

HEALTH & PHYSICAL EDUCATION CURRICULUM: HUMAN DEVELOPMENT AND SEXUAL HEALTH GRADES 9 - 12

HEALTHY RELATIONSHIPS AND HEALTH AND PHYSICAL EDUCATION

Every student is entitled to learn in a safe, caring environment, free from violence and harassment. Research has shown that students learn and achieve better in such environments. A safe and supportive social environment in a school is founded on healthy relationships – the relationships between students, between students and adults, and between adults. Healthy relationships are based on respect, caring, empathy, trust, and dignity, and thrive in an environment in which diversity is honoured and accepted. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours. To experience themselves as valued and connected members of an inclusive social environment, students need to be involved in healthy relationships with their peers, teachers, and other members of the school community.

Several provincial policies, programs, and initiatives, including Foundations for a Healthy School, the Equity and Inclusive Education strategy, and the Safe Schools strategy, are designed to foster caring and safe learning environments in the context of healthy and inclusive schools. These policies and initiatives promote positive learning and teaching environments that support the development of healthy relationships, encourage academic achievement, and help all students reach their full potential.

In its 2008 report, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*, the Safe Schools Action Team confirmed “that the most effective way to enable all students to learn about healthy and respectful relationships is through the school curriculum” (p. 11). Teachers can promote this learning in a variety of ways. For example, by giving students opportunities to apply critical thinking and problem-solving strategies and to address issues through group discussions, role play, case study

analysis, and other means, they can help them develop and practise the skills they need for building healthy relationships. Co-curricular activities such as clubs, intramural and interschool sports, and groups such as gay-straight alliances provide additional opportunities for the kind of interaction that helps students build healthy relationships. Teachers can also have a positive influence on students by modelling the behaviours, values, and skills that are needed to develop and sustain healthy relationships, and by taking advantage of “teachable moments” to address immediate relationship issues that may arise among students.

In health education, the study of healthy relationships includes learning about the effects and the prevention of all types of violence and bullying/harassment, whether face-to-face or online. Learning focuses on the prevention of behaviours that reflect sexism, racism, classism, ableism, sizeism, heterosexism, and homophobia and transphobia. Instances of harassment, such as teasing related to weight or appearance, identity, or ability, need to be addressed and can be related directly to concepts that students are learning in the HALE courses. As teachers strive to create an inclusive and respectful learning environment, it is also important that they examine and address their own biases.

The skills that are needed to build and support healthy relationships can be found throughout the health and physical education curriculum, and especially in the Healthy Active Living Education courses. Expectations that focus on the characteristics of healthy relationships and on ways of responding to challenges in relationships introduce students, in age-appropriate ways, to the knowledge and skills they will need to maintain healthy relationships throughout their lives.

In particular, students need to develop and practise effective interpersonal skills to support their ability to relate positively to others. The living skills component of the Healthy Active Living Education courses provides the basis for developing the communication, relationship, and social skills that are necessary for forming and maintaining healthy relationships. Health and Physical Education Physical activities in the gymnasium and other spaces and health education discussions in the classroom provide numerous and varied opportunities for students to interact and refine these skills. In addition, students improve their ability to contribute to healthy relationships as they develop self-awareness skills, personal coping and management skills, and critical and

creative thinking skills and processes in all strands of the Healthy Active Living Education courses.

EQUITY AND INCLUSIVE EDUCATION IN HEALTH AND PHYSICAL EDUCATION

The Ontario Equity and Inclusive Education strategy focuses on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society. Antidiscrimination education continues to be an important and integral component of the strategy.

In an environment based on the principles of inclusive education, all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other factors – are welcomed, included, treated fairly, and respected. Diversity is valued, and all members of the school community feel safe, comfortable, and accepted. Every student is supported and inspired to succeed in a culture of high expectations for learning. In an inclusive education system, all students see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences.

The implementation of antidiscrimination principles in education influences all aspects of school life. It promotes a school climate that encourages all students to work to high levels of achievement, affirms the worth of all students, and helps students strengthen their sense of identity and develop a positive self-image. It encourages staff and students alike to value and show respect for diversity in the school and the broader society. Antidiscrimination education promotes fairness, healthy relationships, and active, responsible citizenship.

Teachers can give students a variety of opportunities to learn about diversity and diverse perspectives. By drawing attention to the contributions of women, the perspectives of various ethnocultural, religious, and racial communities, and the beliefs and practices of First Nations, Métis, and Inuit peoples, teachers enable students from a

wide range of backgrounds to see themselves reflected in the curriculum. It is essential that learning activities and materials used to support the curriculum reflect the diversity of Ontario society. In addition, teachers should differentiate instruction and assessment strategies to take into account the background and experiences, as well as the interests, aptitudes, and learning needs, of all students.

Interactions between the school and the community should reflect the diversity of both the local community and the broader society. A variety of strategies can be used to communicate with and engage parents and members of diverse communities, and to encourage their participation in and support for school activities, programs, and events. Family and community members should be invited to take part in teacher interviews, the school council, and the parent involvement committee, and to attend and support activities such as plays, concerts, co-curricular activities and events, and various special events at the school. Schools may consider offering assistance with childcare or making alternative scheduling arrangements in order to help caregivers participate. Students can also help by encouraging and accompanying their families, who may be unfamiliar with the Ontario school system. Special outreach strategies and encouragement may be needed to draw in the parents of English language learners and First Nation, Métis, or Inuit students, and to make them feel more comfortable in their interactions with the school.

In implementing the active living and movement competence strands of the Healthy Active Living Education curriculum, teachers should ensure that students are exposed to a wide range of activities and skills that appeal to both male and female students. Sports and games should be balanced with small-group, individual, and recreation activities, including exercises for physical fitness and activities for stress reduction, such as simple yoga techniques.

Teachers must also provide accommodation for students from various faith communities, consistent with the board's religious accommodation guideline – for example, in some cases, segregated swimming classes for male and female students and same-sex partnering for small-group activities might be required – and be aware of clothing restrictions that might exist for some students. In addition, teachers may need to provide accommodations for students who are fasting for religious reasons.

The physical activity component of the curriculum should also take into account the range of student abilities and the diversity of their backgrounds and needs. Teachers should familiarize themselves with strategies that would allow them to involve all students in an appropriate way. Introducing games and activities that have roots in a particular community, for example, can make the learning environment more relevant for students from that community as well as promote cultural awareness and respect among all students. Lacrosse, with its origins in games played by the Haudenosaunee or Iroquois nations, is a good example of a culturally relevant activity that will also appeal to students from all backgrounds. When introducing these kinds of activities into the program, teachers should make the connection to the cultural heritage explicit in order to build understanding, awareness, and respect.

The Healthy Living expectations contained in this document provide teachers with the opportunity to address a number of key issues related to equity, antidiscrimination, and inclusion. Among these are gender issues in the area of healthy sexuality, including the existence of differing norms for sexual behaviour and different risks associated with unprotected sexual activity. In addition, food choices and eating habits may be influenced by personal beliefs or by religious and cultural traditions (e.g., vegetarianism, religious fasting, traditional foods), and these should be addressed in instruction relating to healthy eating. The issue of body image and the detrimental effects of homogenized standards of beauty and physical appearance promoted in the media also have implications for equity and inclusiveness that may affect students. The use of steroids and drugs to enhance athletic performance and appearance, and harmful diets to achieve impossible standards of beauty, should be examined.

Grade 9: Healthy Active Living

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?"

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

Students: "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 prompt: "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 prompt: "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?"

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

Students: "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.

C3.3 Responding to bullying/ harassment (including sexual harassment, gender-based violence, homophobia, racism)

Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour)

Teacher prompt: "Staying safe in relationships and preventing and avoiding violence is a two-way street. It is critical to learn how to say no, but it is also critical to understand that no emphatically means no, that no response means no, and that anything other than enthusiastic consent means no. Tell me more about what consent means and how you recognize it."

Students: "It's not just that neither partner has said no. It's about both partners saying yes. Lack of protest or resistance does not mean consent, nor does silence. A person cannot give consent if they are intoxicated or unconscious." "When we're talking about sexual activity – or anything, really, including situations that involve drinking and driving or other behaviour where there might be risk of harm – you need to remember to pay attention to body language and behaviour as well as words."

Teacher prompt: "What are some warning signs of a relationship that is becoming unhealthy or abusive? What should you do if you think you are in an unhealthy or abusive relationship?"

Students: "Warning signs might include excessive criticism, threats, unreasonable monitoring, intensive pressure, physical violence, jealousy, or controlling behaviour such as checking in constantly by phone, text, or e-mail or limiting time apart, and making rude comments about one's partner in person, by texting, or on the Internet." "If you think that you are in an unhealthy relationship, you should talk to a trusted adult. Tell them why you think the relationship is unhealthy and exactly what the other person has done. This trusted adult can help you talk to your parent or guardian, an elder, a counsellor, school authorities, or even the police."

Teacher prompt: "Everyone needs to feel accepted and safe in their school and in the community. This requires respect for others, cooperation, and an appreciation of others'

differences. Slurs against others are disrespectful and hurtful and violate their human dignity. What can be done to change or challenge this kind of harassment?"

Students: "We can be role models by not using disrespectful language and not accepting it if we hear others say things that are sexist, homophobic, or racist or use other put-downs such as comments about weight or appearance. We can show our support for those who are being disrespected by standing up for them and telling their abusers to stop. If the situation doesn't feel safe, we can help the person get out of the situation or get help."

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?"

Students: "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."

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

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."

Grade 12: Healthy Active Living Education

C1.1 Harassment, violence, abuse – effects, legal implications, and responses

Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations

Teacher prompt: "Harassment, violence, and abuse can take many different forms and occur in many different situations and settings. Stalking, sexual assault, abuse within a family, extortion, workplace harassment, and cyber-bullying are a few well-known examples. How might the individuals involved be affected in some of these situations?"

Students: "The effects will depend on the situation and the severity of the abuse and will also be different for the perpetrator, the person targeted, and the bystanders. Someone in a dating or domestic relationship, for example, could experience physical, sexual, verbal, emotional, or economic abuse, and the abuse may occur at different intervals and with varying degrees of severity – all of which would have different effects. Abuse is often harmful to a person's self-esteem and can lead to depression and anxiety, all of which harm a person's ability to function in society." "Perpetrators of domestic violence

could face legal sanctions, such as fines, imprisonment, or restrictions on their activities. They might also be required to take part in re-education programs offered through corrections, social services, or health agencies." "Witnessing harassment, violence, or abuse can have an impact on people, even if they are not directly targeted. Some situations could be deeply traumatizing. Witnesses may be left with recurring fears or a sense of guilt for not intervening."

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."

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."

C2.2 Using living skills and supports to reduce vulnerability to harassment, violence, abuse

Describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs) can be used to reduce their vulnerability to harassment, violence, or abuse.

Teacher prompt: "How can a person respond to being bullied or harassed?"

Students: "If you're being bullied or harassed in person or online, you need to know that being targeted is not your fault, and that no one deserves to be bullied. If you're able to, be assertive, tell the harasser that you do not like the harassment and insist that it stop. You can also talk to others who may be having the same experience. Record all the details of any incidents, including dates, times, and names of witnesses. If the harassment or bullying persists, it is important to get help from a source that fits your needs. The situation could require the involvement of a person in authority who could intervene as needed to help resolve the situation. That person could also provide unbiased mediation or impose restorative justice to settle the complaint."

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.”

C3.2 Harassment, violence, abuse in local and global contexts – resources, supports, and responses

Analyse the occurrence of harassment, violence, and abuse in relationships (e.g., domestic, intimate, work-related) in their community and around the world, and describe the resources and supports that are available and actions that can be taken to deal with these problems.

Teacher prompt: “Problems such as harassment or abuse in relationships happen all over the world. Provide examples of ways in which harassment and abuse might occur in a school setting, in our community, in other countries. How can we respond to harassment and abuse in our school or community? What is being done to deal with harassment and abuse in other parts of the world?”

Students: “Some common types of harassment and abuse in a school setting are sexual and gender-based harassment, racial or ethnocultural harassment, and bullying. Common forms of harassment and abuse in our community include abuse within families and workplace harassment. In some parts of the world, there are serious

problems of abuse against women and children, and people can be persecuted for their political beliefs or because of their race, culture, gender expression, or sexual orientation." "In school we can respond by starting programs to prevent bullying, building awareness among staff, students, and parents, providing counselling and support, and helping students develop skills and values that discourage harassment and create a more positive atmosphere." "In our community there are programs for dealing with domestic abuse and violence. There are also laws against workplace harassment, and workers can take complaints to human rights councils." "Around the world, human rights organizations help to expose social, political, and racial persecution by governments. Education and microfinancing programs are also helping to increase the independence of women and girls in developing countries and make them less vulnerable to harassment and abuse."

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."

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."