

# HEALTH AND PHYSICAL EDUCATION CURRICULUM

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## Human Development and Sexual Health Curriculum Grades 1- 12

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# HEALTH AND PHYSICAL EDUCATION CURRICULUM

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## Human Development and Sexual Health Curriculum Grades 1- 8

### GRADE 1: HUMAN DEVELOPMENT AND SEXUAL HEALTH

#### C1.3 Body parts

Identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology

Teacher prompt: "We talk about all body parts with respect. Why is it important to know about your own body, and use correct names for the parts of your body?"

Student: "All parts of my body are a part of me, and I need to know how to take care of and talk about my own body. If I'm hurt or need help, and I know the right words, other people will know what I'm talking about."

#### C1.4 Senses and functions

Identify the five senses and describe how each functions (e.g., sight: the eyes give the brain information about the world to help us see colours, shapes, and movement; touch: receptors in the skin tell us how things feel – if they are hot, cold, wet, dry, hard, soft; hearing: the ears pick up vibrations and send messages to the brain to help us hear sounds that are loud or soft, high- or low-pitched; smell and taste: the tongue is covered with thousands of taste buds and the nose has tiny hairs and nerves that send messages to the brain about how things taste and smell).

Teacher prompt: "How do you use your senses as you explore outside in the natural world? If you close your eyes, what other senses can you use to get information about what is around you?"

#### C2.5 Hygienic procedures

Demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others (e.g., washing hands with soap, using a tissue, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes)

Teacher prompt: "Why is it important to wash your hands before you eat and after you use the washroom?"

Student: "Washing your hands helps to stop germs from spreading. We should wash with warm water and soap for as long as it takes to say the alphabet."

## GRADE 2: HUMAN DEVELOPMENT AND SEXUAL HEALTH

### C1.4 Stages of development

Outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult) and related bodily changes, and identify factors that are important for healthy growth and living throughout life.

Teacher prompt: "How does your body change as you grow? What helps you to grow and be healthy?"

Student: "As you grow, you get taller and bigger. Your bones grow. Your muscles grow. You grow faster at some stages than at others and not everyone grows the same amount at the same time. When you're an adult, your body doesn't grow anymore, but it still changes – for example, your skin gets more wrinkled and your hair might turn grey. Things that help make you healthy all through your life are eating well, being active, getting enough sleep, and having people to care for you."

Teacher prompt: "When we look at growth and change throughout life, we can consider teachings from different cultures, including First Nation, Métis, and Inuit cultures, about the cycles of birth, life, and death. Different First Nations have different teachings and ceremonies for each life stage, and about growing and changes in roles and responsibilities at each stage. For example, the Anishinabe People teach about seven stages of life, and believe that at each stage, learning traditional teachings, such as the seven grandfather teachings, from family, community, and elders contributes to healthy growth and living."

### C2.4 Oral health

Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., brushing, flossing, going to the dentist regularly for a checkup)

Teacher prompt: "How should you care for your teeth when you lose a tooth?"

Student: "I should make sure my hands are clean when I touch my teeth and remember to brush the gap between the teeth."

Teacher: "It is important to brush your teeth after eating, but if you can't, what else can you do?"

Student: "I can rinse my mouth with water."

## GRADE 3 HUMAN DEVELOPMENT AND SEXUAL HEALTH

### C1.3 Healthy relationships

Identify the characteristics of healthy relationships (e.g., accepting differences, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest) and describe ways of overcoming challenges (e.g., bullying, exclusion, peer pressure, abuse) in a relationship.

Teacher prompt: "Consider different types of relationships – with friends, siblings, parents, other adults – and think about the kinds of behaviour that help to make those relationships healthier. What can you do if you are having problems with a relationship?"

Student: "I can tell the person how I'm feeling, and we can try to work something out, or if we can't solve the problem, we can just say we disagree. We could also try to get advice from someone else."

### C1.4 Physical and emotional development

Identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer influence) that affect physical development (e.g., of hair, skin, teeth, body size and shape) and/or emotional development (e.g., of self-awareness, adaptive skills, social skills).

Teacher prompt: "There are factors that affect your development that you can control and other factors that you cannot control. Can you give me examples of both types of factors?"

Student: "I can't control my heredity, which affects my body size and shape. I can't control my family situation, or my cultural background, or where I grow up. I can usually control how often I brush my teeth, what foods I choose to eat from those that are available, how I choose my friends, and some of the activities I do."

Teacher: "Having a sense of belonging, of being accepted and understood, is important for emotional development. How can you show acceptance or understanding of students who may be different in some way – in shape and size, ability, background, family, or the way they do things – from others around them?"

Student: "I can stand up for someone who is being teased because they are different. I could try to learn more about people who do things differently than I do – such as learning about how some people who are deaf can talk using their hands, how some people with physical disabilities move with a wheelchair, or what someone who has a different religion from mine believes in."

### C3.3 Visible, invisible differences, respect

Describe how visible differences (e.g., skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions) and invisible differences

(e.g., learning abilities, skills and talents, personal or cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others.

Teacher prompt: "Sometimes we are different in ways you can see. Sometimes we are different in ways you cannot see – such as how we learn, what we think, and what we are able to do. Give me some examples of things that make each person unique."

Student: "We all come from different families. Some students live with two parents. Some live with one parent. Some have two mothers or two fathers. Some live with grandparents or with caregivers. We may come from different cultures. We also have different talents and abilities and different things that we find difficult to do."

Teacher: "How can you be a role model and show respect for differences in other people?"

Student: "I can include others in what I am doing, invite them to join a group, be willing to be a partner with anyone for an activity, and be willing to learn about others."

## GRADE 4 HUMAN DEVELOPMENT AND SEXUAL HEALTH

### C1.5 Puberty – changes; emotional, social impact

Describe the physical changes that occur in males and females at puberty (e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes) and the emotional and social impacts that may result from these changes.

Teacher prompt: “During puberty, the male and female bodies undergo many changes. Everyone experiences these changes at different rates and at different times. Increases in weight and body fat are normal. Sometimes it is difficult getting used to the changes that are happening so quickly. Feelings can be much more intense. What are some of the feelings you might have as you start to experience changes with puberty?”

Student: “Excitement, happiness, embarrassment, confusion, and fear are some of the feelings I might have. It is sometimes hard to recognize what I am feeling and why things feel different.”

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Teacher prompt: “What can change socially as you start to develop physically?”

Student: “Relationships with friends can change, because sometimes people start being interested in different things at different times. Some people start ‘liking’ others. They want to be more than ‘just friends’ and become interested in going out. Sometimes people treat you as if you are older than you actually are because of how you look. Sometimes classmates, friends, or family make comments or tease you about the changes.”

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Teacher prompt: “Some cultures have traditions associated with puberty that mark the transition from childhood to adulthood. Can you give me some examples of these?”

Student: “In Judaism, a bar mitzvah or bat mitzvah is celebrated at age thirteen, when a boy or girl comes of age, according to religious law, and can now participate as an adult in the religious life of the community. Many Aboriginal societies have rites of passage that signal that adolescent boys and girls are ready to take on adult roles in society.”

### C2.4 Puberty – personal hygiene and care

Demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty (e.g., increased importance of regular bathing/showering and regular clothing changes; use of hygiene products; continuing

importance of regular hygiene practices, including hand washing, oral health care, and care of prosthetic devices and residual limbs).

Teacher prompt: "Why is it important to shower and change clothes more often as you approach puberty? What other things do you need to think about?"

Student: "As our bodies change, we perspire more. We should also be aware of spreading germs, and avoid sharing hats, lip gloss, hairbrushes, drinks, or towels."



## GRADE 5 HUMAN DEVELOPMENT AND SEXUAL HEALTH

### C1.3 Reproductive system

Identify the parts of the reproductive system, and describe how the body changes during puberty.

Teacher prompt: "Female body parts that mature and develop as a part of puberty include the vagina, cervix, uterus, fallopian tubes, ovaries, endometrium, and clitoris. Male body parts that mature and develop during puberty include the penis (with or without the foreskin), scrotum, urethra, testicles, prostate gland, seminal vesicles, and vas deferens. These changes occur as people become capable of reproduction. What are some physical changes that happen during puberty?"

Student: "During puberty, girls will develop breasts and get their periods for the first time. An increase in weight and body fat is normal. Boys will become more muscular, get deeper voices, and grow facial and body hair. The penis and testicles will grow larger. Both boys and girls will grow hair under their arms, on their legs, and in their pubic area. The rate at which these changes occur will vary for each individual."

### C1.4 Menstruation, spermatogenesis

Describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development.

Teacher prompt: "Menstruation is the medical term for having a 'period' and is the monthly flow of blood from the uterus. This begins at puberty. Not all girls begin menstruation at the same age. Generally, every month, an egg leaves one of the ovaries and travels down one of the fallopian tubes towards the uterus. In preparation, the walls of the uterus develop a lining of extra blood and tissue to act as a cushion for the egg in case fertilization occurs. When an egg is fertilized, it attaches itself to the lining of the uterus and begins to develop into a baby. If fertilization does not occur, the lining of the uterus is no longer needed and is discharged through the vagina. This is the monthly flow of blood. The whole process is called the menstrual cycle. Can you summarize its purpose?"

Student: "It is how the female body gets ready for pregnancy."

Teacher: "The testicles are glands within the scrotum that produce sperm and hormones, beginning at puberty. After sperm develops in the testicles, it can travel through the epididymis until it reaches the vas deferens where it is stored until ejaculation occurs. During ejaculation, the prostate gland releases a liquid that mixes with the sperm from the vas deferens to make semen, which then leaves the body through the urethra. Fertilization can occur when the penis is in the vagina, sperm is ejaculated, and the sperm and egg connect. Babies can also be conceived

by having the sperm and egg connect using assisted reproductive technologies. What is the purpose of sperm production?"

Student: "Sperm is needed for fertilization. When the sperm from the male and the egg from the female join together, pregnancy occurs."

Teacher: "We've described what menstruation and spermatogenesis mean from a physical point of view. How do these changes affect you in other ways?"

Student: "Not everyone experiences these changes at the same time and in the same way, so teasing people about these changes isn't right. It can be very hurtful." "In my culture and my family, becoming an adult is a cause for celebration." "We don't talk about it in my family. What I see in the media and online is a bit confusing, so it's good to know what these changes in my body actually mean. The more I know, the better I can take care of myself."

## C2.4 Emotional, interpersonal stresses – puberty

Describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional wellbeing (e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from elders)

Teacher prompt: "Think about some things that could lead to stress for adolescents. For example, as they grow, people sometimes feel self-conscious about their bodies, but we all grow at different rates and you can't control how fast you grow. When you think about how to respond to stress, consider what is within your control and what is not."

Student: "Things I can control include whether I have a positive or negative attitude about things, how I show respect for myself and others, whether I ask for help when I need it, whether I am involved in activities at school and in my community, actions I take, whether I am open to new ideas, and whether I make my own decisions about things or let myself be influenced by others. Things I cannot control include where I was born, who is in my family, how much money my family has, and personal characteristics such as my skin colour, hair colour, whether I am male or female, my gender identity, sexual orientation, and overall body shape and structure. I could have a learning disability, a physical disability, or a health issue. All of these things are a part of who I am. I cannot control these things, but I can control what I do and how I act."

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Teacher prompt: "It is normal to have stress and to have different feelings, including being happy, sad, angry, and excited at different times. Part of taking care of your mental health and emotional well-being is learning to be aware of and to monitor your own feelings. How do you know if you need help with your feelings?"

Student: "If you feel one way for a very long time – for example, if you always feel sad, anxious, or tired – that might be a sign that you need to get help to learn what is causing those feelings and what you can do about them."

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Teacher prompt: "As you enter adolescence, you may begin to develop new kinds of relationships and new feelings that you have not had before. Your relationships with your peers can become more stressful. Understanding how to respond to these new feelings and situations can reduce some of the stress that goes with them. For example, if you feel you 'like someone in a special way', what are some appropriate ways of sharing that information with someone else and what are ways that are inappropriate?"

Student: "You can show that you like someone by being extra nice to them, talking with them more, spending time with them, or telling them that you like them. Ways of showing that you like someone that are inappropriate include touching them without their permission, spreading rumours about them to others or online, and making fun of them in order to get attention. Sharing private sexual photos or posting sexual comments online is unacceptable and also illegal."

## GRADE 6 HUMAN DEVELOPMENT AND SEXUAL HEALTH

### C1.3 Development of self- concept

Identify factors that affect the development of a person's self-concept (e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities).

Teacher prompt: "A person's self-concept and emotional health and well-being can be affected by a number of factors. Some of these are external factors – they come from outside ourselves. Others are internal factors – they come from within ourselves. Can you give me examples of external and internal factors that are protective – things that help a person develop a positive self-concept and improve their emotional well-being?"

Student: "Protective external factors include having support from family and caring adults, having a safe place to live, and being involved in activities that make you feel proud of what you've accomplished. Protective internal factors include having a sense of purpose in life, being able to attain and sustain a clear sense of who you are, feeling that you have the right and are capable of taking steps to make things better, having clear boundaries, being optimistic, having high expectations of yourself, and having the skills you need to solve problems."

### C2.5 Understanding of puberty changes, healthy relationships

Describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social and emotional changes that occur during adolescence (e.g., physical: voice changes, skin changes, body growth; social: changing social relationships, increasing influence of peers; emotional: increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes).

Teacher prompt: "By getting questions answered and understanding that questions and changes are 'normal', adolescents will be better equipped to understand themselves, relate to others, respond to challenges and changes in relationships, and build confidence. What are some questions that young people might have as changes happen during puberty and adolescence?"

Student: "Is how I am feeling normal? Why is my body different from everybody else's? How do you tell someone you like them? Who can answer my questions about...?"

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Teacher prompt: "Things like wet dreams or vaginal lubrication are normal and happen as a result of physical changes with puberty. Exploring one's body by touching or masturbating is something that many people do and find pleasurable. It is common and is not harmful and is one way of learning about your body."

## C2.6 Decision making in relationships

Make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (e.g., personal and interpersonal skills; critical and creative thinking skills; skills based on First Nation, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four colour or seven grandfather teachings, or other cultural teachings).

Teacher prompt: "In many ways, dating relationships can be similar to other relationships, such as those with friends or family. Relationships we see online or in the media are not always accurate and can send false messages. What are some of the signs of a healthy relationship, and what are some signs of potential trouble?"

Student: "In a healthy relationship, people show respect and care for each other. They try to communicate well and are honest with each other. Jealousy or behaviour that is too controlling can be signs of trouble."

Teacher: "How does knowing yourself help you to make healthy decisions when you are in a relationship?"

Student: "Being clear about your own values, priorities, strengths, and needs can help you separate what is important to you from what is not. Knowing yourself well can help you see what you need to work on to make the relationship better."

Teacher: "What communication skills can help you send information, receive information, and interpret information in an effective way in a relationship?"

Student: "Being respectful but clear about your ideas and feelings; listening actively; interpreting body language, tone of voice, and facial expressions; respecting signals of agreement or disagreement and consent or lack of consent; and negotiating – all these are important skills. A clear "yes" is a signal of consent. A response of "no", an uncertain response, or silence needs to be understood as no consent."

Teacher: "What social attitudes and behaviours are important in building a healthy relationship?"

Student: "It is important to have respect for others, show that you value differences, and be cooperative."

Teacher: "What should you consider when making any decision regarding a relationship?"

Student: "My comfort level, my personal and family values, my personal limits, and the limits and comfort of others are some of the things I should consider."

Teacher: "Changing or ending relationships can be difficult. What are some ways to deal positively with changing or ending relationships?"

Student: "Talk about how you feel with someone you trust. Think about what you can learn from the situation that you can apply in the future. Remember that although the hurt feelings can be

very intense at the beginning, you will start feeling a little better over time. If you are the one ending the relationship, treat the other person with respect and consider how they may be feeling. Try to explain how you feel. Ending a relationship over the phone or online may not be a sensitive approach.”

### **C3.3 Stereotypes and assumptions – impacts and strategies for responding**

Assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual’s self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes.

Teacher prompt: “Can you give examples of some stereotypes that might have a negative effect on a person’s self-concept and social inclusion? What can we do to change stereotypes and discrimination?”

Student: “People who are overweight are sometimes labelled as lazy. That’s not fair. And it’s not fair to make assumptions about what people with disabilities are able to do. We need to base our opinions of people on who they are and what they do and not judge them by their appearance or make assumptions about them. There are also negative stereotypes about people who receive extra help or people who receive good marks in class. These can be hurtful and cause people to avoid getting help when they need it or, sometimes, to hide their abilities. Someone who has a mental illness like depression or an anxiety disorder may be seen as being different. We need to remember that mental illness can affect anyone, and it can be treated. Cultural stereotypes are also common. Sometimes people make assumptions that people from a certain cultural background all like the same things or are all good at the same things. That makes us misjudge them. To change stereotypes, we need to get to know people and respond to them as individuals. We need to challenge stereotypes when we hear them.”

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Teacher prompt: “Assumptions are often made about what is ‘normal’ or expected for males and females – for example, men take out the garbage; nursing is a woman’s job; boys play soccer at recess and girls skip rope or stand around and talk; boys are good at weightlifting and girls are good at dancing. Assumptions like these are usually untrue, and they can be harmful. They can make people who do not fit into the expected norms feel confused or bad about themselves, damaging their self-concept, and they can cause people to discriminate against and exclude those who are seen as ‘different’. Assumptions about different sexual orientations or about people with learning disabilities or mental illness or about people from other cultures are harmful in similar ways. Everyone needs to feel accepted in school and in the community. Why do you think these stereotyped assumptions occur? What can be done to change or challenge them?”

Students: "Stereotypes are usually formed when we do not have enough information. We can get rid of a lot of stereotypes just by finding out more about people who seem different. By being open-minded, observing and listening, asking questions, getting more information, and considering different perspectives, we can work to change stereotypes. We can understand people's sexual orientations better, for example, by reading books that describe various types of families and relationships. Not everyone has a mother and a father – someone might have two mothers or two fathers (or just one parent or a grandparent, a caregiver, or a guardian). We need to make sure that we don't assume that all couples are of the opposite sex, and show this by the words we use. For example, we could use a word like 'partner' instead of 'husband' or 'wife'. We need to be inclusive and welcoming." "If we have newcomers from another country in our class, we can try to find out more about them, their culture, and their interests." "If we hear things that are sexist, homophobic, or racist, we can show our support for those who are being disrespected." "If we hear someone using words like 'crazy' or 'nuts' to describe a person who has a mental illness, we can explain that mental illness is no different from other illnesses, and that we wouldn't call someone names if they were suffering from any other illness."

## GRADE 7 HUMAN DEVELOPMENT AND SEXUAL HEALTH

### C1.3 Delaying sexual activity

Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (e.g., choosing to abstain from any genital contact; choosing to abstain from having vaginal or anal intercourse; choosing to abstain from having oral-genital contact); the reasons for not engaging in sexual activity; the concept of consent and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in the relationship.

Teacher prompt: "The term abstinence can mean different things to different people. People can also have different understandings of what is meant by having or not having sex. Be clear in your own mind about what you are comfortable or uncomfortable with. Being able to talk about this with a partner is an important part of sexual health. Having sex can be an enjoyable experience and can be an important part of a close relationship when you are older. But having sex has risks too, including physical risks like sexually transmitted infections – which are common and which can hurt you – and getting pregnant when you don't want to. What are some of the emotional considerations to think about?"

Student: "It's best to wait until you are older to have sex because you need to be emotionally ready, which includes being able to talk with your partner about how you feel, being prepared to talk about and use protection against STIs or pregnancy, and being prepared to handle the emotional ups and downs of a relationship, including the ending of a relationship, which can hurt a lot. Personal values, family values, and religious beliefs can influence how you think about sexuality and sexual activity. A person should not have sex if their partner is not ready or has not given consent, if they are feeling pressured, if they are unsure, or if they are under the influence of drugs or alcohol."

### C1.4 Sexually transmitted infections (STIs)

Identify common sexually transmitted infections (STIs), and describe their symptoms.

Teacher prompt: "Common sexually transmitted infections include human papillomavirus (HPV), herpes, chlamydia, gonorrhea, and hepatitis B. Some have visible symptoms but most do not, so it's hard to tell if you or someone else has an STI. All STIs can have a significant impact on your health. What are some symptoms of an STI? If an STI has no symptoms, how can you find out if you have it?"

Student: "You can see some STIs, such as pubic lice or genital warts, and other STIs have symptoms such as redness or pain while urinating. Even if you don't see or experience any symptoms, you should be tested by a doctor if you are sexually active. Depending on the STI, tests can be done by taking swabs from the cervix, vagina, or urethra or by taking urine or blood samples."



### C1.5 STI and pregnancy prevention

Identify ways of preventing STIs, including HIV, and/or unintended pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms consistently if and when a person becomes sexually active.

Teacher prompt: "Engaging in sexual activities like oral sex, vaginal intercourse, and anal intercourse means that you can be infected with an STI. If you do not have sex, you do not need to worry about getting an STI. (By the way, statistics show that young people who delay first intercourse are more likely to use protection when they choose to be sexually active.) If a person is thinking of having sex, what can they do to protect themselves?"

Student: "They should go to a health clinic or see a nurse or doctor who can provide important information about protection. People who think they will be having sex sometime soon should keep a condom with them so they will have it when they need it. They should also talk with their partner about using a condom before they have sex, so both partners will know a condom will be used. If a partner says they do not want to use a condom, a person should say, 'I will not have sex without a condom.' If you do have sex, it is important that you use a condom every time, because condoms help to protect you against STIs, including HIV, and pregnancy."

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Teacher prompt: "HIV (Human Immunodeficiency Virus) is a serious viral infection that can be controlled with treatments. HIV attacks the cells in the body that help to fight infections until they are no longer able to do their job. With treatment, the damage that HIV does to the body's immune system can be slowed or prevented. But HIV infection cannot be cured. The only way to know if you have HIV is to get an HIV test. Today, when people get tested for HIV early in the infection and access HIV treatments, they have the opportunity to live a near-to-normal lifespan. HIV can lead to AIDS (Acquired Immune Deficiency Syndrome), a state of health in which a person's immune system has been weakened by HIV and the person can no longer fight other infections. It is common for a person with AIDS to develop other infections, such as pneumonia or some kinds of cancer. HIV can be transmitted whether or not someone has symptoms of the infection. However, HIV treatment can reduce the amount of HIV in someone's body to the point where it is much less likely that HIV will be transmitted. HIV transmission results from specific activities and does not occur through everyday contact with someone living with HIV/AIDS. What are some of the ways a person can be infected with HIV, and what can be done to prevent the transmission of HIV?"

Student: "HIV is transmitted through contact with bodily fluids – semen, blood, vaginal or anal fluid, and breast milk. HIV cannot live outside the body. For you to be infected, the virus must enter your bloodstream. That can happen through the sharing of needles as well as through unprotected sexual intercourse, which is the most common method of infection. To prevent the transmission of HIV, avoid behaviours associated with greater risks of HIV transmission, like vaginal or anal intercourse without a condom and injection drug use. It is very important that

you use a condom if you do have sex. Avoid sharing drug use equipment or using needles that have not been sterilized for any purpose, including piercing, tattooing, or injecting steroids. One of the best things you can do to stop HIV is to stop the stigma that is associated with having the infection. Gossiping about someone with HIV or avoiding everyday contact with them makes it more challenging for people to tell others that they have HIV or to get tested for HIV. These things make it easier for HIV to spread.”

## **C2.4 Sexual health and decision making**

Demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health (e.g., sexually transmitted infections [STIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social labelling, gender identity, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings).

Teacher prompt: “Thinking about your sexual health is complicated. It’s important to have a good understanding of yourself before getting involved with someone else. It’s not just about making a decision to have sex or waiting until you are older. It’s also about things such as your physical readiness; safer sex and avoiding consequences such as pregnancy or STIs; your sexual orientation and gender identity; your understanding of your own body, including what gives you pleasure; and the emotional implications of sexual intimacy and being in a relationship. It can include religious beliefs. It includes moral and ethical considerations as well, and also involves the need to respect the rights of other people. Can you explain what is meant by a moral consideration?”

Student: “A moral consideration is what you believe is right or wrong. It is influenced by your personal, family, and religious values. Every person in our society should treat other people fairly and with respect. It is important to take this into account when we think about our relationships, sexual behaviour, and activities.”

Teacher: “Like any other decision, a decision about sexual health requires you to look at all sides of an issue. How can you do that?”

Student: “You need to consider the pros and cons of any decision you are making, and how those decisions will affect both you and others.”

## **C3.3 Relationship changes at puberty**

Explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty (e.g., effect of physical maturation and emotional changes on family relationships, interest in intimate relationships and effect on peer relationships, risk of STIs and/or pregnancy with sexual contact).

Teacher prompt: “How can the changes experienced in puberty affect relationships with family and others?”

Student: "Adolescents may be interested in having a boyfriend/girlfriend. They may feel 'grown up', but still get treated like a kid, and this sometimes leads to conflicts with parents. They may want more independence."

## GRADE 8 HUMAN DEVELOPMENT AND SEXUAL HEALTH

### C1.4 Decisions about sexual activity; supports

Identify and explain factors that can affect an individual's decisions about sexual activity (e.g., previous thinking about reasons to wait, including making a choice to delay sexual activity and establishing personal limits; perceived personal readiness; peer pressure; desire; curiosity; self-concept; awareness and acceptance of gender identity and sexual orientation; physical or cognitive disabilities and possible associated assumptions; legal concerns; awareness of health risks, including risk of STIs and blood-borne infections; concerns about risk of pregnancy; use of alcohol or drugs; personal or family values; religious beliefs; cultural teachings; access to information; media messages), and identify sources of support regarding sexual health (e.g., a health professional [doctor, nurse, public health practitioner], a community elder, a teacher, a religious leader, a parent or other trusted adult, a reputable website).

Teacher prompt: "How would thinking about your personal limits and making a personal plan influence decisions you may choose to make about sexual activity?"

Student: "Thinking in advance about what I value and what my personal limits are would help me to respond and make decisions that I felt comfortable with in different situations. I would be able to approach a situation with more confidence and stick to what I had planned. I would be less likely to be caught off guard and have to react without having thought through the options and possible consequences."

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Teacher prompt: "Why is it important to get information from a credible source before making a decision about being sexually active? Why is this important for all students – including those with physical or cognitive disabilities?"

Students: "Having more information – and information that you can trust – helps you make better decisions for yourself. Taking time to get more information also gives you more time to think. Teens who consult a health professional before being sexually active are more likely to use protection, such as condoms, if they choose to be sexually active." "Teens with physical or cognitive disabilities still need information about sexual health, just like everybody else. They may be dealing with different issues, like adapting sexual health information to their particular needs, or with variations on the same issues, like privacy and self-image."

### C1.5 Gender identity, sexual orientation, self-concept

Demonstrate an understanding of gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept.

Teacher prompt: "Gender identity refers to a person's internal sense or feeling of being male or female, which may or may not be the same as the person's biological sex. It is different from and does not determine a person's sexual orientation. Sexual orientation refers to a person's sense of affection and sexual attraction for people of the same sex, the opposite sex, or both sexes. Gender expression refers to how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, and behave. Gender identity, gender expression, and sexual orientation are connected to the way you see yourself and to your interactions with others. Understanding and accepting your gender identity and your sexual orientation can have a strong impact on the development of your self-concept. A person's self-concept can develop positively if the person understands and accepts their gender identity and sexual orientation and is accepted by family and community. It is harder to develop a positive self-concept, however, if the way a person feels or identifies does not meet perceived or real societal norms and expectations or is not what they want, or if they do not feel supported by their family, friends, school, or community. A person's self-concept can be harmed if a person is questioning their gender identity or sexual orientation and does not have support in dealing with their feelings of uncertainty. What kind of support do people need to help them understand and accept their gender identity and sexual orientation?"

Student: "Having role models that you can relate to – for example, people of similar ages or cultures – is important. So is having all gender identities and sexual orientations portrayed positively in the media, in literature, and in materials we use at school. Family, school, and community support are crucial. Additional help can come from trusted adults, community organizations, and school support groups such as gay-straight alliances."

## **C2.4 Decision making, contraception**

Demonstrate an understanding of aspects of sexual health and safety, including contraception and condom use for pregnancy and STI prevention, the concept of consent, and matters they need to consider and skills they need to use in order to make safe and healthy decisions about sexual activity (e.g., self-knowledge; abstinence; delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; need for additional information and support; safer sex and pleasure; communication, assertiveness, and refusal skills).

Teacher prompt: "What do teenagers need to know about contraception and safer sex in order to protect their sexual health and set appropriate personal limits?"

Student: "Teenagers need to know about the benefits and risks of different types of contraception. They need to understand that the only 100 per cent sure way of not becoming pregnant or getting an STI, including HIV, is not having sexual contact. Those who choose to be sexually active also need to know which contraceptive methods provide a protective barrier against disease as well as pregnancy. Condoms provide protection against both pregnancy and STIs – but to be effective, they need to be used properly and used every time. Teenagers need to understand how important it is to talk with their partners about sexual health choices,

consent, and keeping safe. They have to develop the skills to communicate their thoughts effectively, listen respectfully, and read body cues in these conversations. This takes practice.”

### C3.3 Relationships intimacy

Demonstrate an understanding of aspects of sexual health and safety, including contraception and condom use for pregnancy and STI prevention, the concept of consent, and matters they need to consider and skills they need to use in order to make safe and healthy decisions about sexual activity (e.g., self-knowledge; abstinence; delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; need for additional information and support; safer sex and pleasure; communication, assertiveness, and refusal skills).

Teacher prompt: “What do teenagers need to know about contraception and safer sex in order to protect their sexual health and set appropriate personal limits?”

Student: “Teenagers need to know about the benefits and risks of different types of contraception. They need to understand that the only 100 per cent sure way of not becoming pregnant or getting an STI, including HIV, is not having sexual contact. Those who choose to be sexually active also need to know which contraceptive methods provide a protective barrier against disease as well as pregnancy. Condoms provide protection against both pregnancy and STIs – but to be effective, they need to be used properly and used every time. Teenagers need to understand how important it is to talk with their partners about sexual health choices, consent, and keeping safe. They have to develop the skills to communicate their thoughts effectively, listen respectfully, and read body cues in these conversations. This takes practice.”

# HIGH SCHOOL HEALTH AND PHYSICAL EDUCATION CURRICULUM

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## Human Development and Sexual Health Curriculum Grades 9-12

### GRADE 9: HUMAN DEVELOPMENT AND SEXUAL HEALTH

#### C1.4 Preventing pregnancy and STIs

Describe the relative effectiveness of various methods of preventing unintended pregnancy or sexually transmitted infections (STIs), including HIV/AIDS (e.g., avoiding oral, vaginal, and anal intercourse; delaying first sexual intercourse; using protection, including barrier and hormonal methods, to prevent unintended pregnancy; using condoms and dental dams to protect against STIs), and identify sources of information and support (e.g., doctor, nurse practitioner, public health unit, parents, credible and accurate websites)

Teacher prompt: "If you are thinking about having sex, you need to know how to avoid unintended pregnancy or STIs. What factors may influence whether a person uses protection? How effective are condoms in preventing pregnancy or STIs?"

Student: "Sometimes people don't use condoms because they don't understand how common STIs like HPV, herpes, and chlamydia really are, and they don't know that you can't always tell when a person has an STI. Sometimes people feel shy about talking to their partner about why protection is important. Sometimes people get pressured into not using condoms because their partner says you don't need to and it feels better without one. But because the consequences can be so serious, you need to talk to your partner about using condoms if you are thinking about having sex. Using a condom every time is one of the most effective methods of birth control and will reduce your chances of getting an STI, including HIV."

Teacher: "What forms of support can sexual health clinics provide?"

Student: "They can provide no-hassle counselling and confidential services ranging from birth control advice and pregnancy tests to advice on relationships and testing and treatment for STIs and HIV/AIDS."

#### C1.5 Factors affecting gender identity and sexual orientation; supports

Demonstrate an understanding of factors (e.g., acceptance, stigma, culture, religion, media, stereotypes, homophobia, self-image, self-awareness) that can influence a person's understanding of their gender identity (e.g., male, female, two-spirited, transgender, transsexual, intersex) and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual), and identify sources of support for all students

Teacher prompt: "Gender identity refers to a person's sense of self, with respect to being male or female, both, or neither, and may be different from biological or birth-assigned sex. Sexual orientation refers to how people think of themselves in terms of their sexual and romantic attraction to others. What determines a person's sense of self? How do social expectations and stereotypes about gender and sexuality influence how a person may feel about their gender identity or sexual orientation?"

Students: "A person's sense of self is affected by the person's cultural and family background, religion, and what they have come to value. Media images, role models, support systems, and acceptance or lack of acceptance by others could influence how different people feel about their gender identity or sexual orientation." "Expectations or assumptions about masculinity and femininity and about heterosexuality as the norm can affect the self-image of those who do not fit those expectations or assumptions. This can make it difficult for a person to feel accepted by others."

Teacher: "What are some sources of support for students who may be questioning their gender identity or sexual orientation?"

Students: "Talking to other young people dealing with the same issues can be a great start. It's important to know that you are not alone. Many communities have organizations that provide services for gay, lesbian, bisexual, and transgender youth, as well as for those who are questioning their gender identity or sexual orientation and for allies who support them. School guidance counsellors, health professionals, and trusted adults and friends can also help." "Student-led clubs, such as gay-straight alliances, can make a big difference. As individuals, we can help by always treating each other fairly and with respect. In our society it is important to respect and accept the rights of all."

## **C2.2 Relationships – skills and strategies**

Demonstrate an understanding of the skills and strategies needed to build healthy social relationships (e.g., peer, school, family, work) and intimate relationships

Teacher prompt: "To build healthy relationships, including intimate relationships, it is important to have open communication, mutual respect, and honesty between the people involved. It is also important to recognize when more information or help is needed. Can you give me an example of a strategy that can help you build healthy relationships?"

Students: "A good strategy is to seek out information, ask questions, and talk with others to hear different perspectives when you have concerns. Take the time you need to make decisions that you will feel good about. If something does not feel right, step back and get advice from a parent, a public health professional, an elder, a doctor, or another adult you trust." "Get to know yourself – mentally, emotionally, spiritually, and physically. Take time to figure out what you think, what you have come to value, and what makes you feel good. Knowing and respecting yourself is a good foundation for a healthy relationship."



### C2.3 Thinking ahead about sexual health, consent, personal limits

Apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality

Teacher prompt: "As their bodies continue to grow and change and their understanding of themselves and their bodies continues to develop, some teenagers are thinking about becoming sexually active. What should you keep in mind when making decisions about sexual activity?"

Students: "There are a lot of different things to think about. You can start with considering how having sex fits in with the values that you and your family respect." "As a Métis woman, I was taught by my aunties about my ability to create life and how important it is to respect that gift. The decisions I make about sex depend greatly on how much I respect myself and respect being a woman. It's important to take the time to find a partner who respects me as well, and my body." "Having a clear understanding of consent is important. When making decisions about sexual activity, both people need to say yes. Silence does not mean yes; only yes means yes. Consent needs to be ongoing throughout the sexual activity." "For some teens the most important question is whether they feel comfortable, ready, and mature enough to have sex. It helps to know yourself well, to know your body, and to know what makes you feel good – and safe – and what doesn't. You also need to think about your health and whether you are in a relationship where both partners trust and care for each other. If you are not ready to take responsibility to protect yourself and your partner from STIs or an unintended pregnancy, you're not ready to have sex." "People should remember that everyone needs information, and different people may need different information. As a teen with a physical disability, I have had difficulty finding information about sexual health that meets my needs. People think that because I'm in a wheelchair, I don't need this kind of information, but that's not true!"

Teacher: "One of the best ways to take care of your sexual health is to do some thinking in advance about your health and safety and also about your needs, your values, and your limits when it comes to sexual activity. It is important to think about what you are comfortable with and what you are not comfortable with at this point in your life. This can include choosing not to be sexually active. Thinking about your sexual health involves planning for a regular medical check-up, regular breast or testicular self-examinations, and STI and Pap tests if you are sexually active. Another part of thinking in advance to take care of your sexual health involves collecting information. For example, you need information about what's involved in using condoms – checking the expiry date on the box, learning how to put one on, and planning for the possibility of one breaking. That's the medical side of thinking about your sexual health. What about the emotional side? How does thinking ahead help you when you need to make decisions about sex?"

Student: "Thinking in advance about your sexual health and about being sexually active means reflecting on your own values, your priorities, and your situation. If you've done this thinking, you've considered your health and safety and also focused on understanding yourself and

what's best for you. It's helpful to think things through for yourself in advance, before you have to make a decision 'in the moment'."

Teacher: "How are a healthy eating plan, a physical activity or fitness plan, and thinking ahead about your sexual health connected?"

Student: "They're all related to how I care for my body physically, but also how I care for myself as a whole. They reflect how I feel about myself as well as the personal values I have developed and my cultural values. Healthy eating, physical activity, and a good understanding of sexual health all contribute to good physical and mental health and to my sense of well-being."

## GRADE 10: HEALTHY ACTIVE LIVING EDUCATION

### C2.5 Decision making, communication, healthy sexuality

Describe factors that influence sexual decision making (e.g., personal values, having limits and being able to communicate them, being aware of and respecting the limits set by others, peer and family expectations, having physical and emotional desires, media messages, myths and norms related to sexual activity or safer sex practices, participation in activities such as substance use that impair judgement), and demonstrate an understanding of how to use decision-making and communication skills effectively to support choices related to responsible and healthy sexuality.

Teacher prompt: "What are some factors to consider when deciding whether or not to be involved sexually with someone?"

Student: "I need to make sure it's my choice. Being sexually active is not something that you should feel pressured into doing. I would think about the benefits and consequences of a sexual relationship. I need to consider my values and beliefs to be sure my actions are consistent with them. I want to make sure that my relationship with my partner is affectionate and respectful and that we feel comfortable discussing what we find pleasurable and what our sexual limits are. I must be confident that we would use safer sex practices, such as using condoms to protect against unintended pregnancy or STIs, which are much more common than most people think they are. It's important to know that it's okay to delay having sex with my partner until both of us feel ready, so that we're able to enjoy sex without regrets."

### C3.4 Misconceptions relating to sexuality

Describe some common misconceptions about sexuality in our culture, and explain how these may cause harm to people and how they can be responded to critically and fairly.

Teacher prompt: "Everyone in Canada has the right to live free of discrimination and with the same rights as everyone else. We have an obligation to treat everyone with fairness and respect, just as we want others to respect us and our choices. People sometimes face discrimination because of beliefs that others have come to accept. Understanding about sexuality, sexual behaviour, and gender behaviour varies widely. Some beliefs may be misconceptions based on erroneous information. If we encounter what we think is discrimination or a misconception, how can we respond to it?"

Student: "Getting more information, having open-minded discussions, and thinking critically about the assumptions behind various ideas can help us think critically about their credibility. We must also encourage people to respect the rights of others. That respect is enshrined in the Ontario Human Rights Code and the Canadian Human Rights Act."

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Teacher prompt: "Heterosexism is the assumption that if someone is in a romantic or sexual relationship, it is with someone of the opposite sex. Think about the effect this might have on a person who is questioning his or her gender identity or sexual orientation. Heterosexism is often seen in our use of language. By using more inclusive language ourselves, and supporting its use in literature and the media, we can create an environment that is comfortable for all and where all feel they are a part. What are some other ways in which we can reduce homophobia, increase understanding, and support those who are questioning their gender identity or sexual orientation?"

Students: "We can contribute to a positive school climate in which everyone feels safe, comfortable, and accepted by showing respect for others." "We can object when we see people being harassed or treated unequally and report the incident to trusted adults." "We can participate in gay-straight alliances and other student-led activities that promote understanding and the development of healthy relationships."

### **C3.5 Relationships – effects on self and others**

Explain how being in an exclusive relationship with another person affects them and their relations with others (e.g., personal benefits such as learning about oneself, emotional comfort and security, sense of belonging; impact on peer relationships, family relationships, time management, homework, choice of activities; feelings and challenges involved in ending a relationship).

Teacher prompt: "Breakups are a normal occurrence in teenage life and happen for lots of reasons. What advice would you give to someone whose relationship has ended?"

Students: "Show respect to the person you've broken up with. Being respectful means not saying bad things about your former partner and not sharing confidential information." "Acknowledge how you feel, recognize the hurt, sad, relieved, or angry feelings, and work on looking ahead. Talk with your friends and family about how you feel. Consider trying something new. Do something that interests you, such as joining a club or taking part in physical activity. Through the experience, you can learn that you can be self-reliant, that you can overcome difficult feelings, and that you can survive the loss of one relationship without fearing that you'll never find another."

## GRADE 11: HEALTHY ACTIVE LIVING EDUCATION

### C1.4 Mental illness, addictions – causes, manifestations, and effects on personal health and well-being

Demonstrate an understanding of a variety of mental illnesses and addictions (e.g., eating disorders; major depression; anxiety disorders; psychotic disorders, such as schizophrenia; obsessive-compulsive disorder [OCD]; bipolar disorder; tobacco, alcohol, drug, gambling, gaming, or Internet addictions), their causes and manifestations, and their effects on personal health and well-being (e.g., effects of stigmatization, underachievement at school, strain on social relationships, loss of employment, increased risk of physical injury or illness).

Teacher prompt: "Mental illnesses involve disturbances in thoughts and emotions that decrease a person's capacity to cope with the routine challenges of everyday life. We don't know for sure what causes mental illness, but studies suggest that a mixture of factors, such as age, sex, genetic background, stresses related to one's personal environment and experiences, and chronic illness, affect a person's susceptibility to different kinds of mental illness. All of us are vulnerable to mental health problems, and the state of our mental health, at any given time, can lie anywhere along a line between well and less well."

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Teacher prompt: "The first signs of mental illness often appear between the ages of 15 and 30. Mental illnesses require an assessment and diagnosis by a physician, and most can be treated successfully. It is important for a person with warning signs to get help early. What are some possible warning signs?"

Students: "The warning signs of mental illness differ with the illness and may also differ among individuals. Someone with schizophrenia may have delusions or hallucinations. Someone with an anxiety disorder might have thoughts or ideas that cause them significant anxiety and stress. Someone with a compulsive disorder may engage in repeated behaviours or mental acts to reduce anxiety. Someone with an eating disorder may refuse to eat, go on eating binges, or combine binges with fasting or purging." "Unhealthy weight control practices such as crash dieting are often associated with having a distorted body image and can lead to serious eating disorders such as bulimia."

### C2.3 Reproductive and sexual health; proactive health measures

Describe how their understanding of factors that affect reproductive and sexual health (e.g., environmental factors, genetics, injuries, disabilities, hormonal levels, nutrition, substance use, sexually transmitted infections) and their knowledge of proactive health measures and supports (e.g., measures such as breast and testicular examinations, Pap tests, regular medical check-ups, stress management techniques, genetic testing; supports such as trusted adults, local clinics, a local public health unit, a nurse practitioner/doctor) can be applied to avoid or minimize illness.

Teacher prompt: "Reproductive and sexual health problems can be harmful to other aspects of your health and impair your ability to enjoy a sexual relationship. Reproductive and sexual health is influenced by many factors, including age, genetics, use of medicines, chemicals in the environment, and lifestyle. What can you do to stay healthy from a sexual and reproductive point of view?"

Student: "Anything you do to stay healthy in general – such as eating well, sleeping well, reducing stress, and taking all things in moderation – will also benefit your reproductive and sexual health. Have regular medical check-ups, including breast and testicular examinations, Pap tests, and STI tests if you are sexually active with new partners. It's especially important to avoid unprotected sex, since a sexually transmitted infection could do long-term damage to your reproductive and sexual health. Thinking ahead, using your knowledge of sexual health and safety, will help you consider all the health implications of being sexually active."

### **C3.4 Skills for dealing with stressful situations**

Describe how to use personal and interpersonal skills to deal with personally stressful situations or to help others deal with stressful situations (e.g., mental and physical illness, death of a family member, abusive relationships, understanding and accepting sexual orientation, separation/divorce, suicide, unemployment/underemployment, substance abuse).

Teacher prompt: "What could you do to help yourself or someone else get through a stressful situation?"

Students: "The strategy depends on the situation. To manage your own stress, it can help to express feelings and allow emotions to flow by talking or keeping a journal. Keep up your energy by eating and sleeping well, avoiding drugs and alcohol, and being physically active. When dealing with severe stress, be more careful when engaged in activities, like driving, that require your full attention, postpone making major life decisions if you can, and consider getting counselling or joining a support group." "To help someone who is dealing with a situation such as the loss of a loved one, make yourself available to them, listen to them, and acknowledge their sorrow. Encourage them to talk about the loss and their memories, to take care of their physical and mental health, and to stay involved in social activities. Gently suggest that they go for further help if necessary."

### **C3.5 Mental illness – reducing stigma**

Describe factors that contribute to the stigmatization of mental illness (e.g., myths about the causes of mental illness; insensitive use of language; fear of violent, unpredictable, or embarrassing behaviour), and identify strategies that could be used to reduce stigma in their local community.

Teacher prompt: "Embarrassment and the fear of being labelled often prevent people from seeking help for mental illness. What can we, as individuals and as a community, do to reduce the stigma associated with mental illness and make it easier for people to get help?"

Students: "We can be more aware of our own attitudes and judgements and try to 'walk in the shoes' of a person who is stigmatized." "We can be more sensitive in our use of language. Instead of talking about 'a schizophrenic', we can refer to 'a person with schizophrenia'. We can challenge myths and stereotypes, and we can support those we know who are coping with mental illness." "We can encourage the media to educate people about how common mental illness is and how treatment can help people return to a regular life. Getting people to accept the existence of mental illness and to talk about it will do a lot to increase understanding and reduce stigma. We need to hear about success stories and stories that provide hope." "We need to make sure that our mental health services are adequate and that people know about them. Publicizing these services would increase awareness that mental illness could affect anyone, and it would also let people with mental illnesses know that they have places to go where they will be received with understanding."

## GRADE 12: HEALTHY ACTIVE LIVING EDUCATION

### C1.3 Skills and strategies for evolving relationships

Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies).

Teacher prompt: "A couple may date without having a sexual component in their relationship, but over time the relationship may become more intimate. If that happens, the couple will have to make decisions about sexual activity. What should be discussed, and what is required for a couple to discuss sexual intimacy in their relationship?"

Student: "It can be hard to talk about sexuality, but it's important for each partner to know what the other thinks and values so they can both agree on what is pleasurable and on how they will avoid unintended pregnancy or STIs. This kind of discussion requires open communication, mutual respect, and trust. If you're not comfortable talking about sex with your partner, you shouldn't be having sex."

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Teacher prompt: "In a relationship, it is important to try to balance time for each other with time for school, jobs, family, friends, other interests, and doing things independently. Differences in opinions, values, and priorities need to be acknowledged and reconciled. Conflicts can occur. What type of skills and strategies might be needed to deal with such matters as the relationship matures?"

Student: "In healthy relationships, the rights of both partners to have their own feelings, friends, activities, and opinions is respected. It's also important for partners to be able to communicate their priorities, goals, and interests and to accept differences and changes in these without feeling threatened. As problems arise, it's essential to talk things through in a calm manner, using good communication skills, such as listening carefully to each other, and avoiding making assumptions or judgements."

### C2.4 Identifying personal aptitudes and interests; developing life plans

Identify their personal aptitudes and interests, and describe how this knowledge can be applied to the development of goals and life plans.

Teacher prompt: "Why is it a good thing to have goals and a plan to achieve them? How does knowing your aptitudes and interests help you set goals? How will you determine whether your goals are realistic?"



Students: "Setting goals will help me focus on what I want to accomplish. Having a plan will help me achieve them." "When setting goals, I need to consider what I want to achieve with respect to my education, career, finances, physical activity or athletic pursuits, and other things. Knowing what I'm good at and what I like doing will help me focus on those things that I'm most likely to be successful at. I can then pick a few goals I really want to achieve and be more confident that they are realistic." "To ensure that my goals are realistic, I should ask myself if I have, or can get, the skills, knowledge, and resources that I will need to achieve them. I should think about any obstacles that are likely to arise and whether I can overcome them. I must also think about whether my conclusions are based on realistic assumptions."

## **C2.5 Maintaining health and well-being when independent**

Identify the skills and resources that they will need to maintain their personal health and well-being as they become more independent (e.g., budgeting and time-management skills, interpersonal skills, cooking and meal-planning skills, recreational and leisure opportunities, access to health care and other supports).

Teacher prompt: "While living on your own, you may still need emotional support and advice to help you deal with any difficulties that develop. What do you need to know in order to determine what kind of support you will need?"

Student: "To make the best choices, I need to know myself well and know what I need to do to take care of myself physically, mentally, socially, and emotionally. For example, if family support is important to me, I could plan to live near my family or connect with them regularly by visiting, calling, or staying in touch online. If independence is important to me, I may not need that level of support, but I will need to know where to get help for different kinds of challenges that could arise."

## **C3.4 Bias and stereotyping in media portrayal of relationships**

Analyse the portrayal of different relationships in the media (e.g., movies, song lyrics, television, print media, Internet) with respect to bias and stereotyping, and describe how individuals can take action to encourage more realistic and inclusive messaging.

Teacher prompt: "What are some examples of how the media portray different kinds of relationships in a biased or stereotyped way? Why do stereotypes and biases persist in the media?"

Students: "Couples in books, songs, movies, TV shows, and commercials are most often presented as being heterosexual, and both most often come from a single race or ethnic background. Young women are often shown in ways that emphasize their sexual attractiveness. Non-sexual attributes that might be attractive to a partner are often ignored or downplayed. We don't often see people with physical or cognitive disabilities portrayed as sexual beings in the movies or other media. Many portrayals of gay couples still tend to show them in a humorous way or focus on the sexual aspects of the relationship rather than the relationship as a whole."

"Stereotypes and biases persist for several reasons, but one reason is that the mass entertainment media tend to reflect established attitudes rather than lead the way by changing attitudes. That may be because they are afraid of upsetting their audience or their sponsors."

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Teacher prompt: "How can the media and popular culture play a positive role in challenging stereotypes and raising awareness of equity and social justice issues?"

Student: "Portraying society more realistically and reflecting its diversity more accurately could do a lot to change public attitudes."

Teacher: "How could you persuade media producers to change the way they portray relationships?"

Student: "I could use my influence as a consumer, by choosing not to buy, read, or listen to material that presents unrealistic and harmful messages. I could also write to the companies that produce such material to express my opinion. I could raise awareness within the school by having discussions, putting up posters, or giving presentations about media stereotyping and its harmful effects. To reach even more people, I could use blogs and social media to get my message online. We need to stand up for the equality of all. As society becomes more informed and more accepting of all types of relationships, stereotyping will become less and less common, and discrimination and violence against those who are represented as different will not be accepted."