

MODULE CMH2010: ADOLESCENT HEALTH ISSUES**Level:** Intermediate**Theme:** Sociocultural Perspectives**Prerequisite:** None**Module Description:** Students explore and examine various health issues that are of interest to modern adolescent teens, and identify community resources available to teenagers.**Note:** This module includes concepts that may be particularly sensitive to students, parents or community members.**Module Parameters:** No specialized equipment or facilities.**Curriculum and Assessment Standards**

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> compare and contrast contemporary North American adolescents with adolescents of a previous era or a different culture 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> comparing contemporary adolescents with adolescents of a previous era or a different culture. <i>Assessment Tool</i> <i>CMH2010-1: Presentations/Reports: Adolescents</i> <i>Standard</i> <i>Performance rating of 2 on the rating scale</i> 	20
<ul style="list-style-type: none"> identify and describe health issues that affect the well-being of the adolescent 	<ul style="list-style-type: none"> identifying and describing an adolescent health issue as it affects all dimensions of well-being. <i>Assessment Tool</i> <i>CHM2010-2: Research Process: Adolescent Health Issues</i> <i>Standard</i> <i>Performance rating of 2 on the rating scale</i> 	45
<ul style="list-style-type: none"> identify and evaluate community resources that are available for adolescents, and profile a career opportunity in this area 	<ul style="list-style-type: none"> identifying and evaluating a minimum of five community resources available for adolescents. Complete a profile for a career opportunity that promotes adolescent health. <i>Assessment Tool</i> <i>CMHCR: Community Resource</i> <i>Standard</i> <i>Performance rating of 2 on the rating scale</i> 	15

MODULE CMH2010: ADOLESCENT HEALTH ISSUES (continued)

Module Learner Expectations	Assessment Criteria and Conditions	Suggested Emphasis
<p><i>The student will:</i></p> <ul style="list-style-type: none"> • describe a personal action plan that will promote well-being throughout the lifespan • demonstrate basic competencies. 	<p><i>Assessment of student achievement should be based on:</i></p> <ul style="list-style-type: none"> • applied problem solving in which the student addresses an adolescent issue and develops a personal action plan that will promote well-being throughout the lifespan. <p><i>Assessment Tool</i> <i>CMHPAP: Personal Action Plan</i></p> <p><i>Standard</i> <i>Performance rating of 1 on the rating scale</i></p> <ul style="list-style-type: none"> • observations of individual effort and interpersonal interaction during the learning process. <p><i>Assessment Tool</i> <i>Basic Competencies Reference Guide and any assessment tools noted above</i></p>	<p style="text-align: center;">20</p> <p style="text-align: center;">Integrated throughout</p>

Concept	Specific Learner Expectations	Notes
<p>Healthy Adolescents</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • define adolescence and related concepts such as: <ul style="list-style-type: none"> – maturity – puberty – teenager – juvenile – youth • compare the various viewpoints of adolescence from the perspectives of theorists • evaluate current perceptions of adolescents, giving reasons why these perceptions exist and ways teenagers can dispel or perpetuate these perceptions. 	<p>Psychology and child development text books.</p> <p>Energetic, assertive, drive toward independence, loyal, enthusiastic, pampered, spoiled, irresponsible, immoral, cynical, rebellious, hedonistic.</p>

MODULE CMH2010: ADOLESCENT HEALTH ISSUES (continued)

Concept	Specific Learner Expectations	Notes
Healthy Adolescents (continued)	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • compare and contrast adolescents of today to adolescents of previous eras: <ul style="list-style-type: none"> – colonial adolescents – roaring 20s – jitterbug era – rock’n roll 50s – “hippie,” “flower child” – generation X. 	Develop a comparative chart, dress, music, education, sexuality, leisure time, role expectations.
Cultural Diversities	<ul style="list-style-type: none"> • compare and contrast expectations of adolescents in a multicultural framework. 	Exchange students.
Observation, Assessment and Application	<ul style="list-style-type: none"> • identify concerns and issues of the adolescent considering the interrelatedness of all dimensions of well-being; e.g.: <ul style="list-style-type: none"> – physical; e.g.: <ul style="list-style-type: none"> • weight control—underweight/overweight • tanning salons • substance use/abuse • smokeless tobacco, cigarettes • tattooing and body piercing – intellectual; e.g.: <ul style="list-style-type: none"> • concerns beyond school • grades • post-secondary decisions • graduation grief • grades versus part-time work – emotional; e.g.: <ul style="list-style-type: none"> • depression • anxiety, stress • family concerns—effects of divorce, separation, step-families • suicide – spiritual; e.g.: <ul style="list-style-type: none"> • cults • Satanism • religious influences positive/negative 	<p>Eating disorders.</p> <p>Steroid use. Alcohol, drugs, prescription drugs.</p>

MODULE CMH2010: ADOLESCENT HEALTH ISSUES (continued)

Concept	Specific Learner Expectations	Notes
<p>Observation, Assessment and Application (continued)</p>	<p><i>The student should:</i></p> <ul style="list-style-type: none"> • identify concerns and issues of the adolescent considering the interrelatedness of all dimensions of well-being; e.g.: <ul style="list-style-type: none"> – social; e.g.: <ul style="list-style-type: none"> • peer expectations/ perceptions • STDs • teen pregnancy, teen parenting—dating/ relationship abuse • teen/parent conflict • teen runaways • juvenile delinquency • research adolescent health issues including: <ul style="list-style-type: none"> – an assessment of the predominance of the issue as related to adolescents of today – a review of current literature dealing with the issue – a discuss on how the issue affects all dimensions of well-being – community resources available to adolescents – a personal action plan that will promote well-being throughout the lifespan. 	<p>This research may be teacher directed, student directed or a combination.</p> <ul style="list-style-type: none"> • may be good to establish criteria for class to research the first topic as a class (teacher directed) before having students research one topic each. • to select the topic, have an anonymous poll of topics students are most interested in (or a vote) and focus on these.
<p>Career Exploration</p>	<ul style="list-style-type: none"> • research potential career opportunities related to the health issues of adolescents; e.g.: <ul style="list-style-type: none"> – social workers – counsellors – coaches – recreational directors – probation officers – police – pastoral occupations. 	<p>May occur as part of research and report presentations.</p>