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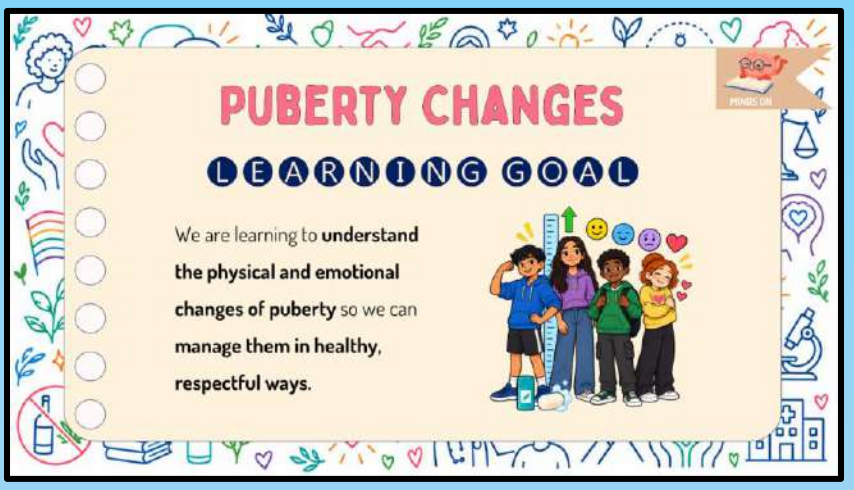
Ontario Health Curriculum

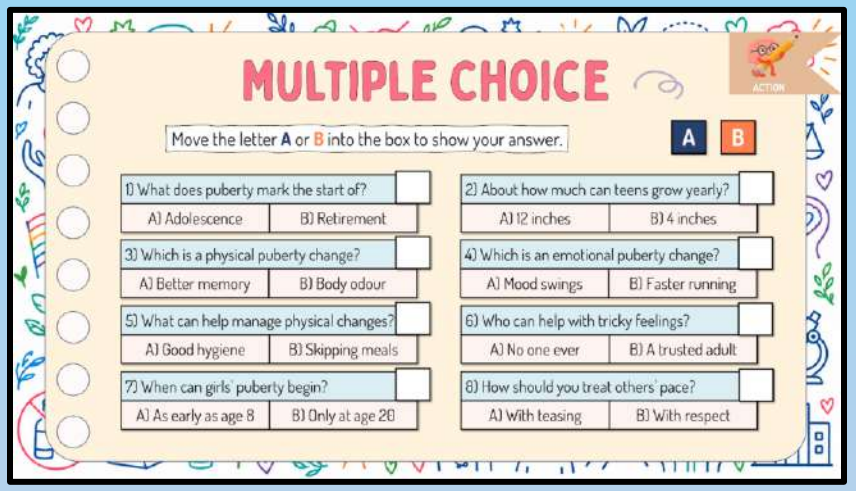
Human Development & Sexual Health – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



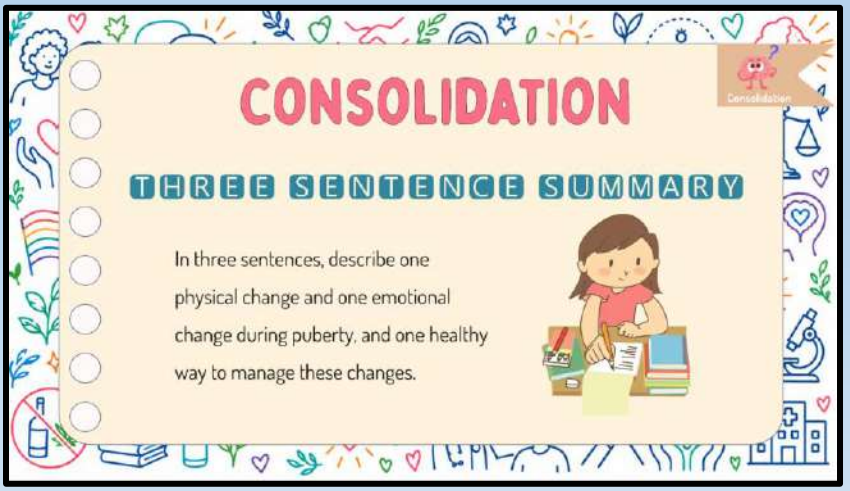


Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

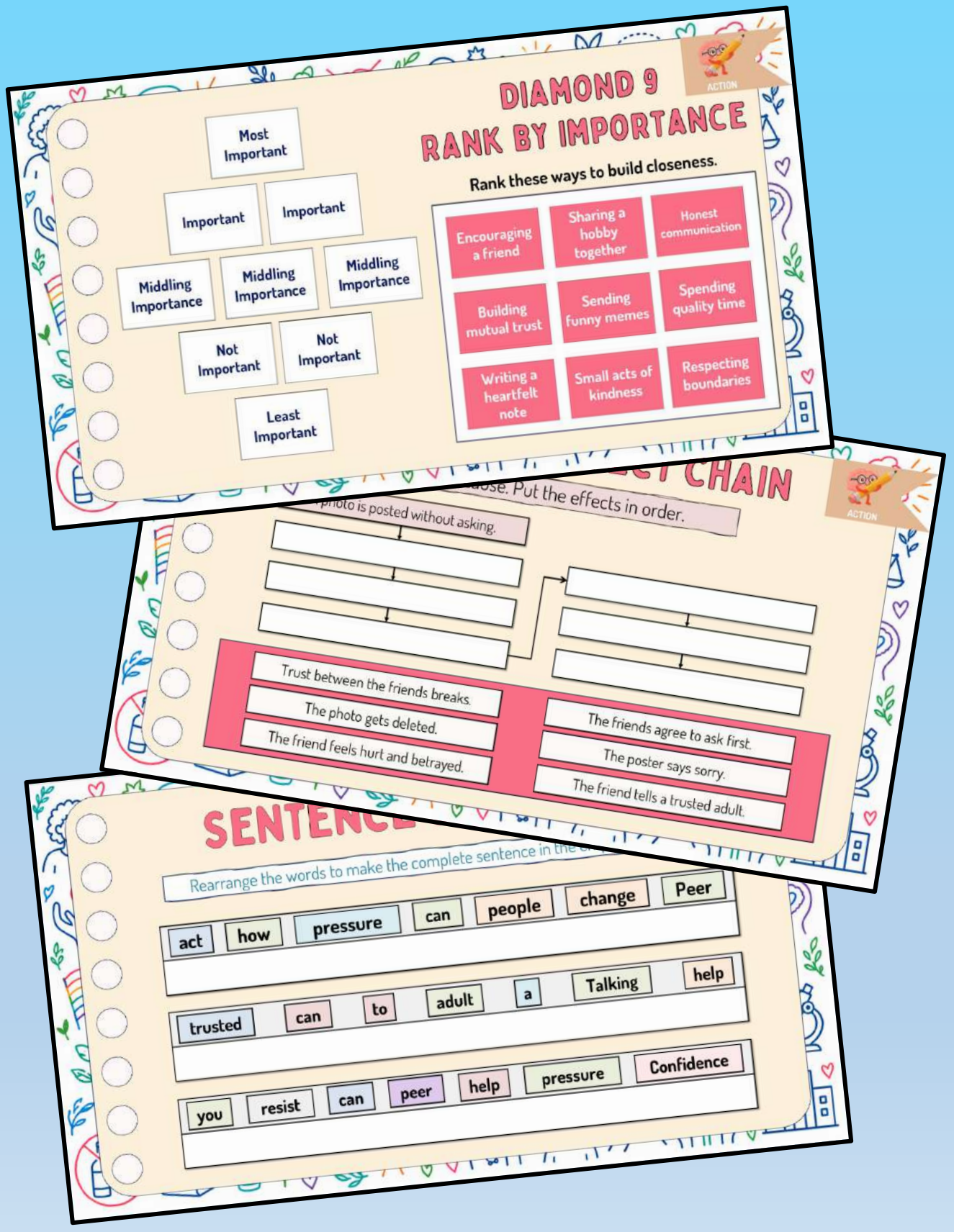
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Ontario Health Curriculum

Human Development & Sexual Health – Grade 7



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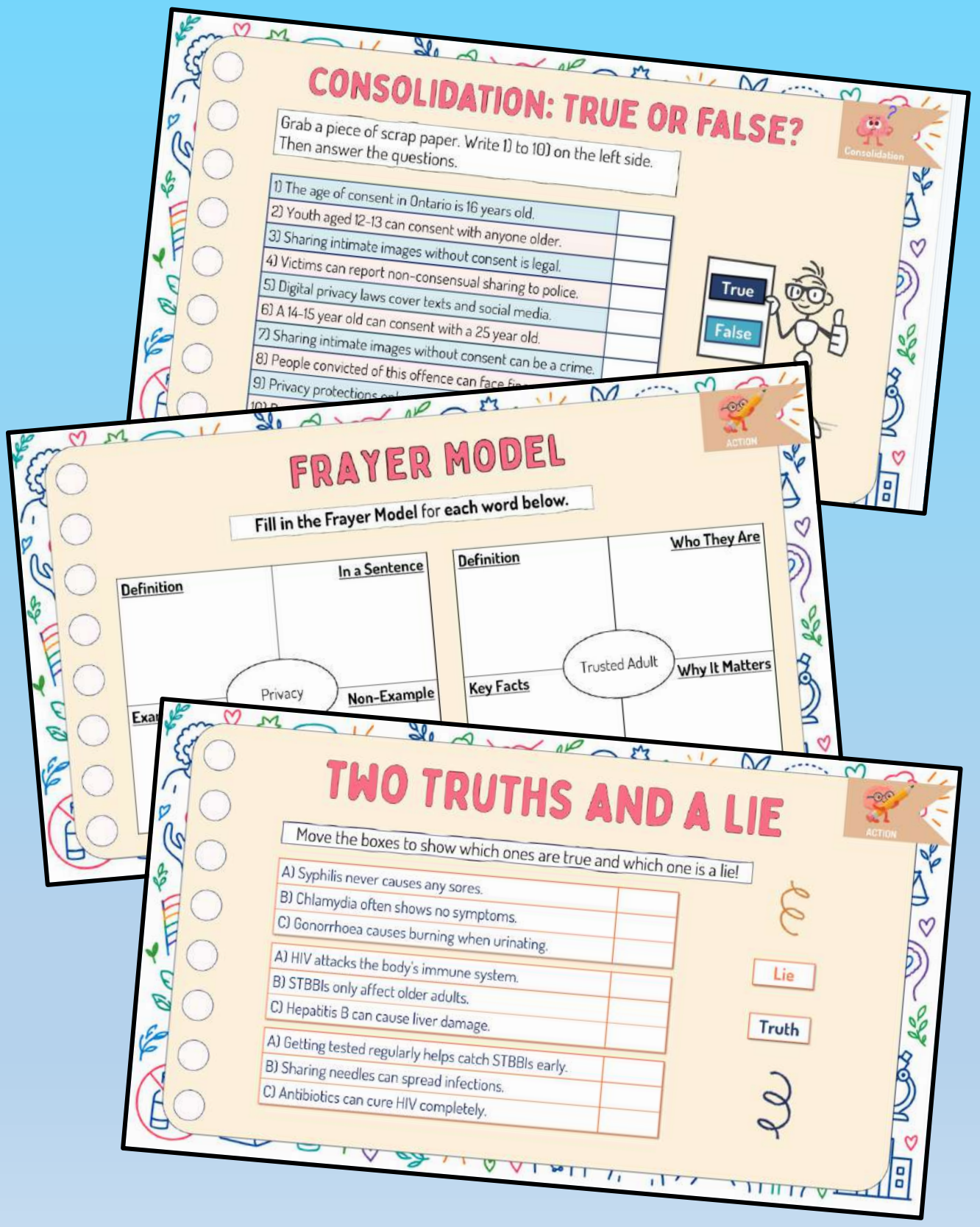
Human Development & Sexual Health – Grade 7



Workbook Preview

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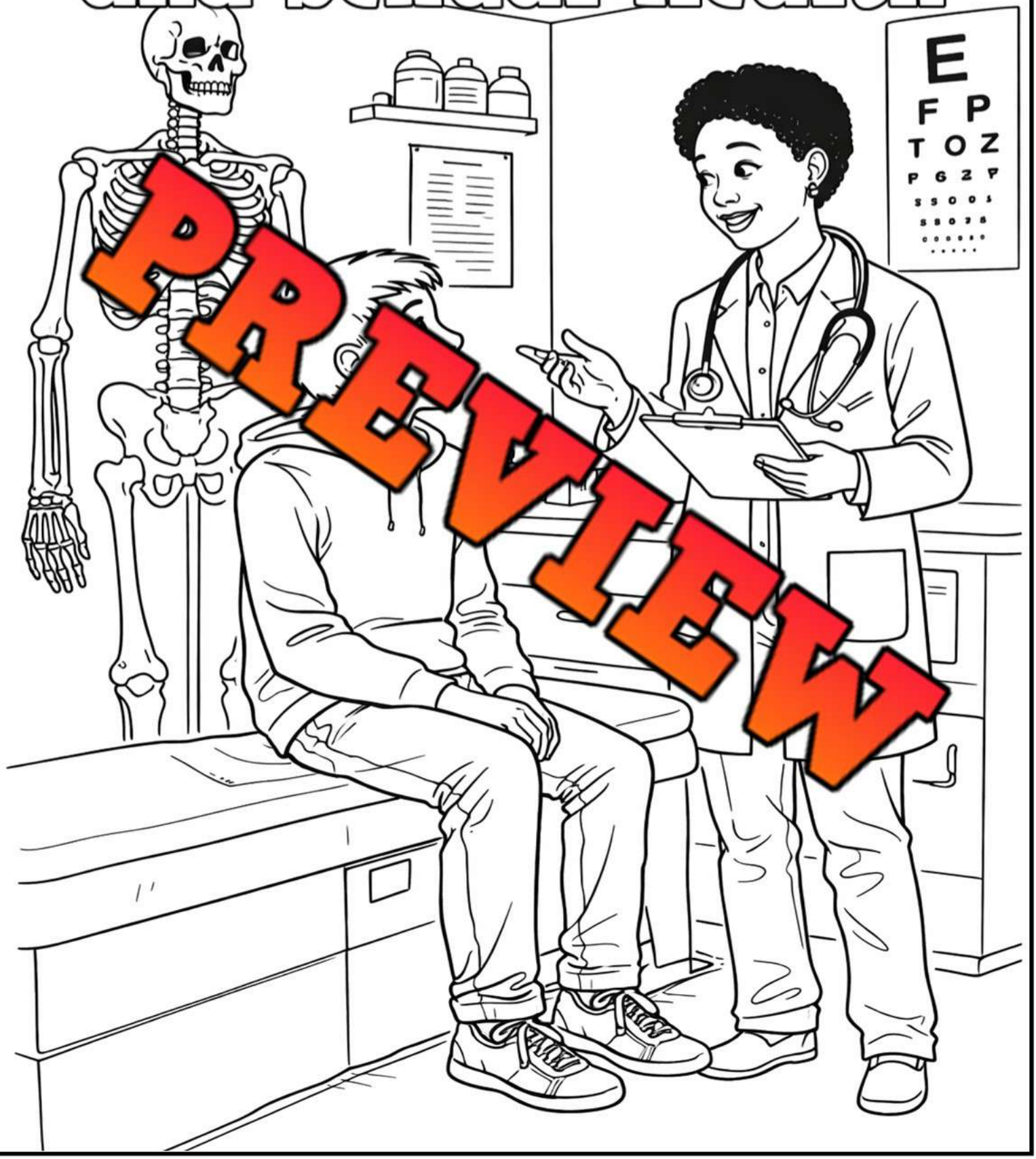
Grade 7 – Health Unit

Human Development and Sexual Health

	Curriculum Expectations	Pages
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	28–51, 127–136
D1.4		1, 36
D1.5	and other forms of protection consistently	1, 36
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)	52–66, 102–136
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)	6–27, 39–51, 127–136

Preview of 90 pages from this product that contains 178 pages total.

Human Development and Sexual Health



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Curriculum Connection
D3.3

Story: Navigating Puberty

Draw | Draw pictures that illustrate the story.

The Journey of Change

Alex was a grade 7 student who lived in a small Canadian town. Alex noticed changes that weren't discussed much at home or school. One day, during a health class, the topic of p as introduced. The teacher explained, "Puberty is a natural phase, marki om childhood to adolescence. It involves both physical and emoti change

Alex learned that p ty st e ages 8 to 14 for girls and 9 to 15 for boys, affecting everyone diffe r som ins earlier, and for others, a bit later," the teacher noted. Alex thoug out anges like growth spurts, which occur at a rate of about 4 inches per y d othe s such as the development of body hair and changes in body odour, which made

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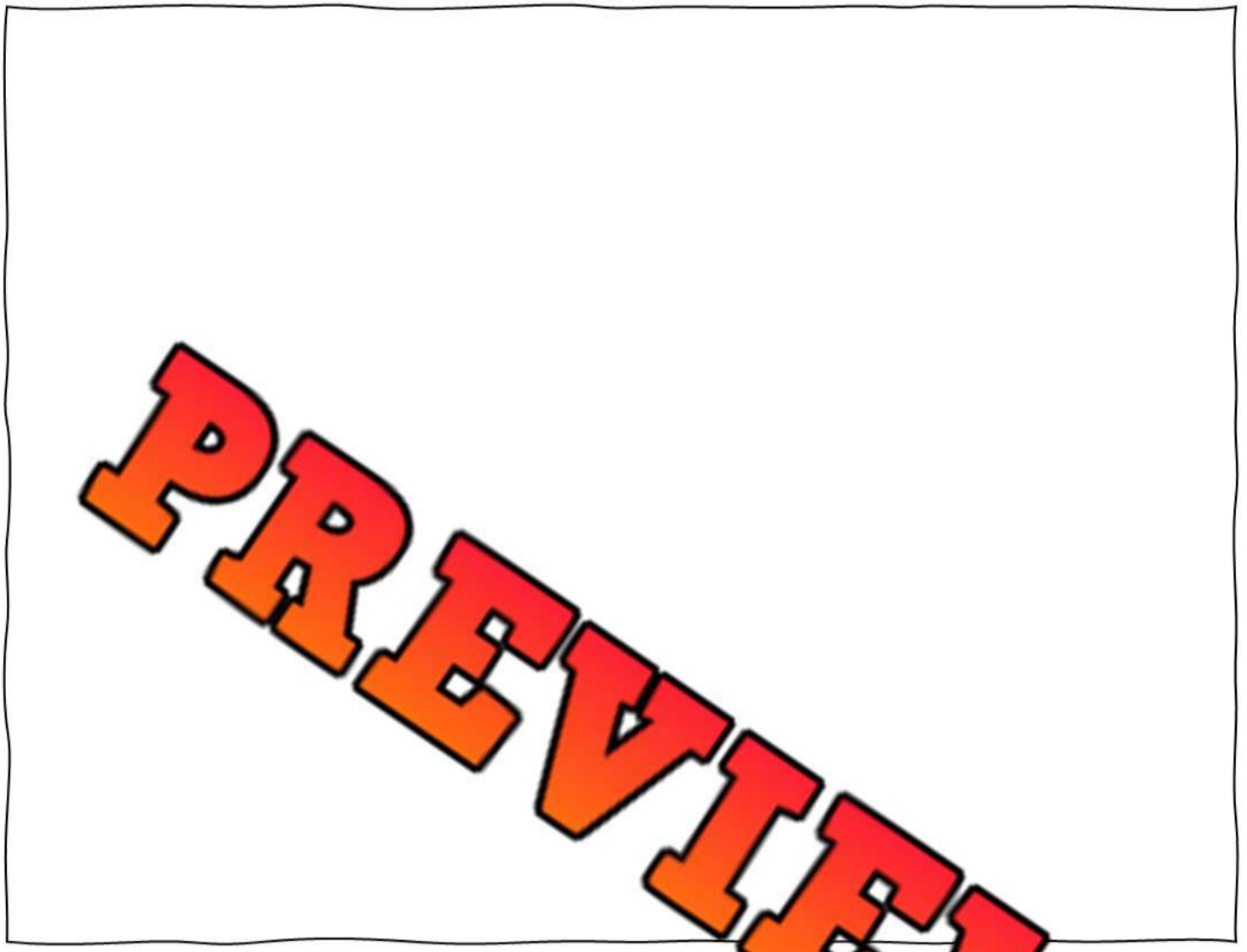
Name: _____ 7

Curriculum Connection
D3.3



The emotional changes were a revelation to Alex. "You might feel [illegible] find your mood changes more quickly," the teacher said. Alex recalled [illegible] unusually irritable last week for no apparent reason and realized it was part of growing up. The teacher emphasized the importance of emotional well-being, advising, "It's okay to talk about your feelings with someone you trust."

Relationships, the teacher explained, can also shift during puberty. "You may find your interests diverging from those of your childhood friends or find yourself seeking more independence from your family." This struck a chord with Alex, who had recently felt misunderstood by old friends and was seeking new connections.

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Curriculum Connection
D3.3

The class discussed how to manage these changes, focusing on open communication. "Talking to your parents, a trusted adult, or friends going through similar experiences can be very helpful," the teacher suggested. Alex considered starting a conversation with their parents about these feelings and changes.

The teacher concluded with advice on self-care: "Maintaining a healthy lifestyle is crucial. R exercise, a balanced diet, and good hygiene can help manage some of the phys of puberty." Alex, who loved hockey, saw this as a reason to cont ps try new sports as well.

PREVIEW

Curriculum Connection
D3.3



Finally, the teacher stressed the importance of respect for oneself and others. "Everyone goes through puberty at their own pace. It's important to treat everyone with kindness and respect, regardless of where they are in their journey." This message of empathy and understanding resonated deeply with Alex.

As the class ended, Alex felt more informed and less alone in this journey of change. They realized that while puberty might be challenging, it was also an exciting time of growth and discovery. Alex decided to embrace the journey with an open heart and mind, ready to navigate the changes with confidence and curiosity.

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Curriculum Connection
D3.3

Story: Mental Health and Sexual Health

Minds and Hearts Intertwined



In the heart of a vibrant community lived Aarav and Leyla, two friends navigating the complexities of adolescence. Amidst their journey, they discovered an essential lesson: the profou connection between mental and sexual health.

Aarav, a ll player, learned that his emotional well-being directly influenced his d ips, including those of a sexual nature. He understood that feeling g d abo ein onfident, and managing stress were crucial for making healthy choices alized he was happy and mentally healthy, he was more likely to respe municate effectively with his partner.

Leyla, an aspiring artist, notice her e impacted her relationships too. She learned that a strong sense of self and e stability could lead to healthier and more fulfilling relationships. Leyla d ered ividuals who are mentally well are 60% more likely to practice sa ual h lighting the importance of emotional health in decision-making.

Together, Aarav and Leyla embarked on a project for their health cl ese findings. They shared that maintaining mental health can lead to better se ealth decisions, emphasizing the importance of open communication, mutual respect, and consent in relationships.

Their project was a hit, encouraging their classmates to consider how their mental health affects their sexual health and relationships. Aarav and Leyla became advocates for holistic health education, inspiring their community to support both mental and sexual health awareness. Through their journey, they learned that taking care of their minds was just as important as taking care of their bodies, making them wiser and more compassionate individuals.

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Name: _____ 17

Curriculum Connection
D3.3

Questions

Answer the questions below.

1) What lesson did Aarav learn about mental health?

2) How did ...la's emotional state impact her relationships?

True or False

Is ... true or false?

1) Aarav enjoys playing soccer.	True	False
2) Mental health does not affect sexual ... decisi...	True	False
3) Aarav and Leyla shared their project in health...	True	False
4) Aarav learned stress management is unimporta...	True	False
5) Leyla discovered self-worth affects relationships.	...ue	False

Connecting

Write about a time you made a poor decision because y... ...f ... or angry.

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Name: _____ 18

Curriculum Connection
D3.3

Memory Game: Mental Health Support

Objective

What are we learning about?

To help students recognize emotional challenges during adolescence and match them with appropriate support strategies that promote healthy relationships and decision-making.

Materials

What you will need for the activity.

- I
- Ma or pri
- List of sce ppo sponses
- Timer (opti



Instructions

How yo mple tivity

1. Prepare 15 pairs of index cards. O n eac hould show a situation related to mental health, emotions, tionshi ec n-making during adolescence, while the matching card shoul an a te support response or trusted person who could help. Mark th s of t cards with S and the response cards with R.
2. Shuffle all the cards and place them face down in a g ern le on the floor.
3. Divide the class into small groups and let each group take turns flipp cards at a time.
4. If a student flips a Situation (S) card, they read it aloud, then flip another card and read the Response (R) card.
5. The group decides if the response is the correct support for the situation.
6. If the cards match, the player keeps the pair and takes another turn. If they do not match, the cards are turned face down again and the next player takes a turn.
7. Continue the game until all pairs are matched, then discuss how seeking support from friends, family, teachers, or counselors can help adolescents manage emotions and make healthy relationship decisions.

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Curriculum Connection
D3.3

Challenges	Response Strategies
Feeling Lonely	Seeking social connections through clubs or interest groups to combat loneliness.
Stress fr ol rk	Consulting with educators to manage and balance academic demands effectively.
Worrying About Friendship	lk to your friends or som u trust to alleviate our rns about in.
Dealing with Bullying	Reporting i d discussing strategi handle bullying safely and effectively.
Feeling Overwhelmed and Stressed by Changes	Utilizing mindfulness or relaxation techniques to reduce stress.

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Curriculum Connection
D3.3

Challenges	Response Strategies
Struggling with Self-esteem	Recognizing personal strengths and accomplishments to bolster self-confidence.
Navigating Peer Pressure	Practicing assertiveness and decision-making skills to ensure you don't succumb to peer pressure.
Experiencing Mood Swings	Monitoring emotional shifts through journaling to understand and manage triggers/moods.
Feeling Anxious about the Future	Creating and setting small goals to build confidence and reduce anxiety.
Difficulty in Family Relationships	Seek counselling to improve communication among family members.

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Curriculum Connection
D3.3

Challenges	Response Strategies
Concerns about Body Image	Engaging in positive self-dialogue to foster a healthy body image.
Coping [illegible]	Participating in support groups to share grief and find communal solace.
Managing Anger	Ado[illegible] techniques like deep [illegible] to control and [illegible] constructively.
Feeling Isolated	Engaging in co[illegible] service to build connec[illegible]s and alleviate feelings of isolation.
Dealing with Disappointment	Reflecting on lessons learned and planning future steps to overcome setbacks.

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Curriculum Connection
D1.3

Story: Exploring Intimacy Without Sex

The Garden of Connection

In the small town of Mapleview, two grade 7 students, Aiden and Sofia, embarked on a project for their health class. Their assignment was to explore and present on "Exploring Intimacy Without Sex," focusing on the myriad ways to express love and intimacy beyond physical means.



Aiden and Sofia decided to compare human relationships to the growth of a garden, a metaphor they felt everyone could relate to. They began their presentation by sharing that, much like a garden, relationships need various forms of nurturing to grow strong and healthy. They emphasized that only about 20% of teens by the age of 17 have engaged in sexual activity, highlighting the importance of understanding intimacy in relationships during their teenage years.

They shared statistics indicating that strong emotional connections, built on trust and mutual respect, are the foundation of any lasting relationship. They spoke about the importance of spending quality time together, like working on a shared hobby or project, which 75% of teenagers found more fulfilling than engaging in casual activities.

Furthermore, Aiden and Sofia discussed the significance of communication, noting that 90% of teens who feel comfortable talking openly with their partners reported higher levels of happiness in their relationships. They also touched on the power of small acts of kindness, like writing heartfelt notes or helping each other with tasks, to show care and appreciation.

Their presentation concluded on the note that intimacy is about feeling close and connected to someone in ways that respect each other's boundaries and comfort levels. Just like a garden, relationships flourish with patience, care, and mutual respect, growing into something beautiful and enduring.

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Curriculum Connection
D1.3

Questions

Answer the questions below.

1) Why is communication important in relationships, according to Aiden and Sofia's findings?

2) How did Aiden and Sofia suggest one can show intimacy without engaging in sexual activities?

PREVIEW

True or False

...ater... true or false?

1) Aiden and Sofia's pr...ut ga...g.	True	False
2) The project compared rel...s to ...arden.	True	False
3) Communication is crucial for a ...ealth...ship.	True	False
4) Spending quality time together is less ...lling th... ...xual ...ivities.	True	False
5) Acts of kindness can show care in a relations...	True	False

Direction

Draw or describe 3 healthy ways people ... intim... care without sex and write one reason why each a... help... ...ng and respectful relationship.

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Curriculum Connection
D1.3

Am I Showing Healthy Connection?

Read each statement carefully and think about your actions in friendships or relationships. Put a ✓ in the YES or NO column to show if you practise the behaviour. Answer honestly — this activity helps you reflect on how to build respectful and caring relationships.

Do You Do This?	Yes	No
1) Do you listen carefully when a friend is sharing their feelings?		
2) Do you respect someone's boundaries when they say they feel uncomfort		
3) Do you lity time with friends by talking, helping, or doing activiti		
4) Do y press when someone supports you?		
5) Do you com fe espectfully instead of getting angry?		
6) Do you encourag frie are feeling sad or stressed?		
7) Do you respect other p inions hen they are different from yours?		
8) Do you show kindness through small or checking on a friend?		
9) Do you apologize when you realize you hurt s 's fe		
10) Do you support your friends in their goals, ho or		
11) Do you respect personal space and comfort levels i ips o relationships?		
12) Do you talk calmly when solving misunderstandings with someo		
13) Do you show honesty and trust in your friendships?		
14) Do you avoid pressuring someone to do something they do not want to do?		
15) Do you show care and respect when communicating with people you value?		
16) Do you respect your friend's feelings?		
17) Do you give someone space when they need it?		
18) Do you help a friend who is having a hard day?		
19) Do you communicate your feelings honestly?		
20) Do you stay respectful during disagreements?		

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Curriculum Connection
D1.3

Consent

What is Consent?

Consent is when someone agrees to do something or allows something to happen. It is important to ask for and receive verbal consent before doing something that might affect someone else. This is especially true when it comes to physical intimacy or touching someone's body. If you ask and the person does not respond, consent has not been given. Consent is voluntary.



You have the right to say no to any physical touch or activity you do not want. It is never okay for someone to touch you without your consent.

It is important to respect the boundaries and consent of others and to understand that just because someone has agreed to do something in the past, does not mean that they must do it again in the future. Consent should always be freely given and can be withdrawn at any time.

PREVIEW

Non-Consensual Behaviour

Your body belongs only to you. You should establish your own boundaries about your body, depending on what feels comfortable for you. You can decide if you are comfortable with hugs or kisses from relatives and friends.

Pay attention to your own inner voice that tells you if you feel safe or unsafe. You can always tell a trusted adult if someone is doing something that makes you feel uncomfortable or unsafe.

Examples of When Consent Needs to be Given

- Physical touch: Asking for and receiving consent before touching someone's body including things like hugging, holding hands, or any other type of physical contact.
- Sexual activity: Both partners should feel comfortable and freely give their consent.
- Sharing personal information.
- Entering someone's home or personal space.
- Taking or using someone's possessions.

Name: _____ 32

Curriculum Connection
D1.3

True or False

Is the statement true or false?

1) Consent is an agreement between two people.	True	False
2) If you give consent once, it means you always consent to the same thing.	True	False
3) You have control of your own body.	True	False
4) If someone says they are a hugger, you have to let them hug you.	True	False
5) Obtainin ent is a sign of respect.	True	False

Makin is

hat are some of the things you need to ask consent to do?

PREVIEW

Questions

Answer the questions below using from ext.

1) Why should you ask for permission to give someone a hug?

2) What would you do if someone asks you to do something that makes you feel uncomfortable?

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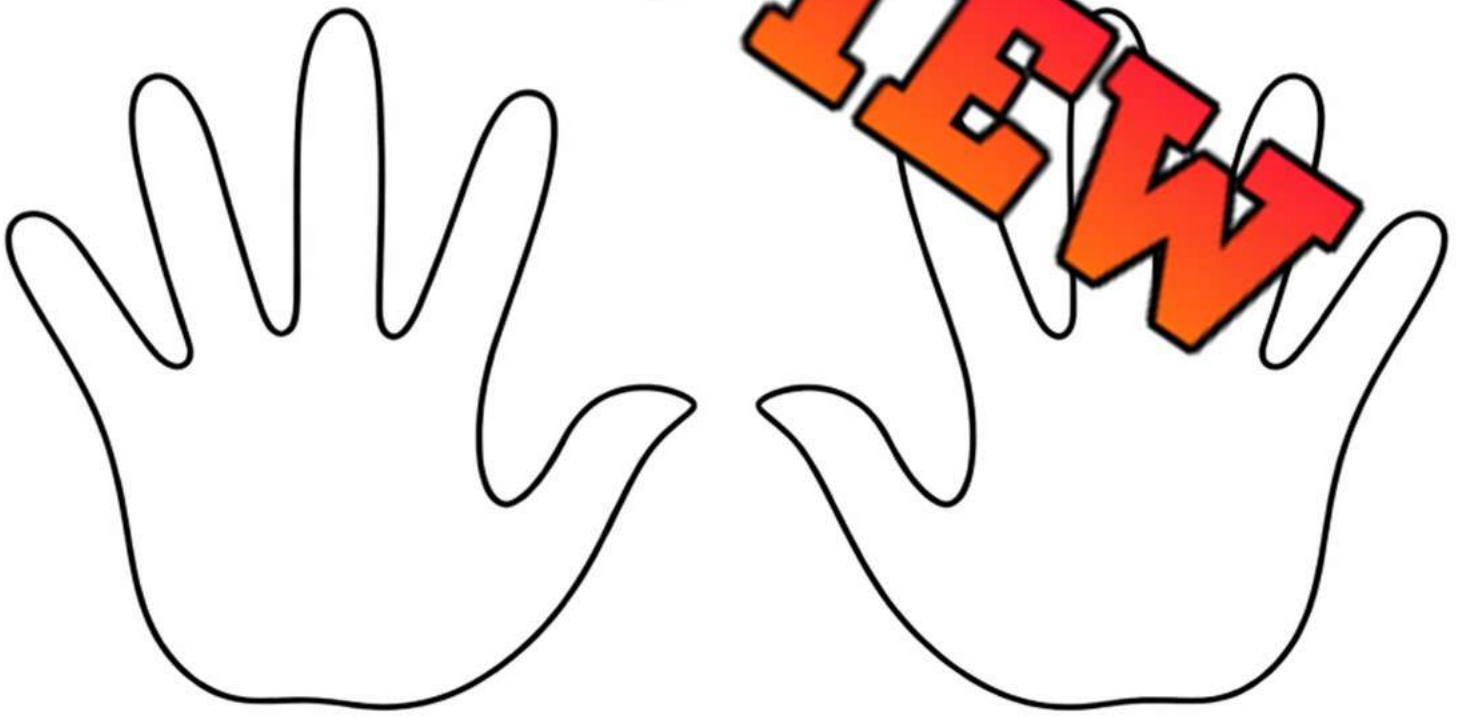
Curriculum Connection
D1.3

Activity – Hands for Consent



Two ways to ask for consent

ways to respect someone's boundaries



Two situations where consent is important

2 actions if someone does not respect consent.

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Curriculum Connection
D1.3

Role Play: Consent Conversations

Objective What are we learning about?

To help students understand the importance of establishing and respecting boundaries and the concept of consent through interactive role-play.

Materials What you will need for the activity.

- In[illegible] of paper
- S[illegible]io pron[illegible]en on the cards
- Writing mat[illegible]tes
- Timer or [illegible]a
- Space in the [illegible]om f[illegible]work without distractions



Instructions How you will [illegible]mple[illegible]

1. Begin with a class discussion on the impor[illegible] of bo[illegible]s and consent in relationships.
2. Explain that consent must be clear, informed, a[illegible]ry in [illegible]nteraction.
3. Assign students into pairs, ensuring a comfortable and [illegible]espe[illegible]
4. Distribute pre-prepared scenario cards to each pair, each out[illegible]erent situation involving boundaries and consent.
5. Instruct each pair to read their scenario and plan a short role-play based on the situation.
6. Give each pair time to practice their role-play, emphasizing the use of clear communication.
7. Have pairs perform their role-play in front of the class, timing each presentation to ensure all have an opportunity to present.
8. Facilitate a class discussion after each presentation, focusing on the communication strategies used.

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Curriculum Connection
D1.3

Tips/Strategies	Use some of the strategies/tips in your role play.

Ask for Help: If you're unsure how to handle a situation, don't hesitate to seek assistance from a trusted adult, like a teacher or school counselor.

Use Clear Communication: Express your feelings and boundaries using clear, straightforward language.

Practice S ng 'No': Be comfortable with declining requests or actions that make you feel uncom le. It's okay to say no without providing an extensive explanation.

Stay your right to personal boundaries and consent. Remember that your rt and important.

Use Role Reve about would feel if the roles were reversed. This can help you understa impo pecting others' boundaries.

Suggest Alternatives: If yo ing offer an alternative that you're comfortable with, so the intera sta

Keep Friends Informed: Let your friend w your eforehand, so they can support you when needed.

Discuss Consequences: Explain the potential conse ot resp boundaries, both for relationships and within the wider school comm

Involve Others: If your boundary is being crossed, involve other frie to help reinforce your message.

Educate Your Peers: Sometimes, people may not understand the concept of consent or boundaries. Use these role-plays as an opportunity to educate them.

Create a Safety Plan: Know in advance what steps you can take if a situation becomes uncomfortable, like having a code word with friends or knowing where to go for help.

Respect Responses: If someone communicates their boundaries to you, listen and respect their wishes without argument or pressure.

Body Language Matters: Sometimes what you don't say is as important as what you do say. Use body language that matches your words to convey your message.

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Curriculum Connection
D1.3

Scenarios	Role-Play Scenarios

In a group project, Mia prefers to do research rather than presentation due to anxiety speaking in front of the class. However, Oliver assigns roles without consulting and chooses Mia for the final presentation. Mia, along with group members Noah and Lily, addresses the issue with Oliver, emphasizing the importance of respecting each member's comfort levels and strengths in a team setting.

Leila has shared a photo on a private group chat with friends. Without asking for Leila's consent, one of the friends, Alex, posts it on social media. Leila and the other two friends, Priya and [illegible], confront Alex about the importance of consent before sharing personal [illegible] online.

During [illegible] Jordan feels uncomfortable when a group of students keeps insisting Jordan [illegible] the dance floor despite repeatedly declining. Jordan's friends, Aisha, Tyler, and [illegible] to help communicate Jordan's boundaries clearly to the group.

In the schoolyard, a group of [illegible] pressuring Harpreet to try vaping. Harpreet is not interested and feels [illegible] about the [illegible]ion. Harpreet's friends, Noah, Sofia, and Miguel, notice and come over to support [illegible] asserting their boundaries.

Keisha has noticed that her classmate, [illegible] borrowing her school materials without asking. Keisha, along with her [illegible] Daniel [illegible] and Lucas, decide to talk to Riley about the importance of asking for permission before [illegible] someone else's belongings.

A new student, Yara, is being teased by a small group [illegible] playing [illegible] basketball. Yara's friends, Jun, Simone, and Carlos, witness this and [illegible] to intervene, discussing with the group why consent is necessary before making jokes [illegible] some[illegible].

During a class reading time, a student, Taylor, is using the classroom [illegible] without asking if anyone else was planning to use it. When Taylor leaves the [illegible] for a moment, another student, Luis, takes it over. Taylor's friends, Emma and [illegible]an, discuss with both Taylor and Luis about the importance of asking and giving consent before taking shared resources in the classroom.

During a class discussion, Chris mentions a personal story related to the topic. Later, Jamie retells Chris's story to others outside the class without Chris's permission. Chris, feeling betrayed, along with friends Alex and Jordan, approach Jamie to discuss why it's crucial to keep personal stories confidential unless sharing permission is given.

After a soccer game, Mark enthusiastically gives high-fives and hugs to teammates, including Ava, who doesn't like being touched. Ava decides to speak with Mark privately, explaining her discomfort with unsolicited physical contact and suggests alternative ways to celebrate, like verbal congratulations, with the support of teammates Leo and Sophia.

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Name: _____ 39

Curriculum Connection
D1.3

Reflection | Answer the questions below.

1) How did it feel to communicate your boundaries?

2) What m conversation about consent important?

3) What strategies lp i ndaries?

4) Why is respect crucial in conversations about conse

5) Describe a time when you asked for consent? What was the outcome?

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Curriculum Connection
D1.3

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class,

Name: _____

Check the actions that show respect for consent and communication.

1) Asking permission before touching someone	
2) Sharing someone's private message without asking	
3) Respecting when someone says "no"	
4) Listening to boundaries	
5) Pressuring someone	

Name: _____

Check the actions that show respect for consent and communication.

1) Asking permission before touching someone	
2) Sharing someone's private message without asking	
3) Respecting when someone says "no"	
4) Listening to boundaries	
5) Pressuring someone	

Name: _____

Check the actions that show respect for consent and communication.

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Name: _____

Check the actions that show respect for consent and communication.

1) Asking permission before touching someone	
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3) Respecting when someone says "no"	
4) Listening to boundaries	
5) Pressuring someone	

PREVIEW

Name: _____ 41

Curriculum Connection
D1.3, D3.3

The Influence of Media on Sexual Health

Exploring Media Portrayals

Media often presents an idealized version of relationships and sexual health, which might not always reflect reality. Television shows, movies, advertisements, and social media platforms can shape how young people perceive relationships and their own bodies. These portrayals can lead to unrealistic expectations, such as believing that perfect relationships exist without effort or that one must look a certain way to be considered attractive.



Key P

- M an exag idealize relationships and physical appearances.
- Not a media vid accurate information about sexual health.
- Comparing e media s can impact self-esteem and body image.

Impact of Social Me Se body Image

Social media platforms li ag am, Sn and TikTok play a significant role in teenagers' lives. While these s c s to connect and share experiences, they can also influence how indi als and others.

- Social media often showcases "per ives an s ich are not always genuine.
- Constant exposure to idealized images can feeli equacy or low self-esteem.
- Some social media content may promote unhealthy rs or es towards relationships and sexual health.

Critical Analysis Skills

It's important to develop critical thinking skills to navigate media content vely. By questioning what we see and hear in the media, we can better understand difference between realistic and unrealistic portrayals of relationships and sexual health.

Questions to Consider:

- Is the relationship or lifestyle shown in the media attainable for most people?
- Does the media representation include diverse perspectives and experiences?
- How might someone's perception of themselves change after consuming certain types of media content?

By critically analyzing media portrayals, students can learn to discern between helpful and misleading information, fostering a healthier understanding of relationships and sexual health. This awareness can contribute to more positive self-esteem and body image, encouraging a balanced view of oneself and others.

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Name: _____ 42

Curriculum Connection
D1.3, D3.3

Questions

Answer the questions below.

1) How does media often portray relationships and physical appearances?

2) Why is it important to develop critical thinking skills when consuming media?

PREVIEW

Visualizing

Draw a 4-panel comic strip showing how media can influence the way people think about relationships, body image, or sexual health.

True or False

Is the statement true or false?

1) Media always shows realistic relationships.	True	False
2) Social media can impact self-esteem.	True	False
3) Media does not influence body image.	True	False
4) Social media showcases many "perfect" lives.	True	False
5) Media representations include all perspectives.	True	False

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Name: _____ 43

Curriculum Connection
D1.3, D3.3

Media Screen: Reality or Not?

Objective What are we learning about?

To help students recognize how media can influence ideas about relationships, body image, and sexual health.



Materials What you need for the activity?

- Worksheet, television template
- Pencil, crayons, markers

Instructions How will you complete this activity?

1. Look at the television screen on your worksheet. The screen represents media such as social media, movies, TV shows, advertisements, or influencers' videos.
2. Inside the TV screen, draw an example of how media shows relationships, body image, or attraction.
3. You may draw examples such as a social media influencer showing a perfect lifestyle, a romantic movie couple, a beauty advertisement, a celebrity relationship on social media, or a scene from a dating show. You may also think of your own example.
4. Around your drawing, write two or three short words or phrases describing the message the media is showing.
5. After finishing your drawing, think about whether the media message is realistic or exaggerated.
6. Be ready to share your drawing and explain how media can influence how people think about relationships and themselves.

PREVIEW

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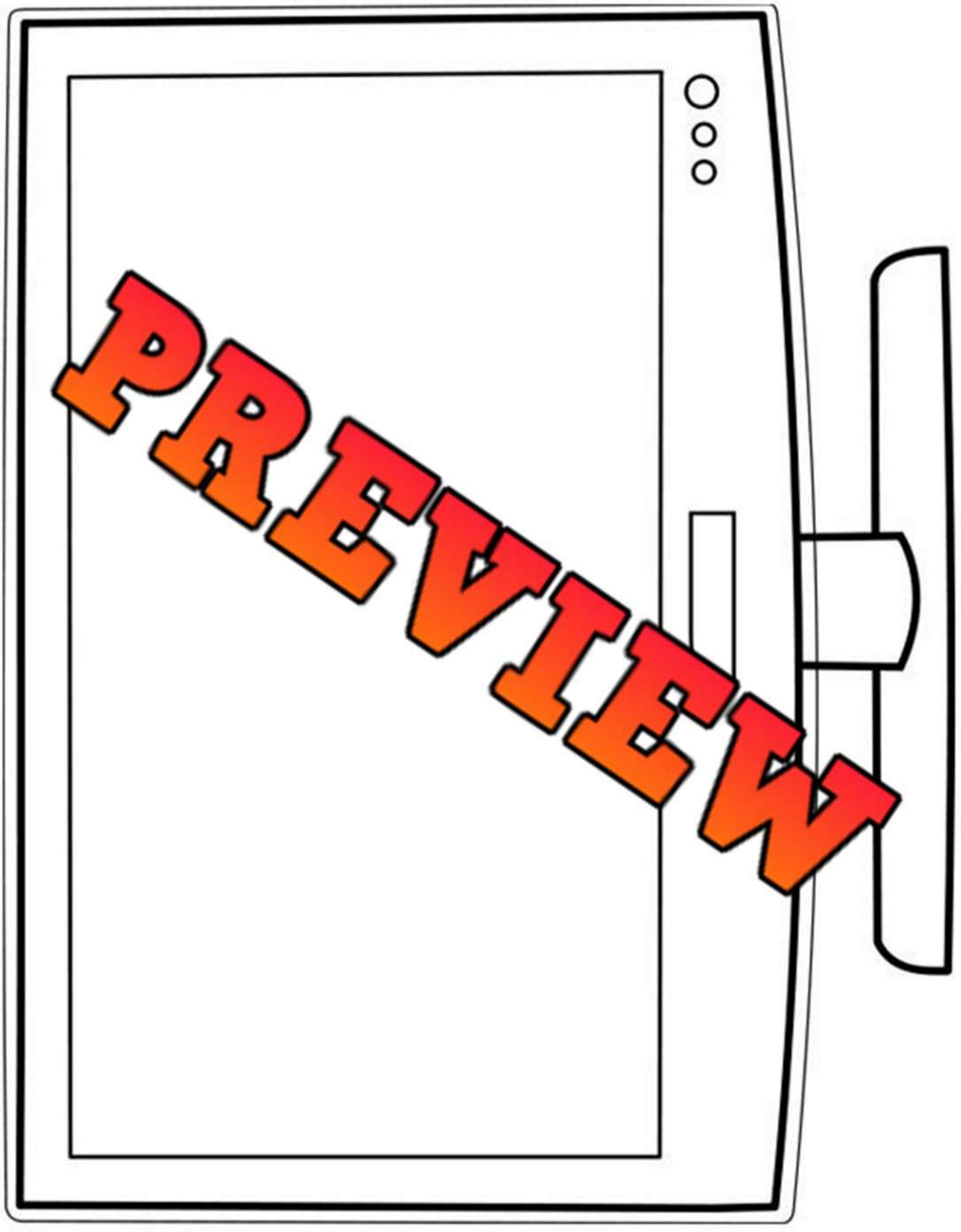
Curriculum Connection
D1.3, D3.3



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Curriculum Connection
D1.3, D3.3

Drawing Ideas Choose one idea from the list or think of your own example. Draw how media shows relationships, body image, or attraction inside the TV screen.

A social media influencer showing a "perfect" body or lifestyle	A couple on social media posting happy pictures
A romantic movie scene where relations look perfect all the time	An advertisement showing unrealistic beauty standards
A TV ip drama with xaggera ions	A fitness or beauty ad promoting a certain body type
A reality s ut da relati ips	A music video showing romance or attraction
A TikTok or Instagram pos out relationships	y couple shown as "perfect"
A movie scene where couples fall in love very quickly	ion a nt showing ideal
A social media post showing luxury lifestyles or expensive gifts in relationships	A beauty filter used nge appea nc
A movie showing unrealistic expectations of romance	A celebrity promoting beauty products or body trends
A dating app profile showing an idealized image	A social media challenge about appearance or attractiveness
A television advertisement promoting beauty or attractiveness	A movie or show where popularity is based on appearance

PREVIEW

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Curriculum Connection
D1.3, D3.3

Peer Pressure and Sexual Health Decisions

Navigating Choices: Peer Influence

Date: Feb 20, 2024 Author: By: Jamie Carter *4-minute read*

In the journey of adolescence, peer pressure emerges as a pivotal force, especially when it comes to decisions about sexual activity. This invisible pressure can shape choices, often leading you[illegible]s away from their personal values and decisions. Recognizing and understan[illegible]s influence is the first step towards empowerment, enabling individuals to stand fi[illegible]r beliefs and choices despite the currents of conformity.

The e[illegible]e o[illegible]ain[illegible]ne's autonomy in the face of peer pressure lies in the cultivati[illegible]f self-[illegible]and confidence. It's about being secure in who you are and the values you[illegible]ch [illegible]acts as a compass, guiding through the complexities of sexual health[illegible], and [illegible]hat choices reflect personal beliefs rather than the sway of the maj[illegible]

Encouraging open discussio[illegible]l thi[illegible]foster a supportive environment where youths feel validated in t[illegible]deci[illegible]d to emphasize that standing by one's values, especially regarding sexua[illegible], is a s[illegible]strength and self-respect. Through awareness and dialogue, indivi[illegible]s can na[illegible]e pe[illegible]fluences with integrity, making informed decisions that honour their well[illegible]g.

Until we meet again,
Jamie Carter

PREVIEW

Comments:



Ethan Nguyen, February 22, 2024

Peer pressure is a tough battle, but understanding our own values makes us stronger against it. Thanks for highlighting this!

Like Reply 4h ago



Sophia Patel, February 20, 2024

It's so important to talk about these pressures openly. Being true to oneself is vital, especially in matters of sexual health.

Like Reply 2d ago

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Curriculum Connection
D1.3, D3.3

True or False

Is the statement true or false?

1) Peer pressure only affects negative choices.	True	False
2) Self-awareness helps resist peer pressure.	True	False
3) Values play no role in decision-making.	True	False
4) Confidence can reduce the impact of peer pressure.	True	False
5) Open di ions can't help with peer pressure.	True	False

Que er the questions below.

1) Why is it im t aint nomy in sexual health decisions?

2) How can self-awareness benefit an individua peer

PREVIEW

Define

What do the terms below mean?

Peer Pressure	
Sexual Health	

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Curriculum Connection
D2.4

Legal Aspects of Sexual Activity

Age of Consent in Ontario



In Ontario, the age of consent to sexual activity is 16 years old. This means that individuals under the age of 16 cannot legally agree to sexual activity. This law is designed to protect young people from exploitation and abuse. However, there are exceptions for close-in-age relationships:

- Youth [illegible]2 or 13 can consent to sexual activity with someo[illegible]han 2 years older.
- Yout[illegible]can consent to sexual activity with someone less than 5 years o[illegible]

Digital Privacy

With the rise of [illegible]mmuni[illegible]rivacy laws have become increasingly important. In Ontario, sharing [illegible]te im[illegible]ges without consent is illegal. This applies to all forms of digital com[illegible]nclud[illegible]ts, emails, and social media. The law aims to protect individuals' priva[illegible]ever[illegible]lving.

Key Points to Remember:

- Sharing personal or intimate image[illegible]hout co[illegible]a[illegible]minal offense.
- Victims of such acts have the right to report th[illegible]dent[illegible]olice.
- It's important to respect everyone's privacy[illegible]ink b[illegible]g digital content.

Real-Life Cases

Several real-life cases highlight the consequences of not a[illegible]g to[illegible]r. For example, in a notable case, individuals were charged for sharing inti[illegible]ut consent, leading to significant legal repercussions, including fines a[illegible]nt. These cases underscore the importance of understanding and respecting[illegible]w.

The Importance of Legal Knowledge

Understanding these legal aspects is crucial for making informed decisions about relationships and digital communication. It helps protect oneself and others from potential harm and legal consequences.

- Knowing the age of consent helps in understanding the legalities of relationships.
- Being aware of digital privacy laws can prevent unintentional harm or legal trouble.

This knowledge is not only about adhering to the law but also about fostering respect and responsibility in personal and digital interactions. It's important to discuss these topics openly to ensure a safe and respectful community.

PREVIEW

Name: _____ 53

Curriculum Connection
D2.4

True or False

Is the statement true or false?

1) The age of consent in Ontario is 18 years.	True	False
2) Sharing intimate images without consent is illegal.	True	False
3) Digital privacy laws do not apply to emails.	True	False
4) Victims can report the sharing of images without consent.	True	False
5) The law protects individuals from cyberbullying.	True	False

Questions

swer the questions below.

1) W ect digital privacy laws?

2) What should someone do i consensual image sharing?

PREVIEW

Connecting

Write 3 examples of laws or rules that pro peo relationships and digital communication. Briefly e rule is important for safety and respect.

Law or Rule	Why It Is Important

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Curriculum Connection
D2.4

Activity – Judge the Case

Objective

What are we learning about?

To help students understand laws about consent, privacy, and digital behaviour by analyzing scenarios and deciding fair and responsible judgments.

Materials

What you need for the activity?

- Case scenarios
- Worksheet or paper for
- Pen or pencil



Instructions

How will you complete the activity

1. Divide the class into small groups. Each group acts as a panel of judges.
2. The teacher will give each group a case scenario related to consent, privacy, or digital communication.
3. Read the case carefully and discuss the situation with your group.
4. Identify the important issues in the case, such as respect for consent, privacy, and responsible online behaviour.
5. As judges, decide whether the actions in the scenario were acceptable or against the law or rules.
6. Write your judgment or decision and explain the reasons for your ruling.
7. Each group will present their decision to the class and explain how the law or rules apply to the situation.

PREVIEW

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Curriculum Connection
D2.4

Case Scenarios	Distribute a scenario to each group.

The Shared Photo	Alex secretly takes a photo of his classmate while they are changing for sports practice and sends it to a group chat. The classmate did not give permission.
The Group Chat Rumour	Jamie shares a private message from a friend in a class group chat to make others laugh. The friend did not agree to have the message shared.
Borrowi ne	Taylor takes a friend's phone without asking and looks through their messages and photos.
Po Withou Permissi	roup of friends takes a picture together. One student s it online even though another person in the picture ked not to.
Pressure to Sha Photos	Chri s ne they like to send a private photo. The els u fortable, but Chris keeps asking.
Entering Someone's Room	Jor ers oom and uses their personal belongings wi
Sharing a Secret	A student tel eir frie personal and asks them to keep it privat frien lls other classmates.
Filming for Social Media	Sam records a funny video mate cafeteria and posts it online without aski
Looking at Someone's Messages	During lunch, Riley secretly reads a fri sages while the friend is not looking.
Taking Someone's Things	A student borrows another person's jacket and posts pictures wearing it online without asking permission.
The Screenshot	Liam takes a screenshot of a private conversation with his friend and shares it with other classmates without asking.
The Edited Photo	A student edits a classmate's photo to make it look embarrassing and posts it online.
The Group Video	During a school event, Maya records a video of her friends dancing and uploads it to social media without asking if everyone is okay with it.

PREVIEW

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D2.4

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class.

Name: _____

3 Key words about the lesson

_____

_____

_____

2 Questions I have:

_____

_____

1 Most important thing I've learned today:

_____

Name: _____

3 Key words about the lesson

_____

_____

_____

2 Questions I have:

_____

_____

1 Most important thing I've learned today:

_____

Name: _____

3 Key words about the lesson

_____

_____

_____

2 Questions I have:

_____

_____

1 Most important thing I've learned today:

_____

Name: _____

3 Key words about the lesson

_____

_____

_____

2 Questions I have:

_____

_____

1 Most important thing I've learned today:

_____

PREVIEW

Name: _____ 57

Curriculum Connection
D2.4

Safe Internet Use and Relationships

Online Relationships: What to Know

In the digital age, forming friendships and connections online has become common. However, it's vital to navigate these relationships wisely to maintain privacy and safety. Not everyone we meet online has good intentions, and sharing too much personal information can lead to unwanted situations.



Key Facts to Remember:

- Personal information should be kept private, such as your home address, phone number, etc.
- Always think before sharing photos or personal details online.
- Not everyone online is who they claim to be.

Maintaining Privacy and Safety

Privacy settings on social media platforms are there to protect you. It's important to understand these settings and use them to control who sees your information and interacts with you.

- Adjust privacy settings to limit who can see your posts and personal information.
- Be cautious about accepting friend requests from people you don't know in real life.
- Remember, once something is shared online, it can be difficult to remove it completely.

Dealing with Inappropriate Content

The internet is vast, and not all content is appropriate or safe. Knowing how to deal with unwanted advances or inappropriate content is crucial.

Strategies for Safety:

- Block and Report: Most platforms have features that allow you to block and report users who make you feel uncomfortable or are behaving inappropriately.
- Talk to a Trusted Adult: If you're unsure about an online situation or someone's behaviour, it's important to discuss it with a parent, teacher, or another trusted adult.
- Think Critically: Not everything you read or see online is true. Learn to question and verify information before accepting it as fact.

Navigating the internet safely requires awareness and critical thinking. By understanding the importance of privacy, being cautious with online relationships, and knowing how to handle inappropriate content, you can enjoy the benefits of the digital world while protecting yourself.

PREVIEW

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Curriculum Connection
D2.4

True or False

Is the statement true or false?

1) Privacy settings can help protect your information.	True	False
2) All online friends are trustworthy.	True	False
3) Once online, information can easily be removed.	True	False
4) Blocking and reporting can improve online safety.	True	False
5) Talking to adults about online issues isn't helpful.	True	False

Questio

Answer the questions below.

1) What ne pie nal information you should keep private online?

2) Why is it important to adjust your pri gs cial media?

PREVIEW

Safe Choices Online

List examples of safe online behaviours and unsa ours when interacting with others on the internet.

Safe online behaviour		

Unsafe online behaviour		

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Curriculum Connection
D2.4

Body Image and Sexual Health

Body Image and Well-Being

Date: Feb 21, 2024 Author: By: Taylor Green *6-minute read*

In today's visually driven society, body image has become a crucial factor influencing sexual health and relationships. The way we perceive our bodies can significantly impact our confide[illegible], self-esteem, and the dynamics of our interactions with others. Promoting a positive s[illegible]ge and fostering respect for all body types is essential in building healthy re[illegible]s and maintaining overall well-being.

The r[illegible]ship bet[illegible]y image and sexual health is intertwined, with each influenci[illegible] the oth[illegible]und ways. A positive body image can lead to healthier sexual relationships, [illegible]d [illegible]utua[illegible]ct and understanding. Conversely, negative perceptions of ou[illegible] can [illegible]iety and reluctance in intimate situations, affecting our sexual [illegible]h ar[illegible]tisfaction.

Encouraging open discussion[illegible]od [illegible]its effects on sexual health is vital. By acknowledging and respecting[illegible]e di[illegible]es, we can move towards a more inclusive and supportive environm[illegible]s not [illegible]nances personal relationships but also promotes a healthier, more pos[illegible]e outloo[illegible]ife.

Until we meet again,
Taylor Green

PREVIEW

Comments:



Elijah Brown, February 24, 2024

Spot on, Taylor. Understanding the link between body image and sexual health is key to fostering positive relationships.

Like Reply 1h ago



Zara Patel, February 21, 2024

Absolutely, embracing body diversity is crucial for our emotional and sexual well-being. Thanks for addressing this important topic.

Like Reply 3d ago

Name: _____ 62

Curriculum Connection
D2.4

True or False

Is the statement true or false?

1) Body image doesn't affect sexual health.	True	False
2) Positive self-image boosts confidence in relationships.	True	False
3) All body types deserve respect.	True	False
4) Negative body image improves relationship satisfaction.	True	False
5) Visual society impacts body image perception.	True	False

Question

Answer the questions below.

1) How does body [illegible] sexual health?

2) Why is promoting a positive self-image importa[illegible]

PREVIEW

Define

What do the terms below mean?

Body Image	
Well-Being	
Body Types	

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Curriculum Connection
D1.4, D1.5

Understanding STBBIs

What Are STBBIs?

Sexually transmitted and blood-borne infections (STBBIs) are infections that can be passed from one person to another through sexual contact or contact with infected blood. These infections can have a variety of symptoms and can affect anyone, regardless of age, gender, or sexual orientation.



Common S and Their Symptoms

Here are mmon STBBIs and the symptoms they may cause:

- C ia: Ofte no symptoms but can cause pain during urination and disch ge fro als
- Gonorrhoe s inc burning sensation when urinating and discharge from the pen gina.
- Syphilis: Starts w pai e genitals or mouth, followed by a rash.
- Hepatitis B: Can lead fectio g jaundice (yellowing of the skin and eyes), fatigue, and abdo n.
- HIV/AIDS: Attacks the immu syst vere infections and diseases. Early symptoms include fever, sor t, and

PREVIEW

The Impact on the Body

STBBIs can affect the body in various ways, dep g o For example, untreated chlamydia or gonorrhoea can lead to repr ealth ms, while hepatitis B can cause long-term liver damage. HIV wea im st making it harder for the body to fight off diseases.

Why Early Detection Matters

Early detection and treatment of STBBIs are crucial. Many STBBIs can b eated effectively with medication if caught early. For instance, antibiotics can cure chlamydia, gonorrhoea, and syphilis, while antiviral medications can manage HIV and hepatitis B infections.

Protecting Yourself and Others

- Get tested regularly if you're sexually active.
- Use protection, such as condoms, during sexual activity.
- Avoid sharing needles or other items that can come into contact with blood.

Understanding STBBIs and taking steps to prevent them can protect your health and the health of others. Remember, knowledge and prevention are key to staying healthy.

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Curriculum Connection
D1.4, D1.5

Questions

Answer the questions below.

1) How can hepatitis B affect the body?

2) Why is e ection of STBBIs important?

PREVIEW

Direction

Put a chec er Sa tice or Risky Practice.

Actions	Safe	Risky
1) Learning about STBBIs and how they d		
2) Sharing needles or items that may have bloo		
3) Getting tested regularly for infections		
4) Ignoring symptoms such as unusual pain or discharge		
5) Using protection such as condoms		
6) Sharing personal items like razors or needles		
7) Talking to a trusted adult or health professional about concerns		

True or False

Is the statement true or false?

1) Chlamydia often shows no symptoms.	True	False
2) Hepatitis B symptoms include high fever only.	True	False
3) HIV/AIDS attacks the body's immune system.	True	False
4) Syphilis starts with painful sores on the body.	True	False
5) Using protection can prevent the transmission of STBBIs.	True	False

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Curriculum Connection
D1.4, D1.5

Infection Spread Simulation

Objective — What are we learning about?

To visually demonstrate how germs and viruses spread through direct contact and to emphasize the importance of handwashing and other prevention strategies in limiting the spread of infections.

Materials — What you will need for the activity.



- G[illegible] multiple
- Hand[illegible]anitize
- Soap
- Water
- A variety of class[illegible]n ob[illegible]cils, doorknobs, books)

Instructions — How you will compl[illegible] activi[illegible]

1. Begin with a discussion about germs, virus[illegible] how [illegible]pread.
2. Explain that the glitter will represent the germs o[illegible]n this [illegible]ment.
3. Have each student apply a small amount of hand san[illegible]hei[illegible]
4. Sprinkle a little glitter onto the hands of a few students.
5. Ask those students to go about their usual classroom activities, like [illegible]g a door, writing with a pen, or flipping through a book.
6. After a few minutes, gather the students and ask them to observe where the glitter has spread.
7. Discuss how the glitter (germs) can be found on various surfaces and even on other students.
8. Show students how to properly wash their hands with soap and water to remove the glitter.
9. Have students wash their hands and check if any glitter remains.
10. Reflect on the importance of handwashing and other hygiene practices to prevent the spread of infections.

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D1.4, D1.5

Reflection | Answer the questions below.

1) How did the glitter spread between people?

2) What su[illegible]es had the most glitter?

3) How effective w[illegible]dwas[illegible]oving glitter?

4) What does this tell you about germ transmission?

5) Did anything surprise you about this experiment?

PREVIEW

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Curriculum Connection
D1.4, D1.5

Understanding HPV

What is HPV?
Human Papillomavirus (HPV) is a common virus affecting both males and females. It's known for its role in causing genital warts and some types of cancer, such as cervical cancer. There are over 100 types of HPV, but not all cause serious health issues.

Symptoms and Transmission
HPV often does not show symptoms, making it hard to know if you have it. When symptoms appear, they may include warts on the genital area, mouth, or throat. The virus is mainly spread through skin-to-skin contact during sexual activity.

Key Statistics
- Approximately [illegible] sexually active Canadians will have at least one HPV infection in their lifetime.
- HPV is responsible for nearly [illegible] of all cervical cancer cases.
- Vaccination programs have significantly reduced the number of HPV infections and related cancers.

Short and Long-Term Impact
Short-Term Impact:
- Most HPV infections are temporary and cause no symptoms.
- Some types can cause genital warts that may require treatment.

Long-Term Impact:
- Persistent HPV infections can lead to cancer, including cervical, anal, vulvar, penile, anal, and throat cancers.
- Regular screening and vaccination can significantly reduce the risk of these cancers.



Prevention and Control
To reduce HPV infection and its impacts, consider the following:

- Get vaccinated against HPV.
- Practice safe sex.
- Go for regular health screenings.

Understanding HPV, its risks, and how to prevent it is crucial for maintaining health. By staying informed and taking preventative measures, we can significantly reduce the impact of HPV on individuals and the community.

PREVIEW

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Curriculum Connection
D1.4, D1.5

Questions

Answer the questions below.

1) What is HPV and what are its common effects?

2) How ca[illegible]pact someone in the long term?

PREVIEW

Personal Reflection

In a few sent[illegible]ite ho[illegible]l about the importance of HPV vaccination for y[illegible]eop[illegible]

True or False

Is the statement true or false?

1. HPV often shows symptoms.	True	False
2. HPV can lead to cervical cancer.	True	False
3. There are over 200 types of HPV.	True	False
4. HPV is only transmitted through blood.	True	False
5. Vaccination can reduce HPV infections.	True	False

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Curriculum Connection
D1.4, D1.5

Understanding Genital Herpes

What Is Genital Herpes?

Genital herpes is a common sexually transmitted infection (STI) caused by the herpes simplex virus (HSV). There are two types, HSV-1 and HSV-2, both of which can cause symptoms in the genital area.



Symptoms and Transmission

Genital herpes is characterized by outbreaks of painful blisters on or around the genital area. It's transmitted through sexual contact, including oral, anal, and vaginal sex. The virus can spread even if sores are not present.

PREVIEW

Key Statistics

- Over 400 million people worldwide have HSV-2.
- Around 67% of people under 50 have HSV-1, often causing oral herpes which can lead to genital herpes through oral-genital contact.
- Many people with genital herpes do not know they have it due to mild or no symptoms.

Short and Long-Term Impact

Short-Term:

- Painful sores and discomfort during outbreaks.
- Flu-like symptoms during the first outbreak.

Long-Term:

- Recurrent outbreaks, though they tend to decrease over time.
- Emotional distress and potential impact on sexual relationships.

Prevention

To reduce the risk of contracting or spreading genital herpes:

- Use latex condoms during sexual activity.
- Avoid sexual contact during outbreaks.
- Discuss STI testing and status with potential sexual partners.

Understanding genital herpes, its transmission, and impacts is crucial for maintaining sexual health. Awareness and precautionary measures can help manage the condition and prevent its spread.

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Curriculum Connection
D1.4, D1.5

Questions

Answer the questions below.

1) What are the two types of herpes simplex virus?

2) Name th... term and long-term impacts of genital herpes.

...mpacts	Long Term Impacts

PREVIEW

Symptom Diary

Imagine you are ...r. W... diary entry for a patient describing their first outbreak of geni...s.

True or False

Is the statement true or false?

1. Genital herpes has no cure.	True	False
2. Only HSV-2 causes genital herpes.	True	False
3. Condoms can't prevent genital herpes.	True	False
4. Oral herpes cannot lead to genital herpes.	True	False
5. Symptoms include sores on the genital area.	True	False

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Curriculum Connection
D1.4, D1.5

Health News Report: Understanding Genital Herpes

Objective — What are we learning about?

To help students understand genital herpes by explaining important information through a short health news report.

Materials — t will you need for the activity?

- Geni herpe n sheet
- Paper or w e
- Pen or pencil
- Optional: phone or ca or record



Instructions — How will you complet ctivity?

1. Form a group of three members. Each mem ill ta fo e news report (for example: news anchor, health expert, or fie r).
2. Read the information sheet about genital herpes caref d di oints with your group.
3. Work together to create a short news report script that explains the Your report should include the following information: what genital herpes is, how it spreads, common symptoms, its effects, and ways to prevent it.
4. Assign speaking parts to each group member so that everyone participates in the presentation.
5. Practise your report so that it sounds clear and informative.
6. Present your health news report to the class as if you are reporting on a health news program.
7. After presenting, be ready to answer questions from your classmates about the topic.

PREVIEW

Name: _____ 79

Curriculum Connection
D1.4, D1.5

News Report Guide	Use the guide below to help your group prepare your news report script.

Part 1 – News Anchor (Introduction)	
What is the title of your news report?	
Introduce [illegible]ic of genital h[illegible]e	
Why is it impo[illegible] people to learn [illegible] this health issue?	

Part 2 – Field Re[illegible] (Main [illegible]mation)	
What is genital herpes?	
How is it transmitted or spread?	
What are the common symptoms?	
What are the short-term or long-term effects?	

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Name: _____ 80

Curriculum Connection
D1.4, D1.5

News Report Guide	Use the guide below to help your group prepare your news report script.

Part 3 – Health Expert (Prevention)	
What are ways to prevent genital herpes?	
Why is it i[illegible]ant to practise [illegible]le and sa[illegible]	
What advice w[illegible] give to help pe[illegible] protect their healt[illegible]	

Part 4 – [illegible]State	
Summarize the most important message about genital herpes.	
Why should people be informed about sexual health?	

PREVIEW

Name: _____ 81

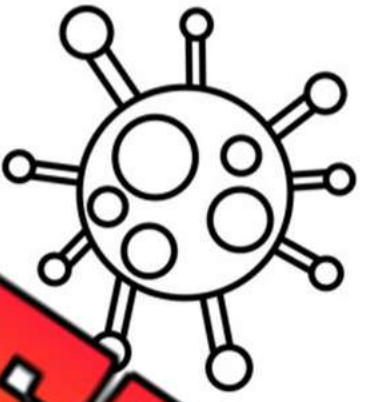
Curriculum Connection
D1.4, D1.5

Chlamydia Explained

What is Chlamydia?
Chlamydia is a common sexually transmitted infection (STI) caused by the bacterium Chlamydia trachomatis. It's known for its silent nature, as many infected individuals do not show symptoms.

How It Spreads
This STI is transmitted through sexual contact, including vaginal, anal, and oral sex. It can also be passed from an infected mother to her baby during childbirth.

Symptoms
Although many do not show symptoms, those that do may experience:
- Pain during urination
- Abnormal discharge
- Pain during intercourse for
- Testicular pain in



Key Statistics
- Chlamydia is the most reported STI
- Young people aged 15-24 are at the highest risk
- In 2018, over 131,000 cases were reported in Canada.

Impact on Health
<u>Short-Term Effects:</u>
- In women, it can cause pelvic inflammatory disease leading to pain
- In men, it may lead to pain in the tubes attached to the testicles

<u>Long-Term Consequences:</u>
- If untreated, chlamydia can cause infertility in women.
- It can also increase the risk of ectopic pregnancy, where a pregnancy occurs outside the womb.

Preventing Chlamydia
- Reducing the risk involves:
- Using condoms during sexual activity.
- Regular STI screenings, especially if you have new or multiple sexual partners.

Chlamydia, though common and often silent, can have serious impacts if left untreated. Awareness, safe practices, and regular screenings are key to prevention and maintaining good sexual health.

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Curriculum Connection
D1.4, D1.5

Questions

Answer the questions below.

1) What causes chlamydia?

2) What ar[illegible]mptoms of chlamydia?

3) What are the short-term [illegible] chl[illegible] health?

4) What are the long-term effects of chlamydia on hea[illegible]

PREVIEW

True or False

Is the statement true or false?

1. Chlamydia is a virus.	True	False
2. Symptoms always appear with chlamydia.	True	False
3. It can be transmitted through oral sex.	True	False
4. Chlamydia cannot be transmitted at birth.	True	False
5. Men can experience testicular pain with chlamydia.	True	False

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Chlamydia – Fact or Myth

There is a lot of misinformation about sexually transmitted infections (STIs). Read each statement below and circle **Fact** if the statement is true or **Myth** if it is false.

Information	Fact	Myth
1) Chlamydia is a sexually transmitted infection caused by bacteria.	Fact	Myth
2) People with Chlamydia always show clear symptoms.	Fact	Myth
3) Chlamydia can spread through vaginal, anal, or oral sexual contact.	Fact	Myth
4) Chlamydia can sometimes be passed from a mother to her baby during childbirth.	Fact	Myth
5) Many people with Chlamydia do not know they have it.	Fact	Myth
6) Painful urination can be a symptom of Chlamydia.	Fact	Myth
7) Only women can get Chlamydia.	Fact	Myth
8) Untreated Chlamydia can cause serious problems.	Fact	Myth
9) Young people aged 15–24 are among the groups with the highest risk.	Fact	Myth
10) Chlamydia can lead to infertility if it is not treated.	Fact	Myth
11) Regular STI screening can help detect Chlamydia early.	Fact	Myth
12) Using condoms can reduce the risk of Chlamydia infection.	Fact	Myth
13) You can get Chlamydia from sharing food or utensils.	Fact	Myth
14) Chlamydia can be treated with proper medical care.	Fact	Myth
15) Having no symptoms means a person definitely does not have Chlamydia.	Fact	Myth
16) Learning about STIs helps people make healthier decisions.	Fact	Myth
17) Chlamydia is one of the most commonly reported STIs.	Fact	Myth
18) Regular health check-ups can help prevent complications from STIs.	Fact	Myth
19) Talking to a doctor or health professional can help if someone is concerned about STIs.	Fact	Myth
20) Understanding how STIs spread can help people protect their health.	Fact	Myth

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Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class,

Name: _____

What is one way people can protect themselves from chlamydia?

Name: _____

What is one way people can protect themselves from chlamydia?

Name: _____

What is one way people can protect themselves from chlamydia?

Name: _____

What is one way people can protect themselves from chlamydia?

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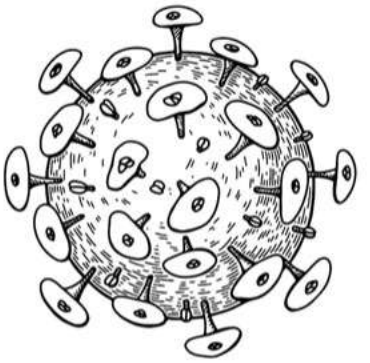
Understanding HIV

What is HIV?

HIV, or Human Immunodeficiency Virus, is a virus that attacks the body's immune system. If not treated, it can lead to AIDS (Acquired Immunodeficiency Syndrome), which is a chronic, life-threatening condition.



Transmission Methods

HIV is spre[illegible]ough body fluids such as blood, semen, vaginal an[illegible]luids, and breast milk. The most common ways to [illegible]

- Th[illegible]te[illegible]x with an infected person.
- By [illegible]ng nee[illegible]es, or other drug injection equipment.
- From moth[illegible]ng[illegible]gnancy, childbirth, or breastfeeding.

Symptoms and Sta[illegible]

Early symptoms may [illegible]e sy[illegible] such as fever, sore throat, and fatigue. However, these symptoms [illegible]ild an[illegible]verlooked.

Key Statistics:

- Approximately 38 million people gl[illegible]are livi[illegible]H
- Each year, about 1.7 million people were newly [illegible]ted [illegible]
- Young people (ages 15-24) account for abo[illegible]of all [illegible]fections globally.

Impact on Health

Short-Term Effects:

- Flu-like symptoms within 2 to 4 weeks after infection.
- Swollen lymph nodes and rash.

Long-Term Consequences:

- Without treatment, HIV can progress to AIDS, severely damaging the immune system.
- Increased vulnerability to opportunistic infections and certain types of cancer.

Prevention

- Effective ways to prevent HIV transmission include:
- Using condoms correctly during sexual activity.
- Never sharing needles.
- Taking pre-exposure prophylaxis (PrEP) if at high risk.

Understanding HIV is crucial for preventing its spread and managing its impact on individuals and communities. With proper treatment, people with HIV can live long and healthy lives.

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Questions

Answer the questions below.

1) What is HIV?

2) How is HIV transmitted?

3) What are the short [illegible] health?

4) What are the long-term effects of HIV on heal[illegible]

PREVIEW

True or False

Is the statement true or false?

1. HIV can lead to AIDS if not treated.	True	False
2. HIV is only transmitted through blood.	True	False
3. Symptoms of HIV are always severe.	True	False
4. Only adults can contract HIV.	True	False
5. Condom use cannot prevent HIV transmission.	True	False
6. All people with HIV will develop AIDS.	True	False

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Activity – Talk For A Minute

Objective What are we learning about?

Students will be able to share their understanding of HIV, recognize ways HIV spreads and can be prevented, and practise expressing their ideas respectfully and confidently in front of others.

Materials t will you need for the activity?

- r a Mi mpt cards or worksheet
- Timer or st min e)
- Open spa ng for groups
- Paper and pe ptio e)



Instructions How will you te

1. Divide the class into small grou
2. Explain that students will take turns sp for bout a selected topic related to HIV awareness and preven n
3. Show the list of discussion prompts and remind stu s th swer in general and respectful ways.
4. One student chooses a prompt and talks about it for one minut te the group listens respectfully.
5. When the time is up, another student selects a different prompt and takes their turn speaking.
6. Encourage students to share ideas based on what they learned from the reading about HIV.
7. Students may pass a prompt if they feel uncomfortable answering it.
8. Continue until everyone in the group has had a turn speaking.

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Activity – Talk For A Minute

One fact you learned about HIV.	How HIV affects the immune system.	One way HIV can be transmitted.	One way HIV cannot be transmitted.
Why un… HIV… for yo… peopl…	One way people … prevent HIV …nsmission.	Why sharing needles can be dangerous.	Why respect and understanding are important for people living with HIV.
How education helps reduce the spread of HIV.	…with peop… may … ab… HIV.	…Why testing and …cal care are …tant.	How communities can support people living with HIV.
Why learning about HIV helps protect health.	One thing people should remember about HIV prevention.	…ssa… wou… …e … promo… awarenes…	…ne thing you …d today that …ri…d you …
Why responsible health choices are important for everyone.	How public health campaigns help educate people about HIV.	Why prevention is better than treatment when it comes to diseases.	How learning about HIV helps reduce fear and misunderstanding.
Why it is important to learn the difference between HIV and AIDS.	How people can protect themselves and others from HIV.	Why support from family, friends, and communities is important for people living with HIV.	One important lesson about health and responsibility you learned from studying HIV.

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Prevention of STBBIs and Unplanned Pregnancy

Understanding STBBIs and Unplanned Pregnancy

Sexually transmitted and blood-borne infections (STBBIs) and unplanned pregnancy are significant public health issues that can affect anyone, including young individuals. It's crucial to learn about effective strategies to prevent these situations to make informed decisions about your health.



Key Strate[illegible]r Prevention

To safegua[illegible]ealth and future, consider these strategies:

- Abst[illegible]g from sexual activity is the most effective way to prevent STBBIs a[illegible]lanned [illegible]y. It's a personal choice that completely eliminates the risks asso[illegible]ted wit[illegible]ntact.
- Use of Con[illegible]ms [illegible]orm of barrier contraception that significantly reduces the [illegible]th STB[illegible]nplanned pregnancy when used correctly and consistently.

Making Informed Choices

Making informed choices about y[illegible] sex[illegible]es gathering accurate information, considering the consequen[illegible]ffered[illegible]ns, and understanding your own values and beliefs. It's essential to:

- Educate yourself about STBBIs and contrac[illegible]meth[illegible]
- Communicate openly with your partner about y[illegible]de[illegible]
- Seek advice from trusted adults or healthcare pro[illegible]

The Role of Healthcare Providers

Healthcare providers play a vital role in offering advice and protecti[illegible] preventing STBBIs and unplanned pregnancy. They can provide:

- Education: Offering detailed information on STBBIs, contraception, and healthy relationships.
- Resources: Providing access to condoms and other forms of contraception.
- Support: Offering guidance and support in making healthy choices.

Quick Facts to Remember

- STBBIs can be prevented through abstinence and proper use of condoms.
- Making informed choices involves understanding the risks and benefits of your actions.
- Healthcare providers are valuable resources for advice and support.

By understanding these strategies and the importance of making informed choices, you can take active steps towards protecting your health and well-being.

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True or False

Is the statement true or false?

1) Abstinence completely eliminates the risk of STBBIs.	True	False
2) Condoms increase the risk of unplanned pregnancy.	True	False
3) Only adults need to learn about STBBIs.	True	False
4) Education on STBBIs includes understanding healthy relationships.	True	False
5) Condoms are not effective in preventing STBBIs.	True	False

Question

...is the most effective way to prevent STBBIs and unplanned pregnancy?

Identify

Determine which scenarios demonstrate safe and responsible health decisions.

Scenarios	☒	
1) Alex learns about STBBIs and how they spread.		
2) Someone shares intimate images online.		
3) A teen talks to a trusted adult about sexual health.		
4) Someone ignores information about protection.		
5) A student learns how condoms help prevent STBBIs.		
6) A person pressures a partner.		
7) Someone respects boundaries in a relationship.		
8) A student spreads false information about STBBIs.		

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Curriculum Connection
D1.4, D1.5

Activity: Four Corners – Healthy Choices

Objective What are we learning about?

Students will evaluate different statements about preventing STBBIs and unplanned pregnancy and express their opinions while explaining responsible health choices.

Materials t will you need for the activity?

- ee, Disagree, Not Sure, Depends
- Printed s ds of statements
- Open classr ace



Instructions How will yo te

1. Place four signs in different cor the labeled Agree, Disagree, Not Sure, and Depends.
2. Explain to students that they will hear di t s ted to sexual health, prevention, and responsible choices.
3. Read one statement aloud to the class.
4. Students move to the corner that best represents their op e statement.
5. After students choose a corner, invite a few volunteers from each group to explain why they chose that answer.
6. Encourage respectful listening and remind students that different opinions are allowed as long as they are respectful.
7. After a short discussion, reveal important health facts or clarify misconceptions related to the statement.
8. Repeat the activity with the next statement until several statements have been discussed.

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Activity: Four Corners – Healthy Choices

Statements	Agree	Disagree	Not sure	Depends
1) Learning about STBBIs helps protect people's health.	Agree	Disagree	Not sure	Depends
2) Talking to a trusted adult about health questions is important.	Agree	Disagree	Not sure	Depends
3) Respe ersonal boundaries is part of a relationship.	Agree	Disagree	Not sure	Depends
4) G helps people make onsibl	Agree	Disagree	Not sure	Depends
5) Accurate inf tion prevents misin n.	Agree	Disagree	Not sure	Depends
6) Healthcare provid sources of health advice.	ee	Disagree	Not sure	Depends
7) Thinking about consequence help people make safer decisions.	ree	gree	Not sure	Depends
8) Peer pressure can influence risky choices.	A	Disa	t sure	Depends
9) Respect and responsibility are important in relationships.	Agree		N e	Depends
10) Education helps prevent STBBIs and unplanned pregnancy.	Agree	Disagree		nds
11) Asking questions about sexual health is important for learning.	Agree	Disagree	Not sure	Depends
12) Friends can influence people's health decisions.	Agree	Disagree	Not sure	Depends
13) Reliable information helps people make healthy choices.	Agree	Disagree	Not sure	Depends
14) Taking time to think leads to better decisions.	Agree	Disagree	Not sure	Depends
15) Respecting others' boundaries builds healthy relationships.	Agree	Disagree	Not sure	Depends

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The Psychological Impact of STBBIs

Understanding STBBIs

Sexually Transmitted Blood-Borne Infections (STBBIs) include a range of infections transmitted through blood or sexual contact. Common examples are HIV, Hepatitis B and C, and syphilis. It's important to understand not only the physical effects of these infections but also the psychological impact they can have on individuals.



Psychologi Effects of STBBIs

Contracting BBI can be a significant emotional challenge for many peo explore some of the key psychological effects:

- S any individuals may feel judged or isolated because there are mi rstandi dgments in society about how STBBIs are contracted. This stigma can l as ed or afraid to seek help.
- Stress and t arnin ve an STBBI can be stressful. Concerns about health, treatme how or friends can cause a lot of anxiety.
- Impact on Mental H es igma associated with STBBIs can affect one's mental health, le to feelin ession or low self-esteem.

The Importance of Support

Finding the right support is crucial for a healin STBBI. Here's a list of why seeking support is important:

- Medical Care: Access to healthcare professi who u STBBIs can help manage the condition effectively.
- Emotional Support: Talking to friends, family, or co about s and experiences can help reduce feelings of isolation.
- Educational Resources: Learning more about STBBIs can pow ake control of their health and reduce anxiety.

Coping Strategies

Here are some strategies to help cope with the psychological impact of STBBIs:

- Seek Accurate Information: Understanding your condition can help reduce fear and misinformation.
- Connect with Others: Support groups can offer a sense of community and understanding.
- Practice Self-Care: Taking time for yourself and engaging in activities you enjoy can improve your mood and reduce stress.

Understanding the psychological impact of STBBIs is as important as understanding their physical health implications. By promoting awareness and support, we can help reduce the stigma associated with these infections and encourage individuals to seek the help and support they need.

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Questions

Answer the questions below.

1) Name two psychological effects of contracting an STBBI.

2) Why is s[illegible]upport important for someone with an STBBI?

PREVIEW

Connecting

What ar[illegible]e self car[illegible]gies you use?

True or False

Is the statement true or false?

1) STBBIs are only transmitted through sexual contact.	True	False
2) Stigma can lead to feelings of isolation.	True	False
3) Stress is not a common reaction to STBBIs.	True	False
4) Support groups can reduce feelings of loneliness.	True	False
5) Self-care practices can improve mood and reduce stress.	True	False

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Contraceptive Options and Innovations

Understanding Contraceptives

Contraceptives are methods used to prevent pregnancy. There are many different types, each with its own effectiveness and way of use. It's important for individuals to choose the method that best fits their lifestyle and health needs.



Types of Contraceptives

Barrier Methods

- Condoms: Thin sheaths worn on the penis or inside the vagina during intercourse. They are the only method that also helps prevent the spread of sexually transmitted infections (STIs).
- Effectiveness: Highly effective in preventing pregnancy.

Hormonal Methods

- Birth Control Pills: Pills taken daily that contain hormones to prevent ovulation.
- Effectiveness: Over 99% effective with perfect use.

Long-Acting Reversible Contraceptives (LARCs)

- Intrauterine Devices (IUDs): Small devices inserted into the uterus by a healthcare provider.
- Effectiveness: More than 99% effective.

Natural Methods

- Calendar Method: Tracking menstrual cycles to avoid intercourse on the most fertile days.
- Effectiveness: About 76-88% effective, depending on careful tracking.

Accessing Contraceptives

To access most contraceptive methods, one should:

- Visit a healthcare provider for a prescription (for pills, IUDs).
- Purchase condoms from pharmacies or stores without a prescription.
- Learn about natural methods through reliable health education resources.

Key Facts for Discussion

- Condoms are unique in also preventing STIs.
- The effectiveness of contraceptives depends on correct and consistent use.
- Hormonal methods require a prescription, while condoms do not.
- LARCs like IUDs offer long-term protection without daily attention.

Understanding these methods, their effectiveness, and how to access them can help individuals make informed decisions about their reproductive health.

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Question What makes birth control pills unique compared to condoms?

Multiple Choice Circle the letter of the correct answer.

1) Contraceptives are used to:	
A. Cure infections	B. Prevent pregnancy
2) Which method also helps prevent STIs?	
A. Condoms	B. Calendar method
3) Birth control pills work by:	
A. Preventing ovulation	B. Increasing sperm count
4) IUDs are known as:	
A. Temporary medicines	B. Long-acting contraceptives
5) Contraceptive effectiveness depends on:	
A. Correct and consistent use	B. Using it only sometimes

True or False Is the statement true or false?

1) Condoms can also prevent sexually transmitted infections (STIs).	True	False
2) Birth control pills are over 99% effective.	True	False
3) LARCs offer long-term protection without daily attention.	True	False
4) The calendar method is a type of hormonal method.	True	False
5) Natural methods include tracking menstrual cycles.	True	False

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Activity: Researching Birth Control Methods

Objective What are we learning about?

Students will research different contraceptive methods and explain how they work, their effects, ar rtant information needed to make informed health decisions.

Materi What need for the activity?

- Contraceptive ds ch heet
- Internet access or he ooks
- Paper and pencil



Instructions How will you complete the activit

1. Divide the class into small groups or pairs.
2. Ask students to look at the contraceptive methods already liste
3. Students will research each method and complete the missing infor in the table.
4. They will find information about how the method is used, important things to know about the method, and how effective the method is.
5. Students write the information they found in the correct columns of the chart.
6. After completing the chart, groups share one or two methods they researched with the class.
7. Discuss how understanding these methods helps people make informed and responsible health decisions.

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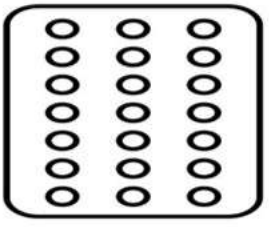
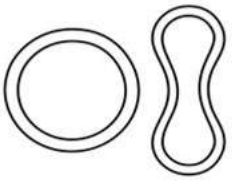
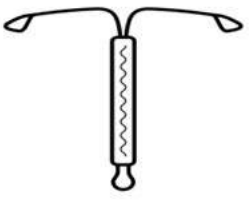
Activity: Researching Birth Control Methods

Method	How to use	Things to know	How well does it work? (%)
External Condom 			
Di[illegible]agm 			
Birth control pills 			
Vaginal ring 			
Copper IUD 			

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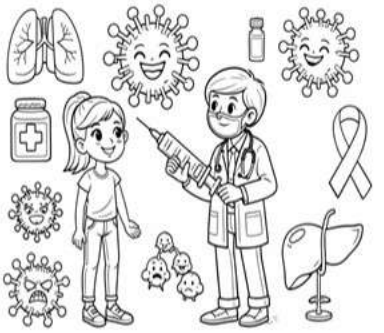
Vaccinations and Sexual Health

The Role of Vaccinations



Vaccinations are a crucial part of maintaining good health and preventing the spread of infectious diseases. They work by teaching our immune system to recognize and fight off viruses and bacteria. In the context of sexual health, vaccinations play a significant role in preventing diseases that can be transmitted through sexual contact, such as Human Papillomavirus (HPV) and hepati

How Vac

Vacci harmless piece of the virus or bacteria into the body. This doesn e the d prompts the immune system to respond. If the body later comes into con ctu isease, the immune system recognizes it and knows how to fight it pcess ificantly reduce the risk of becoming ill.

Key Vaccines for Sexu

- HPV Vaccine: HPV is a virus ead to cervical cancer, other types of cancer, and genital warts. V mmended for pre-teens and can be given to individuals up to age to p most dangerous strains of HPV.
- Hepatitis Vaccines: Hepatitis B and is A ar es that affect the liver and can be transmitted sexually. Vaccination against he B is ly given in childhood, while the hepatitis A vaccine is recommend certai groups.

Why Vaccinations Matter

Vaccinations are important for several reasons:

- Preventing Cancer: The HPV vaccine can prevent most cases of d several other types of cancer.
- Protecting Against Infections: Vaccines against hepatitis help protect ver from these viruses, preventing long-term damage.
- Community Health: By vaccinating a large portion of the population, we can reduce the spread of these infections in the community.

Quick Facts to Remember

- The HPV vaccine can prevent over 90% of HPV-related cancers.
- Hepatitis B is 100 times more infectious than HIV.
- Vaccinations have drastically reduced the incidence of hepatitis B and HPV-related diseases.

Understanding the importance of vaccinations for sexual health is crucial. They are safe, effective, and offer long-term protection against significant health issues.

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True or False

Is the statement true or false?

1) Vaccinations can teach the immune system to fight viruses.	True	False
2) The HPV vaccine is only recommended for adults.	True	False
3) Hepatitis affects the liver and can be sexually transmitted.	True	False
4) Vaccines cause the diseases they are meant to prevent.	True	False
5) Vaccinations are important for individual and community health.	True	False

Question

Answer the questions below.

1) How does the H help prevent certain cancers?

2) How do vaccinations benefit commun ealth?

PREVIEW

Fill in the Blanks

Circle the missing word.

1)	Vaccines help the body fight _____.	infections	homework
2)	The HPV vaccine helps prevent some types of _____.	cancer	headaches
3)	Vaccines train the _____ system to fight diseases.	immune	music
4)	Hepatitis B can affect the _____.	liver	lungs
5)	Vaccinations help protect both individuals and the _____.	community	classroom

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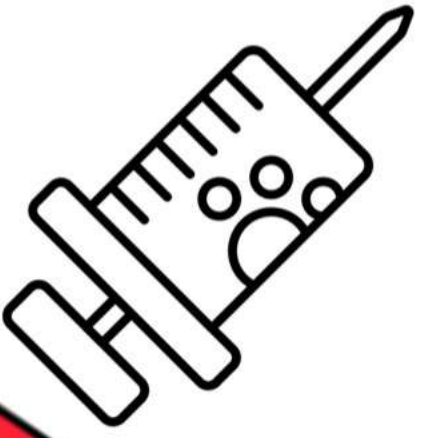
Inside the Body: Benefits of Vaccination

Objective — What are we learning about?

Students will identify and explain the benefits of vaccines related to sexual health and understand how vaccination helps protect the body from diseases such as HPV and hepatitis.

Materials — [illegible]at will you need for the activity?

- Pri[illegible] works[illegible] (h[illegible] template)
- Reading m[illegible]al [illegible]t Vac[illegible]ns and Sexual Health
- Pencil or pen
- Coloured pencils or crayo[illegible]tion[illegible]



Instructions — How will you complete the activ[illegible]

1. Ask students to read the information about vacc[illegible]d sexu[illegible]lth.
2. Show the worksheet with the human body outline and [illegible]n th[illegible] represents how vaccines help protect people from diseases.
3. Students will write benefits of getting vaccinated inside the person's [illegible].
4. Encourage students to include ideas such as how vaccines protect the immune system, prevent diseases like HPV and hepatitis, reduce the spread of infections, and protect community health.
5. Students may also colour the illustration after writing their answers.
6. After completing the worksheet, invite a few students to share one benefit they wrote.
7. End the activity by discussing why vaccination is important for protecting individual and community health.

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Impact of Substance Use on Sexual Health

The Risks of Substance Use

Substance use, including alcohol and drugs, can significantly impact one's ability to make safe and healthy decisions, especially in sexual situations. When substances are used, they can impair a person's judgement and decision-making abilities. This means that someone might engage in risky behaviours that they would usually avoid when sober.



How Subst[illegible]Affect Decisions

Substan[illegible]

- L[illegible]on[illegible]ding to risky sexual behaviour.
- Inc[illegible]e the li[illegible]o[illegible]f not using protection during sexual activity.
- Make it har[illegible]uni[illegible]clearly with a partner about consent and boundaries.

Key Facts to Remem[illegible]

- Substances can alter [illegible]ceptio[illegible]g it difficult to assess situations accurately.
- Under the influence, individu[illegible]s ma[illegible]co[illegible]s or other forms of protection, increasing the risk of sexually tra[illegible]d infec[illegible]STIs) and unintended pregnancies.
- Alcohol and drugs can also affect a perso[illegible]ty to [illegible]derstand consent, which is an essential part of a healthy sexua[illegible]ra[illegible]

Strategies for Staying Safe

- Stay Informed: Understanding the effects of substance[illegible]he[illegible] informed decisions.
- Have a Plan: Before attending a social event, think about how [illegible]te situations involving substances and sexual activities.
- Use the Buddy System: Stick with friends who will help you make safe choices and intervene if things don't seem right.
- Know Your Limits: If you choose to consume alcohol, be aware of how much you're drinking and the effects it has on your judgement.
- Communicate Clearly: Always discuss consent and protection with your partner, ensuring both are on the same page.

Making Safe Choices

It's important to recognize that each decision we make can have significant consequences on our health and well-being. By staying informed and prepared, young individuals can better navigate the complexities of substance use and sexual health, ensuring they make safe and respectful choices in all situations.

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True or False — Is the statement true or false?

1) Substances can improve judgement in sexual situations.	True	False
2) Alcohol increases the risk of unprotected sexual activity.	True	False
3) Drugs have no effect on a person's consent ability.	True	False
4) Having a plan can help manage situations involving substances.	True	False
5) Knowin[illegible]r limits has no impact on decision-making.	True	False

Questi[illegible]s [illegible]e questions below.

1) How do sub[illegible] an[illegible]idual's decision-making abilities in sexual situations?

_____

_____

_____

_____

2) Why is it important to discuss consent and pr[illegible]n with[illegible]r?

_____

_____

_____

_____

PREVIEW

Questioning — Write two questions you have about the text.

1)	
2)	

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Curriculum Connection
D2.4

Green Flag or Red Flag: Relationship Skills

Objective

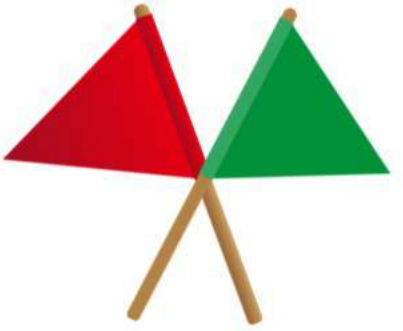
What are we learning about?

Students will recognize how alcohol and drug use can affect judgment, consent, communication, and protection in sexual situations, and identify safer decisions that help protect their health and well-being.

Materials

What will you need for the activity?

- A[illegible]lated to substance use and dec[illegible]n-maki
- Green Fla[illegible]g re[illegible]se cards (or green/red paper)
- Chart paper or [illegible]



Instructions

How will yo[illegible]ple[illegible]y?

1. Explain to students that a Green Flag represe[illegible]safe[illegible]esponsible decision, while a Red Flag represents a risky or unsa[illegible]sion, [illegible]y in situations involving substance use and sexual health.
2. Give each student two response cards labeled Gre[illegible]d Re[illegible]:
3. Read one scenario at a time describing a situation where alcoh[illegible]s[illegible]ffect a person's choices.
4. After each scenario is read, students raise the card that best represe[illegible]the situation:
   Green Flag if the decision shows safe, respectful, and responsible behaviour.
   Red Flag if the decision shows risky behaviour that could harm a person's health or safety.
5. After students respond, discuss the scenario as a class by asking how substance use may affect judgment, communication, consent, and protection.
6. Encourage students to suggest safer alternatives that could help someone make responsible decisions and protect their health.
7. Continue the activity until all scenarios have been discussed.

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Curriculum Connection
D2.4

Green or Red Flag

Read the statements to the class.

#	Statement	Green Flag	Red Flag
1	A person decides not to drink because they want to make clear and safe decisions.	✓	
2	Someone drinks too much at a party.		✓
3	Frien[illegible]tay together at a party to make sure everyone is safe.	✓	
4	A pe[illegible]sures someone to have sex.		✓
5	[illegible]nsent and boundaries before a social e[illegible]	✓	
6	Someone[illegible]rtne[illegible]ndaries.		✓
7	Someone leav[illegible]ituati[illegible]ple are using substances and behaving uns[illegible]	✓	
8	A person forgets to use[illegible]on.		✓
9	A person plans ahead and thinks a[illegible]to s[illegible]fe at a party.	✓	
10	Someone pushes others to drink or use dr[illegible]		✓
11	A friend reminds others to respect boundaries[illegible]s.	✓	
12	A person makes decisions while intoxicated.		✓
13	Someone chooses not to engage in sexual activity when substances are involved.		
14	Someone ignores a partner saying “no.”		✓
15	A person communicates clearly with their partner about protection and safety.	✓	
16	A person shares drugs with friends.		✓
17	A friend helps someone get home safely when they have had too much to drink.	✓	
18	Someone continues risky behaviour after warnings.		✓
19	A person knows their limits and avoids situations that may affect their judgment.	✓	
20	A person refuses to respect boundaries.		✓

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Curriculum Connection
D2.4

Cultural and Religious Perspectives on Sexuality

Diverse Perspectives on Sexuality
Sexuality and relationships are viewed differently across the world. Every culture and religion has its unique beliefs and practices, shaping how individuals understand and express their sexuality.



Cultural Insights
Culture deeply influences perceptions of sexuality and relationships. For instance:

- In many Western communities in Canada, sexuality is often seen as a natural part of life, with emphasis on respect for individual choices and understanding.
- In the Middle East, some traditional cultures may prioritize modesty and family honour in discussions of sexuality, sometimes limiting open conversations.

Religious Beliefs
Religion plays a significant role in shaping attitudes towards sexuality:

- Christianity: Views on sexuality vary, but many branches promote abstinence outside of marriage and fidelity within marriage.
- Islam: Teaches modesty and privacy in sexual relations, reserved for marriage.
- Hinduism: Attitudes can vary widely, but many texts celebrate sexuality within certain bounds.
- Buddhism: Encourages followers to avoid extreme sensual pleasures, focusing instead on moderation.

Respecting Differences
It's crucial to respect and understand these diverse perspectives. Recognizing that not everyone shares the same views helps us appreciate the richness of human diversity and promotes empathy among individuals from different backgrounds.

Key Takeaways
- Variety is the Norm: Just as people can have diverse tastes in food, music, and hobbies, they also have varied beliefs about sexuality and relationships.
- Understanding is Key: Learning about different perspectives not only educates us but also fosters respect and tolerance.
- Communication Matters: Open and respectful dialogue about these differences can lead to greater empathy and understanding in our multicultural world.

This exploration into the cultural and religious perspectives on sexuality highlights the importance of respect and understanding in navigating the diverse beliefs and practices that shape our global community.

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Questions

Answer the questions below.

1) How does culture influence perceptions of sexuality and relationships?

2) Why is it [illegible]nt to respect different cultural and religious perspectives on sexuality?

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Connecting

Considering [illegible]atural part of life why do you think it is a difficult subje[illegible] ab[illegible] households?

True or False

Is the statement true or false?

1) Culture does not influence views on sexuality.	True	False
2) Some religions promote abstinence outside of marriage.	True	False
3) All cultures have the same views on sexuality.	True	False
4) Respect for different views fosters empathy.	True	False
5) Buddhism encourages excessive sensual pleasures.	True	False

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Curriculum Connection
D2.4

Sexual Orientation

Sexual Orientation

Sexual orientation refers to which gender you are romantically and sexually attracted. It can be fluid, meaning it can change. Understanding your sexual orientation is an important part of developing your sense of self and your well-being.

People can be attracted to each other for different reasons. When it comes to sexual ori not everyone feels the same. All people and relationships are deserv

PREVIEW

Different Sexu ns

Heterosexual - is a mal d to a female or female is attracted to a male.

Gay - is when a male is a to a m female is attracted to a female

Lesbian - is when a female is ted f

Bisexual - is when a person is attracte re tha gender.

Pansexual - is when gender does not affect who are d to.

Asexual - is when someone is not attracted to e.



Discrimination and Bullying

Sometimes when a person is different in some way, they face discrimination.

Discrimination is when someone is treated unfairly because of one of their characteristics. This could be race, religion, disability, sexual orientation or any other difference.

If you see someone who is being discriminated against, you can use anti-bullying strategies including saying, “stop”, taking the victim of discrimination away from the bully, and talking to a trusted adult. It is never right to tease someone for being different.

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True or False

Is the statement true or false?

1) Your sexual orientation is which gender you are.	True	False
2) If you are straight, you are heterosexual.	True	False
3) If you are a female attracted to a female, you are gay or lesbian.	True	False
4) We are all the same, as humans.	True	False
5) Your sexual orientation is personal and all orientations are valid.	True	False

Question

u ever heard or seen discrimination? How did it make you feel?

PREVIEW

Think

Place a ✓ in the box if the statement shows respect an different sexual orientations.

❑ Respecting people's identities	❑ Spreading rumours	❑ Standing up to bullying
❑ Teasing someone for being different	❑ Supporting a friend	❑ Saying hurtful comments
❑ Listening to others respectfully	❑ Learning about diversity	❑ Accepting differences
❑ Bullying someone	❑ Ignoring someone	❑ Judging someone unfairly
❑ Treating everyone kindly	❑ Excluding people	❑ Including everyone in activities

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D2.4

Newspaper Article: Sexual Orientation and Acceptance

"Embracing All Hearts"

Publish Date: February 28, 2024

In a world filled with diverse cultures, beliefs, and personalities, understanding and respe[illegible]each other's differences, including s[illegible]ientation, is crucial. Sexual o[illegible]s out who you are attra[illegible]e relationships with. It's import[illegible]who we are, but sometimes it[illegible]d fo[illegible]ople to talk about. To h[illegible]erstan[illegible] about this topic, we[illegible]e with[illegible] Lee, a psychologist sp[illegible] adolescent development, [illegible]n Kim, a high school student who is o[illegible]gay.

Dr. Lee explains, "Sexual orientation is a spectrum, which means it includes a wide range of attractions and feelings. Some people might like others of the opposite gender, some might like people of the same gender, and others might like both or even feel attraction in different ways." This spectrum includes terms like heterosexual, homosexual, bisexual, and asexual, among others. Dr. Lee emphasizes, "Every person's feelings and experiences are valid and important. Understanding and accepting these differences is key to building a respectful and caring community."

Jordan Kim shares their experience, "Coming out was scary, but I was lucky to have friends and family who supported me. I wish everyone could have that kind of support. It's about loving people for who they are, not who we think they should be."

Jordan's story highlights the importance of acceptance and the positive impact it can have on someone's life.

Research shows that when people feel accepted for who they are, including their sexual orientation, they are happier and healthier. According to the Canadian Institute for Inclusive Societies, schools with programs that support LGBTQ+ students see a decrease in bullying and an increase in student well-being.

In recent events, public figures and celebrities have been more open about their sexual orientation, helping to create a [illegible]e accepting society. For example, [illegible]n Olympic athlete Markus Thorne [illegible]cent[illegible]red his story of coming out, inspi[illegible]n[illegible]people everywhere to emb[illegible]their[illegible]elves.

Ou[illegible]nm[illegible]s[illegible]ls play a crucial role in [illegible]acce[illegible]and understan[illegible]havi[illegible]p[illegible] conversations[illegible]out s[illegible]e[illegible]and showing respect for[illegible] journey, we can create a w[illegible]here every person feels valued[illegible]included.

Understanding sexual orientation and promoting acceptance are not just about being nice; they're about recognizing the richness of human diversity and the strength that comes from embracing everyone's unique identity. As Dr. Lee and Jordan remind us, it's about creating a future where everyone can live openly and authentically, surrounded by acceptance and support.

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D2.4

True or False

Is the statement true or false?

1) Sexual orientation is about who you want to be a friend.	True	False
2) Acceptance can decrease bullying in schools.	True	False
3) Everyone has the same sexual orientation.	True	False
4) All schools have programs supporting LGBTQ+ students.	True	False
5) Public figures can influence acceptance of diverse orientations.	True	False

Question

Answer the questions below.

1) W[illegible]s the s[illegible]f sexual orientation include?

2) How does acceptance affect [illegible]dua[illegible]

PREVIEW

Word Search

Find the words in the wordsearch.

Love	Gay
Help	Safe
Pride	Care
Kind	Open
Free	True
Peer	Accept
Happy	Respect

P E E R Y Y C H V T S O M S I L B O
C T T X M M D O I T O I L E V E L P
C P X Z C F Q E R G B R H D E S U S E E
A C C E P T Y J Q N O T L J L P O Y X N
F T R Q J K V Q Z N K U W N P E G V C E
R H S A F Q R P R P B X P Z W C A H M H
T K I N D U V X R B B B J F L T Y C E Q
U C O E V O E V H I X C E B J E N U B A
J A J S U R H H W F D G Q L V S B B U E
E R N O S L I Q A X O E W Z L O V E S R
C E L F P K I E E P A E N P S K C Z Q E
T K S I S S O B E A P Z I U O J T L N D
L Y Z F R A H I R O D Y D R Z P R K P O
Z H Q C C W F P F F Q S Z R I Z U C W A
Y O U L B J I E Y D Y T M W I O E I A D

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Curriculum Connection
D1.3, D1.4, D1.5, D2.4, D3.3

Jeopardy-Style Game: General Sexual Health Knowledge

Objective

What are we learning about?

To facilitate a comprehensive review of general sexual health knowledge among middle school students through an engaging, competitive Jeopardy-style game format. This activity aims to reinforce key concepts from the curriculum in a fun and interactive setting.

Materials

What you will need for the activity.

- L…oard or …esentation tool (e.g., Pow…oint, J…os)
- Cards or s… …stic… …d answers
- Scorekeepin…
- Buzzer system (…arna… …aised hands)
- Timer (optional)
- Curriculum topics and k… …on …
- Prizes for winners (optiona…



PREVIEW

Instructions

How you will complete the act…

1. Divide the class into teams, ensuring an even …
2. Prepare the Jeopardy board with categories based … …lum… …su… as STBBIs, consent, puberty, and others related to sexual he… …n.
3. Assign point values to each question, with more complex quest… …gher points.
4. Explain the rules of the game, including how teams will select questions and the importance of waiting until the question is fully read before answering.
5. Start the game by allowing the first team to choose a category and point value.
6. Read the selected question to the teams. The first team to buzz in gets to answer.
7. Award points for correct answers and deduct points for incorrect answers, if desired.
8. Continue until all questions are answered or until a set time limit is reached.
9. Tally the scores to determine the winning team.
10. Debrief with the class, discussing key learnings and clarifying any misconceptions.

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Curriculum Connection
D1.3, D1.4, D1.5, D2.4, D3.3

Jeopardy Question | Ask students the questions below.

1 Points	2 Points	3 Points	4 Points	5 Points
What physical changes signal the onset of puberty in all gender[illegible] (Grow[illegible])	What type of diseases are transmitted through contact? (STBBIs)	What practice involves not participating in sexual activity? (Abstinence)	What chronic viral condition involves sores and is non-curable? (Herpes)	What is the lifelong condition managed with antiretrovirals? (HIV)
Wh[illegible] willingly agree to engage in [illegible] activity? (Consent)	[illegible]t term [illegible]s [illegible]ing [illegible]ers' [illegible]ndarie[illegible]nse	What virus can lead to cervical cancer? (HPV)	What does the 'B' in STBBI stand for? (Blood-borne)	What STBBI is known for affecting the liver? (Hepatitis)
What is the spread of diseases called? (Infection)	Which body part releases eggs in females? (Ovaries)	W[illegible] can [illegible]se cold sores? (Herpe[illegible])	What is a common [illegible]m[illegible]tom of m[illegible]Is, oft[illegible]	What term describes the ability to produce offspring? (Fertility)
Which hormone increases in boys during puberty? (Testosterone)	What's the term for emotional changes during puberty? (Mood swings)	What type of protection is worn to prevent STBBIs during intercourse? (Condom)	Wha[illegible] doe[illegible] 'HPV' stand[illegible] (Human papillomavirus)	[illegible]nd [illegible]e [illegible]rt of puberty? (Pituitary Gland)
What body system does puberty primarily affect? (Reproductive)	Which hormone is mainly responsible for changes in girls? (Estrogen)	What term refers to a serious condition resulting from untreated HIV? (AIDS)	Which STI can cause genital warts as well as cervical cancer in women? (HPV)	What's the name of the immune cells that HIV primarily attacks? (T-cells)

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Curriculum Connection
D1.3, D1.4, D1.5, D2.4, D3.3

Snowman: New Vocabulary Introduction

Objective — What are we learning about?

To introduce and reinforce new vocabulary from the sexual health curriculum through the engaging game of Snowman. This activity is designed to make learning new terms interactive and enjoyable, encouraging students to remember and understand key sexual health concepts.

Material — [illegible] you will need for the activity.

- Chalkboard [illegible]
- Chalk or [illegible] marke[illegible]
- List of new vo[illegible]ry te[illegible] sexual health curriculum
- Eraser or cloth for th[illegible]
- Paper and pencils for stu[illegible] (opt[illegible])



Instructions — How you will complete the activi[illegible]

1. Divide the class into two teams for a compet[illegible]
2. Select a vocabulary term from the sexual health cu[illegible] w[illegible]ing the word to students.
3. Draw a blank line on the board for each letter in the word.
4. Ask teams to take turns guessing letters that might be in the word.
5. For each incorrect guess, add a part to the snowman drawing allowing 7 incorrect guesses before the snowman is drawn. (3 snowballs, 2 eyes, 1 nose, 1 mouth)
6. If a team guesses a correct letter, fill in the blanks where that letter appears in the word.
7. The game continues until the students guess the word correctly or the snowman is fully drawn.
8. After each round, discuss the term's definition and relevance to sexual health.

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Curriculum Connection
D1.3, D1.4, D1.5, D2.4, D3.3

Snowman

With a partner, one person chooses a word. They count the number of letters in their word and write that many blanks. The other person guesses the letters until they figure out the word.

Draw Your Snowman

Cross off incorrect guesses

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below

PREVIEW

Draw Your Snowman

Cross off incorrect

a b c d e f g h i j k l m

n o p q r s t u v w x y z

Write the number of blanks for your word below

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Name: _____ 137

Unit Test – Human Development and Sexual Health

Multiple Choice /10

1. What is crucial for healthy relationships? a) Trust and communication b) Lots of gifts c) Ignoring problems d) Spending [illegible]me together	2. What does consent in relationships mean? a) Permission without pressure b) Saying yes once c) Not saying no d) Agreeing under pressure
3. Which va[illegible]ents cervical cancer? a) Flu b) HPV v[illegible]ne c) Hepatitis vac[illegible] d) COVID-19 vaccine	4. What does STBBI stand for? a) Strong Trust Between Best Individuals b) Sexually Transmitted Blood-Borne Infections c) Simple Texts Between Buddies Instantly d) Scientific Theory Behind Biological [illegible]teractions
5. What is the best way to avoid [illegible]n STBBI? a) Using condoms b) Using birth control c) Abstinence d) Using no contraceptives	[illegible]n affect body image and self-esteem? a) Med[illegible]ays b) [illegible]veget[illegible] c) [illegible]g h[illegible] d) Sleepi[illegible]
7. Which disease can lead to AIDS? a) Chlamydia b) HIV c) Genital Herpes d) HPV	8. What's impo[illegible]for [illegible] pressure? a) Following the crowd b) Self-awareness and confidence c) Keeping silent d) Peer pressure doesn't exist
9. How does substance use affect decisions in sexual situations? a) Improves judgement b) No effect c) Leads to clearer communication d) Impairs judgement	10. What does understanding different perspectives on sexuality promote? a) Confusion b) Respect and empathy c) Uniformity d) Disrespect

PREVIEW

Define What do the terms below mean?

Term	Definition – What does it mean?
STBBI	
Consent	
Abstinence	

Short Answer Answer the questions below – Each question is worth 3 marks.

1) How can unplanned pregnancy be avoided?

2) How do vaccinations help in avoiding sexually transmitted disease?

3) How can getting an STBBI affect you for the rest of your life?

PREVIEW

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Long Answer Answer the questions below – Each question is worth 5 marks.

1) Choose a sexually transmitted disease to describe in detail. Explain the symptoms, short- and long-term effects, how it is transmitted, and how it can be avoided.

2) Why is strong communication in a relationsh[illegible]portant[illegible] it lead to better decisions regarding sexual activity?

PREVIEW

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