2019 Health and Physical Education Curriculum:
Human Development and Sexual Health
Word-for-word

THE 2019 ADDENDUM TO THE KINDERGARTEN PROGRAM

Specific Expectations

6.4 discuss what action to take when they feel unsafe or uncomfortable, in person or online, and when and how to seek assistance (e.g., acting in response to inappropriate touching; seeking assistance from an adult they know and trust, from 911, or from playground monitors; identifying substances that are harmful to the body; when online, knowing to stop and get help from a parent or trusted adult if they feel unsafe or uncomfortable)

Ways in Which Children Might Demonstrate Their Learning:

Saying "A scary picture popped up when I was playing a video game. I stopped playing and told my dad." "My mom's friend wanted to give me a hug when she met me. I didn't want to hug her so I said, 'Nice to meet you. I'd rather not hug.'" "I told Bryna not to call me that name."

The Educator's Intentional Interactions
Challenging The educators ask children to think of things they can do to stay safe when they are online and generate a list of "rules" (e.g., use sites, games, and apps that a parent or trusted adult has set up for me; follow household rules about being online and using devices; never talk to a stranger online).

GRADE 1

Strand D: Healthy Living

STRAND D1. UNDERSTANDING HEALTH CONCEPTS

Human Development and Sexual Health

D1.3 identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology and body-positive language [A1.5 Self]

Teacher prompt: We talk about all body parts with respect, and we decide who can touch our body. 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 someone touches me anywhere that I don't want them to, or if I'm hurt or need help, I need to know the right words for the parts of my body, so that when I tell a trusted adult about what's happened, they will know what I am talking about."

STRAND D2. MAKING HEALTHY CHOICES

Personal Safety and Injury Prevention

D2.3 demonstrate the ability to recognize caring behaviours (e.g., listening with respect, being helpful, respecting boundaries) and behaviours that can be harmful to physical and mental health (e.g., ignoring or excluding others; bullying; manipulative behaviours; sexually exploitative or abusive behaviours, including inappropriate touching; verbal, emotional, or physical abuse), and describe the feelings associated with each, as well as appropriate ways of responding, demonstrating an understanding of the importance of consent [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Teacher prompt: "Caring behaviours are found in healthy relationships. How might you feel in a healthy relationship?"

Student: "I might feel happy, safe, secure, cared for, and listened to. In a healthy relationship, I would know that if I said I was uncomfortable or wanted someone to stop doing or saying something, they would stop."

Teacher: "How might you feel in a relationship that is not healthy?"

Student: "I might feel sad, scared, angry, confused, hurt."

Teacher: "What are some situations in which you might feel that way, and how might you respond to your feelings in these situations?"

Student: "I might feel that way if someone was being mean or leaving me out, if someone was touching me when I didn't want to be touched, or if I was left at home alone. If I did not feel safe or secure, I could tell a trusted adult about how I felt, and keep telling them until I got help."

Human Development and Sexual Health

D2.5 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."

STRAND D3. MAKING CONNECTIONS FOR HEALTHY LIVING

Personal Safety and Injury Prevention

D3.1 demonstrate an understanding of how to stay safe and avoid injuries to themselves and others in a variety of situations, using knowledge about potential risks at home, in the community, when online, and outdoors (e.g., items or situations that could lead to poisoning, slips, falls, fire, or injury, including injuries from household products, medicines, kitchen tools and equipment, unstable furniture, candles, toys; road, water, and playground hazards; the danger of landing on websites that are not age-appropriate; weather and sun hazards) [A1.5 Self, 1.6 Thinking]

Teacher: "What can you do to stay safe when you're online?"

Students: "I only use the sites or apps that a parent or trusted adult has set up for me."
"I follow household rules about being online and using devices."

GRADE 2

Strand D: Healthy Living

D1. UNDERSTANDING HEALTH CONCEPTS

Personal Safety and Injury Prevention

D1.1 demonstrate an understanding of practices that enhance personal safety in the home (e.g., observing precautions for answering the phone and door, establishing home fire escape strategies, respecting electrical outlet covers, following precautions for preparing and storing foods, washing hands), outdoors (e.g., using UV protection; observing safety rules when riding the bus, riding a bicycle, walking to school, approaching railway tracks and crossings; carrying medication for allergic reactions; being cautious when approaching animals), and when online (e.g., not sharing personal information, checking with an adult if information found online is true) [A1.5 Self, 1.6 Thinking]

Teacher: "What are some things you should do to stay safe when you are playing online games, searching the Internet, or accessing videos?"

Student: "I know that whenever I am on a device, I need to use it with respect for myself and others and think about my personal safety. If I see a picture or video online and feel uncomfortable, confused, or unsafe, I should stop and tell a parent or trusted adult right away. It is important not to talk to strangers in the virtual world because they may not be who they say they are. Also, I should follow household rules about being online."

HUMAN DEVELOPMENT AND SEXUAL HEALTH

D1.4 outline the basic stages of human development (e.g., infant, child, adolescent, adult, older adult) and related changes, and identify physical, mental, social, and environmental factors that are important for healthy growth and living throughout life [A1.5 Self]

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: "When we look at growth and change throughout life, we can consider teachings from different cultures, including First Nations, Métis, and Inuit cultures, about the cycles of birth, life, and death. Indigenous communities have rite of passage ceremonies for each life stage, and teachings about growing and changes in roles and responsibilities at each stage. For example, the Anishinaabe teach about seven stages of life, and believe that at each stage, learning traditional teachings, such as the sevengrandfather teachings, from family, community, and Elders contributes to their overall mental, physical, spiritual, and emotional health."

D1.5 demonstrate the ability to identify and appreciate aspects of how their bodies work and describe what they can do to ensure that they will continue to appreciate their bodies as they grow and change [A1.1 Emotions, 1.3 Motivation, 1.5 Self]

Teacher prompt: "You have already identified what you like about what your body can do. How can you show appreciation for what your body can do?"

Student: "I take care of my body by brushing my teeth, getting enough sleep, being active, and eating well."

Teacher: "Our bodies' job is to work a certain way, not to look a certain way. How can you focus on the things your body helps you do, instead of what your body looks like?"

Student: "I can remind myself that every person's body is unique, and that's why I do not compare the size or shape of my body to others. I will focus on recognizing and appreciating what my body can do, like how my feet spring up when I jump or how my stomach moves out and in as I breathe."

Mental Health Literacy
D1.6 demonstrate an understanding of how a person's body and brain respond to challenging or uncomfortable situations (e.g., they may feel tired, easily overwhelmed,

confused, or overstimulated; they may want to cry or they may have very intense feelings; they may get a headache or feel hot), and describe what they can do to feel better at those times [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

Teacher prompt: "When you are worried or feel uncomfortable about something, your body may let you know about it in different ways. This is something everyone experiences in different ways. What are some of these ways?"

Student: "I get tired and don't want to be around anyone. I feel like I want to cry."

Teacher: "It's helpful to recognize what you're feeling. Sometimes crying or being on your own helps. What are some other things that you can do when you feel like that?"

Students: "When I'm sad, I like to play with my cat." "When I'm at school, it helps me to talk with a friend or my teacher about how I'm feeling."

Teacher: "How do you know if someone else might be feeling worried or uncomfortable about something? How would you treat them?"

Student: "Sometimes you can tell by looking at someone's face but sometimes it's hard to tell how another person is feeling, so it's good to ask. If someone doesn't want to talk or play, I can give them space but I could also check on them in case they want to join later – or maybe ask if they want to talk."

D2. MAKING HEALTHY CHOICES

Personal Safety and Injury Prevention
D2.3 explain the importance of consent and demonstrate the ability to stand up for themselves and others, to enhance well-being and safety (e.g., speaking confidently; stating boundaries, whether in person or online; saying no; respecting the right of a person to say no and encouraging others to respect that right also; reporting exploitative behaviours, such as improper touching of their bodies or others' bodies) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Teacher prompt: "Why is standing up for yourself and showing respect for others important in a friendship?"

Student: "It helps you when you can say what you think or what you need. Friends should listen to each other and show respect. When someone tells a person to stop, that

person should stop. For example, if someone teases me about my allergy to nuts, I can tell them to stop and let them know that contact with nuts could make me stop breathing."

Teacher: "What can standing up for yourself look like?"

Student: "You can hold your head up high, make eye contact, and speak strongly. You can say what you feel and think in a polite but firm way and refuse to do anything that makes you uncomfortable."

Teacher: "In some cultures, making eye contact is considered disrespectful. What can you do then?"

Student: "You can stand up for yourself in other ways, such as speaking firmly to say what you are or are not comfortable with."

Teacher: "If someone touches you in an inappropriate way, or asks to touch you, or asks you to touch them, in a way that makes you feel uncomfortable, confused, or unsafe, how can you stand up for yourself?"

Student: "I can say no and move away. My body is mine. I can tell someone – like a parent, a teacher, a doctor, or an adult that I trust – that I need help. I can keep telling until I get help."

Mental Health Literacy

D2.5 explain how understanding and being able to name their feelings (e.g., happy, relaxed, calm, uncomfortable, sad, angry, frustrated, scared, worried) can help in knowing when they might need to get help [A1.2 Coping, 1.3 Motivation, 1.5 Self]

Teacher prompt: "We've talked about things you might do to feel better when things are difficult or scary. Sometimes you can help yourself. Sometimes you might need to get help. You might also want to help a friend who is worried or upset. What can you do to get help if you or your friend needs it?"

Student: "I can talk with an adult that I can trust. It could be a parent or someone at school or someone else in my family."

Teacher: "Why might it be important to ask for help from a trusted grown-up?"

Students: "Sometimes I don't know what to do to make myself feel better." "Sometimes I'm not sure what to do and talking to my teacher helps me figure it out." "Sometimes it's hard to tell if someone is in trouble, so it's best to get help from a grown-up."

D3. MAKING CONNECTIONS FOR HEALTHY LIVING

Personal Safety and Injury Prevention

D3.1 describe how to relate positively to family members, caregivers, and others (e.g., cooperate, show respect, communicate openly, manage anger, pay attention to what people say and to their facial expressions and body language), and describe behaviours that can be harmful in relating to others (e.g., verbal abuse, including both online and face-to-face name calling, insults, and mocking; deliberately ignoring someone, or ignoring the feelings they express; physical violence, including pushing, kicking, and hitting) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Teacher prompt: "What are some respectful ways you can let someone know that you disagree with them?"

Student: "In our family, when there is a disagreement, each person gets a chance to let each other know what they feel and think, and we pay attention to what everyone has to say, without interrupting them. I feel better when I share my feelings and don't keep them bottled up inside."

Teacher: "What does being a good friend look like? How can you show that you're a friend while working in groups?"

Student: "I can make sure to include everyone, be kind to anyone who wants to be my partner, share toys and equipment, be encouraging, keep my hands to myself, and speak nicely."

Teacher: "Calling someone a name or leaving them out of a group because of how they learn, speak, or look are examples of abusing or mistreating someone with your words or behaviour. We are learning how to prevent and change this behaviour and also how to respond to this behaviour if it happens. What could you do to help in this kind of situation?"

Student: "I could make sure I don't behave that way. If I saw someone else doing it, I could tell the person to stop, or get help from an adult. I could also be friendly to the person who is being treated badly."

GRADE 3

Strand D: Healthy Living

D1. UNDERSTANDING HEALTH CONCEPTS

Human Development and Sexual Health

D1.4 identify the characteristics of healthy relationships (e.g., accepting and respecting differences, avoiding assumptions, being inclusive, communicating openly, establishing and respecting personal boundaries, listening, showing mutual respect and caring, being honest) and describe ways of responding to bullying and other challenges (e.g., exclusion, discrimination, peer pressure, abuse) and of communicating consent in their interactions with others [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

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?"

Students: "I can tell the person how I'm feeling, and we can try to work something out that we both agree on. If we can't solve the problem ourselves, we could try to get advice from a trusted adult. It's normal for friends to disagree sometimes, but we always need to be respectful of each other's feelings and boundaries. It might be a good idea to spend some time apart until we can communicate openly and listen respectfully."

"I can remember that just being kind is always a good place to start. For example, when a new student joins our class, I could invite them to sit with us for lunch."

D1.5 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), social-emotional development (e.g., of self-awareness, adaptive skills, social skills), and the development of a healthy body image (e.g., of the ability to enjoy, respect, and celebrate one's body, to acknowledge one's thoughts and feelings about it, to accept its shape and size and to focus instead on what it can do) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.5 Self]

Teacher prompt: "Our body image is the way we think and feel about our physical appearance. When you have a healthy body image, most of your feelings about your body and appearance are positive. You feel comfortable and confident in your body, and you accept and appreciate it. What are some ways of developing a healthy body image?"

Student: "I can focus on caring for my body and respecting what it can do. I can spend time doing physical activities that I enjoy, such as climbing and dancing. It's important to remember that everyone's body is unique, so it's not helpful to compare my body to anyone else's."

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 can affect my body size and shape, skin colour, and type of hair. 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 much I talk about and focus on my appearance, how I choose my friends, and some of the activities I do."

Teacher prompt: "Having a sense of belonging and of being accepted, understood, and listened to is important for emotional development. How can you show acceptance or understanding of everyone, regardless of shape and size, ability, background, family, skin colour, culture, who they love, or the way they do things?"

Students: "I can stand up for someone who is being teased because someone thinks 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." "I can pay attention to what people do for me to make me feel that I'm included and that I belong, then try to do the same for others."

D2. MAKING HEALTHY CHOICES

Personal Safety and Injury Prevention

D2.2 apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online (e.g., guidelines for water safety; guidelines and protocols for safe drinking water; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe online communication; guidelines for personal hygiene and the prevention of infectious diseases; guidelines for proper use of hand sanitizers; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) [A1.6 Thinking]

Teacher prompt: "How do you stay safe when you are doing an Internet search, or when you are playing an online game?"

Student: "I know that there is information online that is untrue, hurtful, and not okay for kids. Sometimes there are advertisements or links that are confusing, and I feel uncomfortable or unsafe. Sometimes something pops up on my screen out of the blue or what I'm seeing suddenly changes and I don't understand what happened. When I see something I didn't expect to see or something I know is wrong, I should stop and tell an adult."

D3. MAKING CONNECTIONS FOR HEALTHY LIVING

Personal Safety and Injury Prevention

D3.2 explain how the portrayal of fictional violence in various media, both on- and offline (e.g., television dramas, video games, Internet, movies), can create an unrealistic view of the consequences of real violence (e.g., physical trauma, chronic disability, family stress, death) [A1.1 Emotions, 1.6 Thinking]

Teacher prompt: "Watching violence in movies or on television, or carrying out violent acts in a video game, might make you think that violent behaviour is normal or acceptable. How is violence in the virtual world different from real life?"

Student: "In the virtual world, characters aren't really hurt. If they are badly hurt in one scene, they may suddenly be all right in the next. In real life, a person involved in violence can be seriously hurt, physically and emotionally."

Human Development and Sexual Health

D3.3 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, mental illness, family background, personal preferences, allergies and sensitivities) make each person unique, and identify ways of showing respect for differences in others [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

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, who we love, and what we are able to do. Give me some examples of things that make each person unique."

Student: "People live in all kinds of families. Some students live with two parents, some live with one. Some live with parents who are married, some have parents who live apart. Some live with grandparents or caregivers. Various other things make people unique too, like their cultural or faith backgrounds. We also all have unique talents and abilities, and things that each of us finds 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, be willing to stand up for others, and be willing to learn about others."

GRADE 4

Strand D: Healthy Living

D1. UNDERSTANDING HEALTH CONCEPTS

Personal Safety and Injury Prevention

D1.2 identify risks associated with the use of communications technology, including Internet use, texting, and gaming (e.g., difficulty developing healthy interpersonal skills and relationships offline; spending too much time online and not enough with family and friends; exposure to online predators; experiencing social isolation, depressed mood, preoccupation with comparing themselves to others and seeking validation, unhealthy sleeping patterns, and other risks to mental health), and describe precautions and strategies for using these technologies safely [A1.4 Relationships, 1.6 Thinking]

Teacher prompt: "There are many benefits to the prevalence of the Internet and cell phones, including a great increase in our ability to get and share information and to communicate and collaborate with each other. But with these benefits come risks and potential dangers as well, such as exposure to people who ask you for sexual pictures or want you to share personal information. It is helpful to have frequent conversations with a parent or trusted adult about how to use the Internet and their smart phone in order to stay safe. Too much time spent on social media, playing online games, or on our phones is not good for our health and well-being if it interferes with other important parts of our life, like spending time in person with family and friends or getting school work done. What are some things you should do to use this technology safely and in a way that supports your mental health? How can you get help if you get into trouble?"

Students: "I should make sure that a parent or trusted adult knows what I am doing when I'm using any digital device, so I have someone there who can help, if needed. When I can, I should use a computer in a shared space, like a kitchen, living room, or library, instead of alone in my bedroom. I shouldn't share my password or personal information, like my phone number, the school I go to, or my address." "I try to limit the amount of time I spend gaming, texting, watching videos, or surfing the Internet, because I know it's healthier to spend time with people in person or to be outdoors. It's easy to lose track and spend too much time alone." "Sometimes I feel bad because my

friends' posts get so many more likes than mine do. Getting away from social media for a while usually helps me feel better." "I should be aware that things are not always as they seem in the virtual world, and people are not always who they say they are. So, if someone asks me to open an attachment or click on a link, I should not do it. Instead, I should close and delete the message right away, without responding. If anyone asks me to move to a chat room or a website when I'm online, I will check first with a parent or trusted adult. If something makes me feel uncomfortable, confused, or unsafe, I should stop right away and tell an adult instead of trying to solve the problem online. I should also help my friends by reminding them of these tips."

D1.3 describe various types of bullying, abuse, and other non-consensual behaviour (e.g., social, emotional, physical, verbal), including cyberbullying (e.g., via social media, apps, e-mail, text messaging, chat rooms, websites), and identify the impacts they can have and appropriate ways of responding [A1.1 Emotions, 1.2 Coping]

Teacher prompt: "What is an example of social bullying? Physical bullying? Verbal bullying? Is one type of bullying any more or less hurtful than another?"

Student: "Social bullying could include leaving someone out of the group, refusing to be someone's partner, spreading rumours in person or online, sharing someone's personal information or photos without their consent, or totally ignoring someone. Physical bullying could include pushing someone, pulling their hair, or knocking them down. No one should touch another person without their consent. Verbal bullying could include name calling, mocking, teasing about ability or appearance, including weight, size, or clothing, and making sexist or racist comments in person or online. When any type of bullying is used to target someone because of who they are – their ethnocultural background, gender, abilities, or socio-economic status – then it is also an example of identity-based bullying. If a person tells someone to stop whatever they are doing, they should stop. Any of these kinds of bullying could cause emotional pain. Social or emotional bullying is more difficult to see but it can be just as hurtful, or even worse."

Teacher prompt: "In cases of abuse, it is not uncommon for the person being abused to know the person who is abusing them. Also, the person being abused does not always recognize that they are being abused. If a friend told you that they had a secret and that someone in their family was screaming at them a lot, hitting them, touching them inappropriately, or doing something else abusive, how could you help?"

Student: "I would tell my friend to tell an adult that they trust and, if necessary, keep telling other adults, until they get help, because it can be unsafe to keep these kinds of things secret. Along the way, I would listen and be there to support my friend."

Teacher prompt: "If you are a bystander to cyberbullying, what can you do?"

Student: "I can stand up for the person who is being bullied online. I can tell the person to get offline and try to help them get help. I can tell an adult I trust."

Human Development and Sexual Health

D1.5 describe the physical changes that occur 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 [A1.1 Emotions, 1.2 Coping, 1.4 Relationships]

Teacher prompt: "During puberty, our 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 hard to get 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, and how can you manage them?"

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. I know that all of this is a part of growing up. I try to notice what I'm feeling and what is happening, and that helps. I can ask questions, talk with a friend, parent, or trusted adult, and get help if I need it. I can also use some of the strategies that I've been learning for taking care of my physical and mental health, such as being physically active."

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, but

you should be treated in an age-appropriate and respectful way. Sometimes classmates, friends, or family make comments or tease you about the changes. That's not okay."

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 person comes of age, according to religious law, and can now participate as an adult in the religious life of the community. Many Indigenous communities have rites of passage that signal that an adolescent is ready to take on an adult role in society."

D2. MAKING HEALTHY CHOICES

Personal Safety and Injury Prevention

D2.2 apply a decision-making process (e.g., identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time) to assess risks and make safe decisions in a variety of situations (e.g., when using a wheelchair, cycling, preparing food, going online) [A1.2 Coping, 1.6 Thinking]

Teacher prompt: "What safety considerations do you need to think about when you go online? Who can help you make safe decisions?"

Student: "I need to remember that the information I find online may not be true, or that it may only show one point of view. The Internet may show or tell me things that are unhealthy, unsafe, or against the law. I need to check anything I find before I believe, repeat, or forward it. I should not share any of my personal information online – for example, my age, my phone number, or where I live. I should not give financial information to anyone online. I know that information about my online behaviour, such as playing games, sharing pictures, or sending texts, can remain recorded for years, and may have consequences in the future, so I am very careful about what I do online. I respect the privacy of my peers by not posting or sharing videos of them without their consent. If someone asks me for any personal information or a personal photo, I should not respond, and I should tell a parent or trusted adult about what happened."

Teacher: "How can you identify whether a website is unsafe?"

Student: "I need to realize that some websites are unsafe. They can be unsafe if they are asking for personal information or have pop-ups or links that lead to unexpected sites. Some websites are unsafe because they have very negative information, show violence, promote hate, or have images that make me feel confused or uncomfortable. Some websites encourage users to engage in scams or other illegal activities. If I'm not sure, I should ask a parent or trusted adult to guide me to the best sites, and always let them know about the sites I visit."

Human Development and Sexual Health

D2.4 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) [A1.5 Self]

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

Strand D: Healthy Living

D1. UNDERSTANDING HEALTH CONCEPTS

Personal Safety and Injury Prevention

D1.1 identify trusted people (e.g., parents, guardians, family members, neighbours, teachers, crossing guards, police, older students, coaches) and support services (e.g., help lines, including professional online chat support such as Kids Help Phone, youth or community hubs, 9-1-1, Telehealth, public health units, community mental health services, student services) that can assist with injury prevention, emotional distress, emergencies, bullying, non-consensual photo sharing and other non-consensual behaviour, and abusive and violent situations [A1.1 Emotions, 1.2 Coping]

Teacher prompt: "If you are being bullied, to whom can you turn for help?"

Student: "I can turn to any adult I trust – a parent, a teacher, a coach, an Indigenous youth worker, or a community mentor. I need to continue to ask for help until I get the help I need."

Teacher: "What should you do in a situation in which someone is being violent?"

Student: "Get out of the way, get help, and do not try to intervene directly."

Teacher: "If you notice that a friend's behaviour has changed and they seem very sad and upset, who could you ask to get help for your friend?"

Student: "I could ask my parents or my teacher or someone from my friend's family."

Human Development and Sexual Health

D1.3 identify the parts of the reproductive system, and describe how the body changes during puberty [A1.5 Self]

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. Not all bodies experience changes of the same kind, or at the same time. What are some physical changes that may happen during puberty?"

Student: "Female bodies develop breasts and start menstruating for the first time during puberty. An increase in weight and body fat is normal. Male bodies become more muscular, develop deeper voices, and grow facial and body hair. The penis and testicles grow larger. As part of puberty, adolescents grow hair under the arms, on the legs, and in the pubic area. The rate at which these changes occur varies for each individual."

D1.4 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 female bodies 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 an embryo. 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: "In the male body, 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 sperm is ejaculated into the vagina, 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?"

Students: "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. In various Indigenous cultures, women are viewed with the highest regard, and menstruation is seen as sacred." "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."

D2. MAKING HEALTHY CHOICES

Personal Safety and Injury Prevention
D2.2 demonstrate the ability to deal with threatening situations by applying socialemotional learning skills (e.g., self-awareness skills, including self-monitoring, coping, and emotion-management skills; relationship skills, including conflict resolution skills; communication skills, including assertiveness and refusal skills) and safety strategies (e.g., having a plan and thinking before acting; looking confident, being aware of their surroundings and of people's body language, tone of voice, or facial expressions; seeking help; drawing on cultural teachings, where appropriate, to analyse situations and develop responses) [A1.1 Emotions, 1.2 Coping, 1.3 Motivation, 1.4 Relationships, 1.5 Self]

Teacher prompt: "What can you do to help if a friend tells you about a situation where they are feeling bullied or unsafe? What could you do if you were there when it happened?"

Student: "I can listen to my friend and talk about ways we can stand up for ourselves when someone is bullying us, including by naming the behaviour – stating firmly that it's not okay to say things that are racist or homophobic, even in a joking way. I can stand up for my friend if I am there when it happens, or I can get help by telling a trusted adult."

Teacher prompt: "What strategies could you use in a situation where you were being harassed, criticized, left out, or treated differently because of what someone thought about your sex, race, culture, religion, sexual orientation, body shape, weight, or ability?"

Student: "Different situations may require different strategies. Sometimes it is best to be assertive and stand up to the person who is treating me badly, by speaking confidently. If I feel threatened, it is safer to avoid confrontation by ignoring the person, making an excuse and walking away, or getting help. It is always good to notice how these kinds of situations make me feel and to share my feelings with an adult I trust."

Human Development and Sexual Health

D2.4 identify intersecting factors that affect the development of a person's self-concept, including their sexual orientation (e.g., self-awareness, self-acceptance, social environment, opinions of others who are important to them, influence of stereotypical thinking, awareness of their own strengths and needs, social competency, cultural identity, availability of support, body image, mental health and emotional well-being, physical abilities), and how these factors can support their personal health and well-being [A1.1 Emotions, 1.2 Coping, 1.5 Self]

Teacher prompt: "A person's self-concept and mental health and well-being can be affected by a number of internal and external factors that work together. Internal factors come from within yourself. They include having a sense of purpose in life, being able to arrive at and sustain a clear sense of who you are, having a strong sense of cultural identity, feeling that you have the right – and the ability – to take steps to make things better, having clear boundaries, being optimistic, having high expectations of yourself, and having the skills you need to solve problems. Sexual orientation refers to a person's sense of sexual attraction to people of the same or different sex. Having an understanding of your sexual orientation is an important part of developing your sense of self and well-being. There are also external factors that impact your development. These come from outside yourself. Can you give me examples of external factors that are protective – things that help a person develop a positive self-concept and improve their mental health and well-being?"

Student: "Protective external factors include having support from friends, 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. Together, internal and external factors shape who you are, and help you understand who you are."

D2.5 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), recognize signs that could indicate mental health concerns, and identify strategies that they can apply to manage stress, build resilience, keep open communication with family members and caring adults, and enhance their mental health and emotional well-being (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, Métis Senators, knowledge keepers or knowledge holders) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

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, the 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 what others may think about 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, sexual orientation, and body shape and structure, or whether I 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 how others see these aspects of me, but I can control what I do and how I act. For example, I may feel self-conscious about my body when I am running or swimming, but I like these activities and I will continue to do them."

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."

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 that person 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 with others or posting sexual rumours online is hurtful, unacceptable, and illegal."

D3. MAKING CONNECTIONS FOR HEALTHY LIVING

Healthy Eating

D3.1 describe how advertising, food marketing, and media affect food choices (e.g., TV commercials, product packaging, celebrity endorsements and social media postings, product placements in movies and programs, idealized and unrealistic body images in movies and programs, magazine articles promoting fad diets, loyalty programs), and explain how these influences can be evaluated to help people make healthier choices (e.g., by critically examining the reasons for celebrity endorsements or public personas or the plausibility of product claims, checking whether there is information in an advertisement to verify its claims, asking for information about product ingredients and nutrients, critically examining the reality and healthiness of idealized body images in the media) [A1.6 Thinking]

Teacher prompt: "What might you think about when you see a professional athlete drinking an energy drink in a commercial?"

Student: "The advertisement is trying to influence me to buy the drink. But just because the ad says a professional athlete drinks it does not mean that the athlete actually drinks that drink, or that it is healthy for me or that I need to drink it when I am being active."

Teacher: "What do you think when you see a magazine cover promoting a fad diet?"

Student: "I remind myself that the dieting industry is primarily focused on making money, not on making people healthier. I make a point of ignoring all messages about dieting for weight and shape control, and stay focused on health instead."

Personal Safety and Injury Prevention

D3.2 explain how a person's actions, either in person or online, including making homophobic or other hurtful comments, can affect their own and others' feelings, self-concept, mental health and emotional well-being, and reputation (e.g., negative actions such as name calling, making sexist or racist remarks, mocking appearance or ability, excluding others, bullying/cyberbullying, sexual harassment [including online activities such as making sexual comments, sharing sexual pictures, or asking for such pictures to be sent]; positive actions such as praising, supporting, including, and advocating) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

Teacher prompt: "Negative actions that hurt the feelings of others can also result in stigma. When someone appears to be different from us, whether it is because of something visible like a physical disability or something less visible like having an illness such as HIV/AIDS, a mental health problem like depression, or a visual or hearing impairment, we may view them in a stereotyped manner and make assumptions. Stereotypes can have a strong, negative impact on someone's self-concept and well-being. Even stereotypes that might seem positive are harmful, because they do not let people be their real selves. On the other hand, you can also make a big difference in a positive way with your actions. Give an example of an action that can affect someone's feelings, self-concept, or reputation in a positive way."

Student: "Actions that can have a positive effect include asking someone who has been left out to be a partner, praising someone for their accomplishments, recognizing someone's talent or skill, and making sure everyone gets a turn."

Teacher: "How do your actions – positive or negative – have an impact on your own self-concept and reputation?"

Student: "Having a positive attitude towards other people can make you feel good about yourself. It can also make people want to be around you. Always being negative or putting other people down reflects badly on you and can make you feel worse about yourself."

GRADE 6

D1. UNDERSTANDING HEALTH CONCEPTS

Personal Safety and Injury Prevention

D1.1 demonstrate ways of being inclusive, respectful, and accepting, and describe how this benefits everyone, including themselves [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

Teacher prompt: "What are some ways we can make our classroom and our school welcoming and accepting of everyone?"

Students: "We can get to know each other better and not make assumptions based on what we think we know." "We take turns and listen respectfully to each other. We don't interrupt." "To remove barriers, our school has an elevator to make sure students can get around easily if they cannot take the stairs." "When we are working in groups, the teacher makes sure that everyone has a chance to partner with others." "Everyone has someone to play with, or talk to at recess, if they want." "We read books and use materials in class that describe various types of families and relationships. We know that 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). Reading books and using materials that show this can make everyone feel included."

Teacher: "Why is it important to be inclusive?"

Student: "Feeling like you don't belong in class, at school, or in society can have a major impact on your mental health and well-being. When I feel included and welcome at school, I am more self-confident and better able to value myself and others. I enjoy going to school every day, I am motivated to do my best, I like supporting my classmates, and I feel like I have something to offer. Everyone wants to feel that way. We learn more about one another when everyone feels confident enough to share their experiences, and when we recognize that what makes each of us unique, what we have in common, and our different perspectives are valuable."

Human Development and Sexual Health

D1.3 demonstrate an understanding of the impacts of viewing sexually explicit media, including pornography (e.g., leads to a limited or distorted understanding of

relationships; reinforces harmful gender norms; promotes an unrealistic or idealized body image)

Teacher prompt: "Sexually explicit material is easily accessible and can be found in a variety of media, including social media, online games, music videos, movies, and pornography. This content can portray people and relationships in ways that are misleading and inaccurate, and can promote harmful gender stereotypes. It may not show people behaving with respect for themselves or their partners, or giving or respecting consent. What are some other ways in which viewing sexually explicit media can affect healthy development?"

Student: "In pornography, relationships are usually portrayed by actors, and they are not realistic. Unrealistic scenes are not models of healthy relationships, and they can affect people's understanding of what respectful relationships look like, or should look like."

Teacher prompt: "If you have questions about something you see online, where can you get answers?"

Student: "I can talk with an adult I trust. It really matters to me to have someone I feel safe talking to answer my questions."

D2. MAKING HEALTHY CHOICES

Personal Safety and Injury Prevention

D2.3 apply social-emotional learning skills (e.g., self-awareness and self-management skills, including anger management; communication skills, including listening skills and assertiveness skills) to promote positive interaction and avoid or manage conflict in social situations, in person or online (e.g., classroom groups, groups of friends, sports teams, school clubs, social media sites, online games) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

Teacher prompt: "If you are in a situation where you find yourself feeling angry, what can you do to manage your anger? If you need help, who can you ask for help?"

Students: "I can take some deep breaths, walk away, and give myself some time and space to cool down. Doing something physical outdoors, like running, swimming, playing basketball, or biking, helps me. I can also consult my physical education teacher, who knows a lot of other strategies and can walk me through them. Once I am calmer, I

can think about what made me angry and about whether there is anything I would like to do about it, like calmly explaining to someone that the way they treated me upset me. I can also think about what I can do to prevent the situation from happening again." "If I see something online that I disagree with and feel angry about, I pause instead of responding right away. I need to take time to decide if I should respond, and how, because I know that whatever I post online lasts forever."

Teacher: "If someone does something online that you disagree with or that is intrusive, what can you do?"

Students: "I can stop whatever I'm doing online, and tell an adult about what's happened. If the person I disagree with is a friend, I can also follow up with them in person to let them know that I disagree with their actions online." "My family and I can investigate privacy tool options."

Human Development and Sexual Health

D2.5 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, confusion and questions about changes) [A1.1 Emotions, 1.4 Relationships, 1.5 Self]

Teacher prompt: "By getting questions answered with factual information from reliable sources 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…?"

Teacher prompt: "Things like ejaculating when you are asleep (wet dreams) or experiencing vaginal lubrication are normal and happen as a result of physical changes that come with puberty. Exploring one's body by touching or masturbating is something that many people do because it feels good. It is common and is not harmful and is one way of learning about your body."

D2.6 make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills (e.g., self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the life cycle, the seven-grandfather teachings, or other cultural teachings) [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

Teacher prompt: "In many ways, dating or intimate 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? How can you help a friend who may be in an unhealthy relationship?"

Student: "In a healthy relationship, people show respect and care for each other. They try to communicate well and are honest with each other. When someone in a relationship is jealous, controlling, or abusive, or does anything that makes you feel uncomfortable, that is a sign of trouble. Sometimes a relationship can start out as healthy but then become unhealthy. If I saw this happening to a friend of mine, I would talk to them about what I'm noticing, listen to their response without judgement, and encourage them to seek help when needed. I would also try to get help for them from a parent or a teacher, or through a help line."

Teacher prompt: "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, boundaries, 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 prompt: "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 – all these are important skills. A clear, specific, and enthusiastic 'yes' that is ongoing and given freely is a signal

of consent. A response of 'no', an uncertain response, or silence needs to be understood as no consent. It is important to remember that a person can change their mind and say no at any time to something that they said yes to before."

Teacher prompt: "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 prompt: "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 prompt: "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 empathy 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."

Teacher prompt: "Why might people decide to get married?"

Student: "Many religions and cultures place importance on marriage. Marriage can be a healthy and loving committed partnership between two people who respect each other. Many religions and cultures affirm and celebrate marriage and family life as a fulfilling aspect of human life."

D3. MAKING CONNECTIONS FOR HEALTHY LIVING

Human Development and Sexual Health

D3.3 assess the effects of stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity, 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 harmful assumptions and stereotypes that can lead to destructive social attitudes including homophobia and racism [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

Teacher prompt: "Assumptions are often made about what is 'normal' or expected for people based on their sex or gender – 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. It is all right for people to be interested in things that are not associated with traditional gender roles, because each person is an individual who has their own interests. Assumptions based on traditional gender roles can make people who do not fit into the expected norms feel confused or bad about themselves, damaging their self-concept, and can lead them to stop doing the things they love. Such assumptions can also cause people to discriminate against and exclude those who are seen as 'different'. Assumptions about sexual orientations, learning disabilities, mental illnesses, or cultural differences are harmful in similar ways, leading to homophobia and other prejudices based on fear, hatred, and mistrust. Everyone needs to feel accepted in school and in the community. Why do you think such stereotyped assumptions come about? What can be done to change or challenge them?"

Students: "Stereotypes are usually formed when we do not have enough information and we make assumptions. They can also come from widely held societal beliefs. One way we can start to address stereotypes is by finding out more about people. By being open-minded, observing and listening, asking questions, getting more information, and considering different perspectives, we can work to change stereotypes. We know that not all couples are male-female, and we 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 having a mental illness is no different from having any other illness, and that we wouldn't call someone names if they had any other illness.

GRADE 7

Strand D: Healthy Living

D1. UNDERSTANDING HEALTH CONCEPTS

Personal Safety and Injury Prevention

D1.1 describe benefits and dangers, for themselves and others, that are associated with the use of computers and other digital technologies (e.g., benefits: efficiency and time savings; increased access to information; improved communication, including global access; dangers: misuse of private information; negative impact on mental health, including possible social isolation, feelings of depression, and addiction; identity theft; cyberstalking; exposure to online predators, including those involved in sex trafficking and/or soliciting explicit sexual images; hearing damage and/or traffic injuries associated with earphone use; financial losses from online gambling), and identify protective responses [A1.2 Coping, 1.4 Relationships, 1.5 Self]

Teacher prompt: "We've already discussed the benefits of using technology. Along with the benefits, there are risks, such as being targeted for harmful online interactions, encountering online violence and hate, including that generated by hate groups, and dealing with unsafe social media challenges. Another risk is encountering pornography and other sexually explicit material that promotes gender stereotypes, unsafe sex practices, and unrealistic portrayals of sex, sexuality, and relationships. What are some ways of staying safe when you are online? What should you keep in mind when you are using a computer or mobile device? What can you do to take care of your physical and mental health when it comes to digital media?"

Students: "It's important to be aware of how much time you are spending online and to set healthy limits for screen time. There are apps to help with this." "Everyone should be aware that anything they write or post could become public information. If you do not want someone else to know about something, or someone has not given you permission to share something, you should not write about it or post it." "You should never share your password." "Not everything we come across online is real. For example, some social media challenges are hoaxes, and may be harmful. I need to think carefully and critically about what I see online." "If you are a target of online harassment, you

should save and print the messages you received and get help from a parent, teacher, or other trusted adult."

Teacher prompt: "Sexting – or the practice of sending explicit sexual messages or photos electronically, predominantly by smart phone – is a practice that has significant risks and potential legal consequences. What are some of the risks? What can you do to minimize those risks and treat others with respect?"

Students: "Photos and messages can become public even if shared for only a second. They can be manipulated or misinterpreted. If they become public, they can have an impact on the well-being of the individuals involved, their future relationships, and even their jobs. There are also legal penalties for anyone sharing images without consent." "You shouldn't pressure people to send photos of themselves. If someone does send you a photo, you should delete it. Do not send it to anyone else or share it online, because respecting privacy and treating others with respect are just as important with online technology as with face-to-face interactions."

Human Development and Sexual Health

D1.3 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 vaginal or anal intercourse; choosing to abstain from oral-genital contact); the reasons for not engaging in sexual activity; the concept of consent, the legal age 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 a healthy, loving relationship [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

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 these boundaries with a partner is an important part of sexual health. Having sex can be an enjoyable experience. It can also be an important part of a close, loving, and committed relationship, such as marriage or a long-term, healthy relationship, when you are older. Some people may think that sex is the best way to express love, but there are many other important and meaningful ways in which it can be expressed. Having sex has risks too, including the possibility of getting sexually

transmitted and blood-borne infections (STBBIs) or becoming a parent when you don't want to. There are also emotional and other considerations to think about. What are some of them?"

Students: "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 STBBIs or pregnancy, and being prepared to handle the emotional ups and downs of a relationship, including the ending of a relationship. Some people see sex as little more than a physical act and do not realize the emotional impact it can have. Engaging in any type of sexual activity with a partner can make the relationship more emotional or more complicated." "Some people choose to or are encouraged to wait to be sexually active for personal, cultural, or religious reasons." "People should not feel that they need to engage in sexual acts in order to please their partner or to gain social acceptance. A person should not have sex if they are feeling pressured, if they are unsure, if they are under the influence of drugs or alcohol, or if their partner is not ready or has not given consent. It is also important to remember that a person is free to change their mind about any type of activity at any time, and that their boundaries must be respected."

D1.4 identify sexually transmitted and blood-borne infections (STBBIs), and describe their symptoms

Teacher prompt: "Common sexually transmitted and blood-borne infections include human papillomavirus (HPV), genital herpes, chlamydia, HIV, gonorrhea, and hepatitis. In some cases when a person has an STBBI, there are visible symptoms, but in many cases, the person has no visible symptoms, so it's hard to tell if you or someone else has an STBBI. All STBBIs can have a significant impact on your health if they are not treated. What are some symptoms of an STBBI? If an STBBI has no symptoms, how can you find out if you have it?"

Student: "Sometimes when you have an STBBI, you can see symptoms, such as pubic lice or genital warts. In other instances you may experience itching, redness, or pain when urinating. If you are sexually active you should be regularly tested by a healthcare provider even if you don't see or experience any symptoms. Depending on the STBBI, tests can be done by taking swabs from the cervix, vagina, urethra, or other body parts, or by taking urine or blood samples."

D1.5 identify ways of preventing STBBIs and/or unplanned pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms and other forms of protection consistently [A1.2 Coping, 1.4 Relationships, 1.5 Self]

Teacher prompt: "Engaging in sexual activities like oral sex, vaginal intercourse, and anal intercourse means that you can contract an STBBI. The most reliable way to avoid sexually transmitted infections is to not have sex. 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 and HPV vaccination. People who think they will be having sex sometime soon should keep a condom or other effective and suitable form of protection with them so they will have it when they need it. They should also talk with their partner about being emotionally ready to have sex and about using protection before they have sex, so both partners will know that protection will be used. If a partner says they do not want to use a condom, for example, a person should say, 'I will not have sex without a condom.' If you do have sex, it is important that you use protection every time, to help prevent contracting an STBBI or becoming a parent before you are ready."

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. The only way to know if you have HIV is to get an HIV test. Today, with antiviral and other medicines, people with HIV are living longer, with a better quality of life. 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 cannot be transmitted. HIV transmission results from specific activities and does not occur through everyday contact with someone living with HIV or 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 may be transmitted through contact with bodily fluids – semen, blood, vaginal or rectal 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 vaginal or anal intercourse, which is the most common method of infection. It is very important that you use protection, such as 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, shaming them, or avoiding everyday contact with them makes it more challenging for them to tell others that they have HIV or to get tested for it. These things make it easier for HIV to spread."

D2. MAKING HEALTHY CHOICES

Personal Safety and Injury Prevention

D2.2 assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents (e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as "ratting"; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

Teacher prompt: "What are some of the consequences of using homophobic putdowns or racial slurs? How can this hurtful behaviour be prevented?"

Student: "Using homophobic or racist language is discriminatory and it can be harmful to the targeted person's well-being. It can also have harmful consequences for the whole atmosphere in the school. Sometimes, people speak without thinking about what they are actually saying and how they are hurting others. To change this behaviour, everyone needs to take responsibility for the words they use and also to challenge

others who make discriminatory comments or put people down, whether in person or online."

Teacher prompt: "Inappropriate sexual behaviour, including things like touching someone's body as they walk by in the hall, making sexual comments, or pulling pieces of clothing up or down, is sexual harassment. Texting someone constantly can also be harassment. What can you do to stop this kind of thing?"

Students: "Don't do it. Don't encourage others to do it. Don't accept it if you see it happening – whether in person or on social media. Tell the person to stop, or report them." "Online, you can call someone on unacceptable language, but it's better to have a face-to-face conversation about it afterwards."

Teacher prompt: "A common form of harassment is spreading hurtful gossip about others. Is this type of bullying any less harmful than physical bullying? How can it be stopped?"

Student: "Verbal and social bullying and harassment – whether done in person, online, or through texting – are just as harmful as physical bullying and can have a negative impact on the targeted person's mental health. There are legal consequences for both physical assault and verbal harassment. If we hear it or see it, we should not tolerate it. It is up to everyone to make sure that this type of behaviour is not tolerated."

Teacher prompt: "What kind of support will the person who was bullied and the bystander need?"

Student: "The person who was bullied and the bystander need to be listened to and given a chance to express their feelings about the harm that has been done and to contribute their ideas about what needs to be done to put things right. They need to be given help to make sure the bullying stops. They might be afraid and may need counselling to recover emotionally from being bullied or witnessing bullying. To prevent future bullying, we should all try to discover and affirm the uniqueness of each person and support one another."

Teacher: "It is often helpful to work with the person who did the bullying, in order to prevent such an incident from happening again. It can be helpful to use an approach that puts the emphasis on the wrong done to the person as well as the wrong done to

the community. It requires wrongdoers to recognize the harm they have caused, accept responsibility for their actions, and be actively involved in improving the situation. What is needed for this to happen?"

Student: "Both parties need to be willing to work through the issue together, looking for a solution that helps everyone. The person who did the bullying has to admit guilt and accept responsibility for their actions. The person who was targeted needs to participate without feeling pressured. It is really important for their participation to be voluntary and for the process not to cause further harm. Someone who is skilled in guiding this approach can make sure that the outcome is helpful for everyone."

Human Development and Sexual Health

D2.4 demonstrate an understanding of physical, emotional, social, and cognitive factors that need to be considered when making decisions related to sexual health (e.g., sexually transmitted and blood-borne infections [STBBIs], possible side effects of contraceptives, pregnancy, protective value of vaccinations, social labelling, gender identity, gender expression, sexual orientation, self-concept issues, relationships, love, respect, desire, pleasure, cultural teachings) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

Teacher prompt: "Thinking about your sexual health is important. It's important to have a good understanding of yourself before you get 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 like your physical and emotional readiness; having safer sex and avoiding consequences such as becoming a parent before you want to or contracting an STBBI; your sexual orientation and gender identity; your understanding of your own body, including what gives you pleasure; and the emotional implications of sexual intimacy or being in a relationship. Some people can experience anxiety and a range of other emotions after the breakup of a relationship that has had strong physical and emotional components. People can seek help or counselling if they feel that they are caught in a cycle of unhealthy relationships. Thinking about your sexual health can also include thinking about religious, cultural, or spiritual beliefs. Moral and ethical considerations are involved as well, including 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 can be influenced by your personal, family, religious, cultural, or spiritual 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."

D3. MAKING CONNECTIONS FOR HEALTHY LIVING

Human Development and Sexual Health
D3.3 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; effect of growing interest in intimate relationships on peer relationships; increased risk of STBBIs and/or pregnancy with onset of sexual activity) [A1.1 Emotions, 1.4 Relationships]

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

Student: "Adolescents may become interested in having an intimate relationship with someone. 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

Strand D: Healthy Living

Human Development and Sexual Health

D1.4 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 such as the legal age of consent; awareness of the risk of sexually transmitted and blood-borne infections [STBBIs]; concerns about the risk of becoming a parent; 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 teacher, a guidance counsellor, a religious leader, a parent or other trusted adult, a reputable website) [A1.1 Emotions, 1.2 Coping, 1.5 Self]

Teacher prompt: "How would thinking about your personal limits and life goals 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."

Teacher prompt: "Why is it important to get information from a credible source before making a decision that has to do with sexual health or sexual activity? 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. Taking time to get more information also gives you more time to think. Teens who are well informed about sexual health and who are aware of the possible health consequences of becoming sexually active will be more likely to use the

protection they need." "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."

D1.5 demonstrate an understanding of gender identity (e.g., male, female, Two-Spirit, transgender), gender expression, and sexual orientation (e.g., heterosexual, gay, lesbian, bisexual, pansexual, asexual), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [A1.2 Coping, 1.5 Self]*

Teacher prompt: "Gender identity refers to a person's internal sense or feeling of being a woman, a man, both, neither, or anywhere on the gender spectrum, which may or may not be the same as the person's birth-assigned sex. It is different from and does not determine a person's sexual orientation. Sexual orientation refers to a person's sense of sexual attraction to people of the same or different sex. It is essential to treat people of all sexual orientations, gender identities, and gender expressions with respect and acceptance. Gender expression refers to how you demonstrate your gender through the ways you act, dress, and behave, and the pronouns you choose to use in reference to yourself. 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. Young people can develop positively if they understand their gender identity and their sexual orientation and if these are respected by themselves, their family, and their community. What kind of support do people need to help them understand their gender identity and their sexual orientation?"

Student: "It is important for people to have role models that they can relate to – for example, people of similar ages or cultures. It's also important to have all gender identities and sexual orientations portrayed positively in the media, in literature, and in materials we use at school. When we treat everyone with respect and kindness, we provide the support that people need. 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."

Teacher prompt: "How can we recognize and respect the uniqueness of all people so that everyone can develop a positive self-concept?"

Student: "Every person is worthy of respect and has the right to be free from discrimination, regardless of their sexual orientation, gender identity, or gender expression. We can talk about our differences and what makes us unique with respect, and listen carefully when others share their experiences. We can accept that sometimes we will have to agree to disagree. Accepting the uniqueness of every individual may be a way to become more accepting of ourselves. We can treat others with dignity and the same degree of respect we would like to be treated with ourselves. We all need love and support as we grow and mature. When needed, support can come from school and community organizations."

* Instruction and assessment of learning connected with this expectation must take place in the second reporting period of the school year (January–June).

D2. MAKING HEALTHY CHOICES

Personal Safety and Injury Prevention

D2.2 demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning without exploring potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing), and apply strategies for avoiding dangerous situations [A1.2 Coping, 1.6 Thinking]

Teacher prompt: "What are some things to be aware of in a relationship to keep yourself and your partner safe?"

Student: "Thinking about what makes a relationship healthier is a good start. Things that could lead to danger in relationships include an uneven balance of power in the relationship and situations that involve alcohol or drugs. I can stay safer by defining my own limits, listening to my gut feelings, and letting others know what I am doing and where I am going. If something does not feel good or right, I need to have the confidence to tell the other person to stop immediately. And if someone tells me – verbally or non-verbally – to stop, I need to stop immediately."

Human Development and Sexual Health

D2.3 demonstrate an understanding of abstinence, contraception and the use of effective and suitable protection to prevent pregnancy and STBBIs, and the concept of consent, as well as the skills (e.g., self-awareness, communication, assertiveness, and refusal skills) they need to apply in order to make safe and healthy decisions about sexual activity (e.g., delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; opting to seek additional information and support; having safer sex) [A1.3 Motivation, 1.5 Self, 1.6 Thinking]

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

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 a parent is to abstain from 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. For example, condoms provide protection against both pregnancy and STBBIs – but to be effective, they need to be used properly and used every time."

Teacher prompt: "The decision to be sexually active is a personal choice that everyone gets to make for themselves. No one should feel pressured to engage in sexual activity. What do teenagers need to know and think about in order to set appropriate personal limits with respect to sexual activity?"

Student: "Not all students choose to be sexually active. When thinking about what choice they will make, students need to consider their personal or family values, religious beliefs, and cultural teachings. They 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."

D3. MAKING CONNECTIONS FOR HEALTHY LIVING

Personal Safety and Injury Prevention

D3.2 analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and gender-based violence (e.g., violence

against women, girls, people who are transgender or gender non-conforming) or racially based violence, on the person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, gay-straight student alliances) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.6 Thinking]

Teacher prompt: "Managing emotions in heated situations is an essential skill. Consider this situation: Students are playing basketball on the playground; someone gets pushed aggressively, and tempers flare. What is the impact on those playing and those watching?"

Student: "This situation could escalate into a fight. Someone could be hurt, and that could lead to suspension or assault charges and damage the relationships between the players on and off the court and in the classroom. It could scare or injure the people watching."

Teacher prompt: "What are some of the impacts of violence?"

Students: "Violence can have short-term and long-term impacts on the person who has been targeted, including: psychological impacts, such as sadness or shame; physical and mental health impacts, such as physical injury, stress, depression, or post-traumatic stress disorder [PTSD]; and social impacts, such as withdrawal from people, out of fear for safety; loss of reputation; or loss of income. Bystanders can also experience some of these impacts. The perpetrator may experience legal consequences and psychological impacts, such as guilt or shame." "'Hazing' is a form of violence that can have long-term effects on members of a group or team. Hazing rituals are often repeated every season, and group or team members who were targeted when they joined the group are often expected to participate in violence against new members."

Teacher prompt: "Gender-based violence includes any form of behaviour – psychological, physical, or sexual – that is based on an individual's gender and is intended to control, humiliate, or harm the individual. Sexually explicit media, such as pornography, that depicts women as sex objects and unequal to men can contribute to gender-based violence. Gender-based violence can affect all people, but it disproportionately affects women, girls, people who are transgender or gender non-conforming, and marginalized communities. One example of gender-based violence is

the systemic violence that Indigenous women and girls have experienced in Canada for decades. Can you give me some other examples?"

Student: "It can include things like having your rear end pinched in the hallway, having your top pulled down or lifted up, or being held down and touched. Gender based violence can include physical assault in a relationship, sexual assault, and rape. In addition, sex trafficking is a form of gender-based violence. It involves someone being controlled by someone else and coerced to perform sex acts for money, food, alcohol, or drugs. A trafficker may target a person by offering praise and support online or through social media, and then pretend to be their boyfriend or girlfriend. The targeted person may become stressed, nervous, and secretive, and may start to miss school. The person may own expensive new things that normally they could not afford. However, there may also be no signs that a person is being sex trafficked."

Teacher prompt: "How can a person dealing with violent behaviour find support? How do support programs help?"

Student: "If you are concerned about a violent situation, you should tell a trusted adult. You can also reach out to a help line (phone, text, or mobile app) that will provide information and advice, tell you about other services that may help you, or just listen if you have a problem or if you're frustrated. It's also good to join after-school youth programs and clubs. They can help by providing a fun, safe place to socialize with friends or meet new people."

Human Development and Sexual Health

D3.3 analyse the attractions and benefits associated with being in a healthy relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STBBIs and related risk to future fertility, becoming a parent before you are ready, sexual harassment and exploitation; potential for dating violence) [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]

Teacher prompt: "There are pros and cons to being in a relationship, and when you are in a relationship, there are positive things and drawbacks associated with different levels of intimacy. All of them are important to think about. There is a range of intimate behaviours that people can use to show caring and connection in a relationship, and

different levels of risk associated with different levels of intimacy. Intimate behaviours can include holding hands, hugging, kissing, touching bodies and genitals, and engaging in sexual intercourse. When considering the level of intimacy that is appropriate for their relationship, what do people need to think about?"

Student: "Individuals need to consider their own values and beliefs and treat each other's choices and limits with respect. If one partner chooses to abstain from a sexual activity – for example, a person might want to kiss but not want to have any genital contact – the other partner needs to respect that decision. Both partners need to have the confidence and comfort level to talk about how they can show their affection while respecting each other's decisions."

Teacher: "Being intimate with someone includes having a good understanding of the concept of consent and incorporating that understanding into behaviour. What are some of the important things that we need to understand about consent?"

Student: "Consent is necessary in a sexual relationship. It is important to know that consent to one sexual activity does not imply consent to all sexual activities, so partners must ask for consent at every stage. Consent is always communicated, never assumed. You can ask your partner simple questions to be sure that they want to continue: 'Do you want to do this?', 'Are you okay to go on?', or 'Do you want to stop?' At any stage, a 'no', or an indication that someone wants to stop, means no and does not require any further explanation. If your partner hesitates or doesn't respond clearly, the activity should stop. It is against the law to have any type of sexual activity with someone without their consent."

Teacher: "How can being in an intimate relationship affect other relationships in your life?"

Student: "When you have a partner, sometimes you might start hanging out with different people or spending less time with some of your friends. You might have less time to spend with family. It's important to be aware of what is happening, so that you can take steps to avoid neglecting other relationships that are important to you."