these in the classroom and have students guess who created each one. Afterwards, each student can explain what his or her collage means.

Peer Pressure/ Conflict Resolution

Focus on Feelings

With the students, brainstorm a list of feelings and write them on the blackboard. Students sometimes have difficulty distinguishing between thoughts (like thinking someone is a nerd), physical states (like being hungry or tired), and actual feelings. You may have to remind them what is and isn't a feeling. Have them discuss the events which prompted these feelings. Then distribute the "How Do I Feel?" hand-out and talk about the answers.

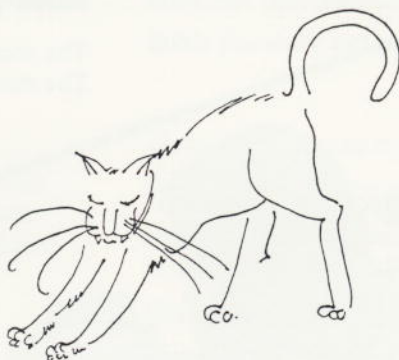
Possessing the vocabulary to identify and express feelings can help students in their efforts to make decisions based on how they feel.





How Do I Feel?

1. I feel _____ when I find out that there's extra homework.
2. I feel _____ when my brother or sister gets to stay up late and I have to go to bed.
3. I feel _____ when I know I'm going somewhere special with my mom.
4. I feel _____ when someone says I look good.
5. I feel _____ when I hear that my grandmother is sick.
6. I feel _____ when my friend says he or she will do something with me and then doesn't do it.
7. I feel _____ when I can't understand my science lesson.
8. I feel _____ when I forget my homework.
9. I feel _____ when the sun is shining and it's nice and fresh-smelling outside.
10. I feel _____ when I work hard on a school project.





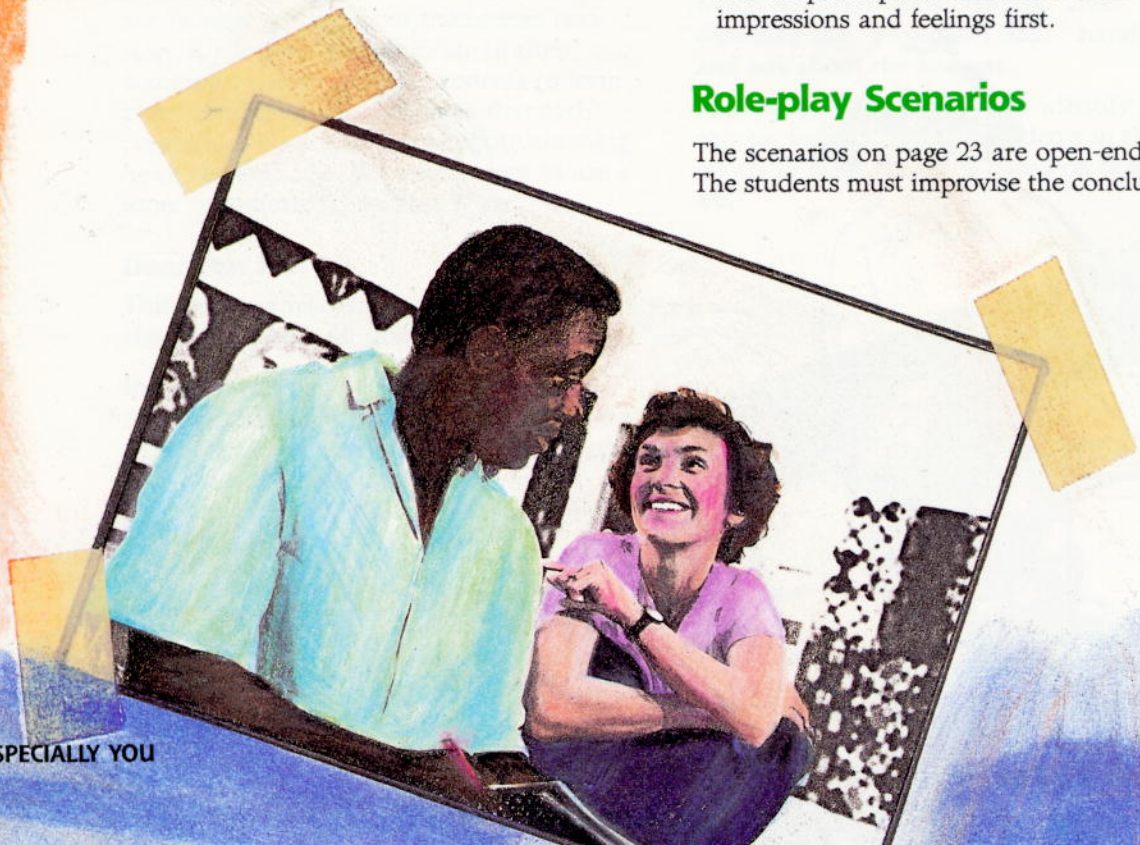
Role-playing

Role-playing offers students an opportunity to explore emotions, thoughts, reactions, behaviours, attitudes and values. It gives them the chance to practise newly acquired communication skills and to reflect on the effectiveness of behaviour in given situations. Have your students (alone or with the class) read the sample role-playing scenarios and scripts shown below. Afterwards, brainstorm a list of situations and characters.

- Ask students to volunteer for roles. Don't force anyone to play a role he or she is not comfortable with.
- Enlist the rest of the class as observers.
- Be prepared to coach and encourage the participants all the way through.
- The participants may not resolve the problems presented in their scenarios. The important thing is that they have the opportunity to explore some of the options.
- Once role-play is over, encourage general discussion about it. Don't allow anyone to call a student by his or her role-play name.
- Let the participants talk about their impressions and feelings first.

Role-play Scenarios

The scenarios on page 23 are open-ended. The students must improvise the conclusion.





Role-playing Scenarios

Scenario I

Three young people - Tom, Shandra and Jake - are in a store. Tom and Shandra steal some cigarettes. They try to persuade Jake to steal something. He refuses. They call him names and say they won't be friends with him any more. Jake has to make a decision.



Scenario II

Two girls, Suki and Lisa, are planning a party. Suki wants to invite someone whom Lisa doesn't like. Suki thinks Lisa's reasons for not liking this girl are not very good ones.

Scenario III

Some children have gathered to play after school. One of them has to leave to take his little brother home. The other children try to pressure him into staying.

Tom: Hey! Look at this (holds up a package of cigarettes)!

Shandra: Wow! Where did you get them?

Tom: Shhh. . . I took them.

Shandra: Cool! I'm taking some too.

Jake: What's going on?

Shandra: We helped ourselves to some smokes.

Tom: There they are. Take some. What's the matter? Too scared?

Shandra: Go ahead.

Tom: Scaredy cat.

Shandra: Yeah! Who wants to be friends with a chicken?

Lisa: Whom should we invite to the party? Why don't you help me make a list?

Suki: Okay, there's Karen and Bobby and Linny.

Lisa: Linny! No way. She's too weird.

Suki: What do you mean? She's okay.

Lisa: Are you kidding? Her hair is weird, she dresses funny too. I don't know where she comes from, but she doesn't even speak English the right way.

Suki: I think her clothes are nice. They're different.

Lisa: Are they ever. She's not invited. No way.

Suki: But she's my friend.

Victor: Who wants to play hide-and-seek?

Sandy: Okay, I'll be it.

Ryan: Wait a minute; I can't stay. I have to walk my brother home.

Kim: But we need at least four people to play.

Victor: Yeah! Let him walk home by himself.

Ryan: No, my mom says I have to walk him home.

Kim: Ah! Don't be such a mamma's boy . . . stay and play.

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