

The Fourth R: Unit/Lesson Overview

Unit 1: Personal Safety and Injury Prevention (consists of seven 75-minute lessons)

Lessons

- 1 Focus on Healthy Relationships (myths/facts about teen relationships, relationship rights & responsibilities)
- 2 Barriers to Healthy Relationships (active listening skills and ‘types of violence abuse’)
- 3 Contributors to Violence (group effects on violence, individual differences,
- 4 Conflict & Conflict Resolution (communication styles: passive, assertive, aggressive; conflict scenarios)
- 5 Media Violence (student presentations of examples of violence in the media)
- 6 Conflict Resolution Skills (rights and responsibilities when ending a relationship)
- 7 Action in the School and Community

Unit 2: Healthy Growth and Sexuality (consists of seven 75-minute lessons)

Lessons

- 1 Focus on Healthy Sexuality (question box initiated, review of sexuality, sexuality myths clarified)
- 2 Sexuality in the Media (media and peer pressure to have a partner/sex)
- 3 Responsible Sexuality (communication with your partner, healthy relationships)
- 4 Preventing Pregnancies and STIs
- 5 Assertiveness Skills to Deal with Pressure in Relationships (negotiation, delay & refusal skills)
- 6 Sexuality: Responsibilities and Consequences (sexual abuse, dating violence, decision-making)
- 7 Sexual Decision-Making/Community Resources (scenarios & discussion, research community resources)

Unit 3: Substance Use and Abuse (consists of seven 75-minute lessons)

Lessons

- 1 Myths and Facts/Definitions (interactive game to get students to examine their opinions/values)
- 2 Effects of Substance Use and Abuse (discussion of physical and non-physical effects)
- 3 Making Informed Choices About Smoking (discussion: why teens may smoke, health/financial costs)
- 4 Factors Influencing Decisions About Drug Use (discussion of media pressure, peer pressure)
- 5 Building Skills to Avoid Pressures to Use Substances (negotiation, delay and refusal skills)
- 6 Practicing Skills/Community Resources (role plays: using skills & decision-making model)
- 7 Coping/Making the Connection between Drug Use, Sex, and Violence

Each Unit:

- Outlines clear and concise learning expectations/objectives, provides extensive teaching/learning strategies for each lesson, and is accompanied by necessary materials for implementing activities.
- Takes a harm reduction health promotion approach to teaching teens about risk behaviours.
- Provides teens with opportunities to learn general communication skills and practice specific strategies, using skills practice and role play, to protect themselves from harm and build healthier relationships.
- Provides whole-class, small group, and dyadic discussion opportunities to process the issues with peers and the teacher, as well as opportunities to examine individual values, beliefs, boundaries and limits.

Three Sample Lessons: One From Each Unit

These three lessons are intended to provide an example of what to expect from an interactive lesson in each unit. All lessons in the program are intended to be approximately 75 minutes in length.

UNIT 1: Personal Safety and Injury Prevention

Lesson 2 – Barriers to Healthy Relationships

Specific Learning Objectives for this Lesson:

- demonstrate active listening skills (e.g., paraphrasing, asking questions for clarification) when managing conflict
- describe specific types of physical and non-physical abuse
- describe solutions and strategies to address violence in the lives of young people

Main Activities for this Lesson:

Students learn active listening skills in small groups of three. One student is the ‘talker’, one student is the ‘listener’, and one student is the ‘observer’. The ‘talker’ discusses a simple topic such as a movie they have seen recently. The ‘listener’ uses the guidelines for active listening to practice an open body posture, eye contact, paraphrasing the message, asking questions to clarify understanding, and summarize the message. The observer will give the ‘listener’ feedback on his/her active listening skills. Then the three students will switch roles until each has had a chance to be the ‘listener’ and receive feedback.

The teacher leads a whole class discussion about the definition of violence and the different types of violence that exist. Students are then placed in groups of four and each group receives a set of laminated ‘Types of Violence’ heading cards and scenario cards. Students must read each violence ‘scenario’ together and determine which ‘type of violence’ heading to place that scenario under. When all groups have finished sorting the scenarios they have a chance to examine how other groups sorted the scenarios and question them about their reasoning.

Students read a role from a script depicting conflict between two peers or between two dating partners. The teacher decides if the dating or peer script is most appropriate for the class. The scripts contain potentially violent situations. The observing students watch the students read the scripts and identify the perpetrator, victim, and bystander in the situation.

UNIT 2: Healthy Growth and Sexuality

Lesson 2 – Sexuality in the Media

Specific Learning Objectives for this Lesson:

- demonstrate understanding of the pressures on teens to be sexually active
- demonstrate understanding of the impact of parents, the media, and culture on values and goals related to healthy active living

Main Activities for this Lesson:

This lesson examines the effects of sexuality in the media on viewers. The class begins with a brainstorming activity about the different types of media which display sexual images. Next, students critically examine media examples from magazines, music videos and television. The teacher is provided with a reference guide to facilitate a discussion about what the media teaches viewers about women's sexuality, men's sexuality and sexual relationships. A student handout is provided to record the key elements from the discussion.

The next part of the lesson focuses on the role the media plays in gender role acquisition and stereotyping. The guiding questions for this discussion are: Are the gender roles created by the media realistic? How do the media examples contribute to gender stereotyping? What is the danger of believing that these roles are normal or ideal? How is the pressure to conform to these roles harmful to men and women?

UNIT 3: Substance Use and Abuse

Lesson 5 – Building/Practising Skills to Avoid Pressure to Use Substances

Specific Learning Objectives for this Lesson:

- demonstrate and use both decision-making and assertive skills with respect to media influences and peer pressure related to alcohol, tobacco, and other drugs
- produce sequential action plans to achieve personal health goals

Main Activities for this Lesson:

Students review active listening skills and communication styles (passive, assertive, and aggressive) from Unit 1, and discuss why assertiveness is the communication style that helps form and maintain healthy relationships.

Students learn about negotiation, delay, and refusal skills as strategies to employ in response to pressure from peers to use substances. Students use scenarios provided, or develop their own scenarios, to create a role play where they can practice and later demonstrate assertive communication, active listening, as well as the newly learned negotiation, delay, and/or refusal skills.

Students practice their skills in the context of the role play scenarios, and demonstrate the scenarios to the rest of the class. The teacher debriefs with the whole class after each scenario and students discuss why the strategy attempted in the role play worked, or didn't work, and other strategies the students could have tried.