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Ontario Health Curriculum

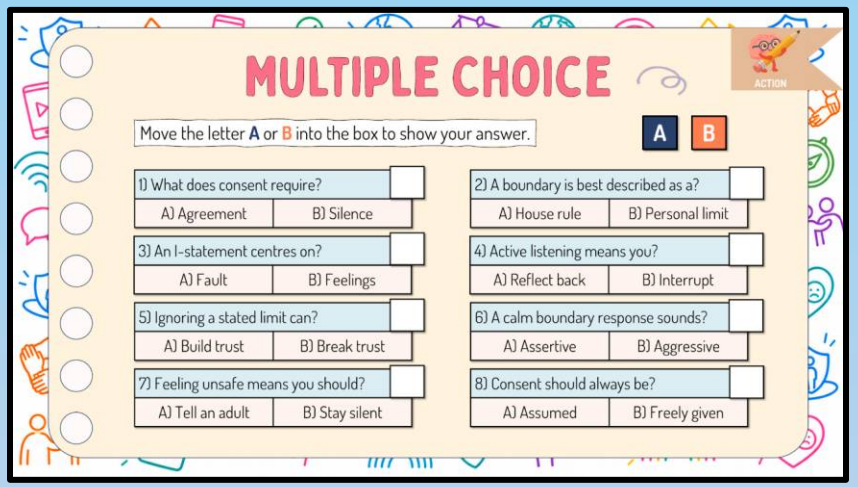
Human Development & Sexual Health– Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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





Part 2 – Action!

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Part 3 – Consolidation!

- Exit Cards
- Quizzes
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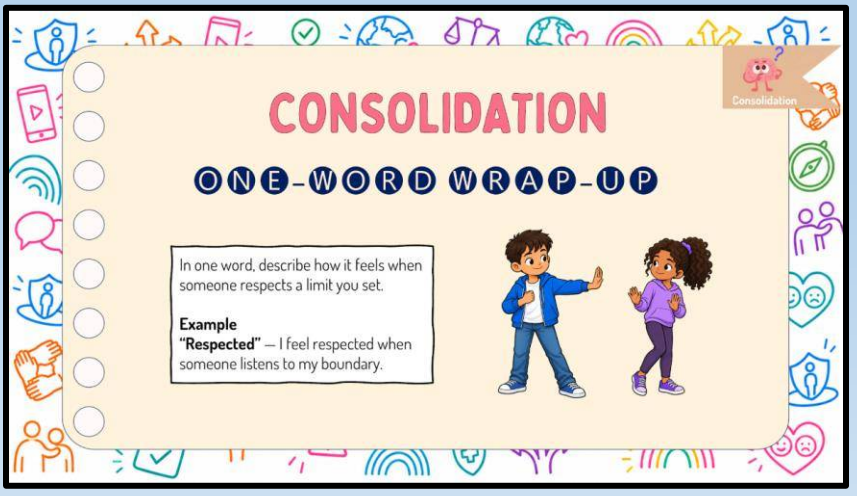


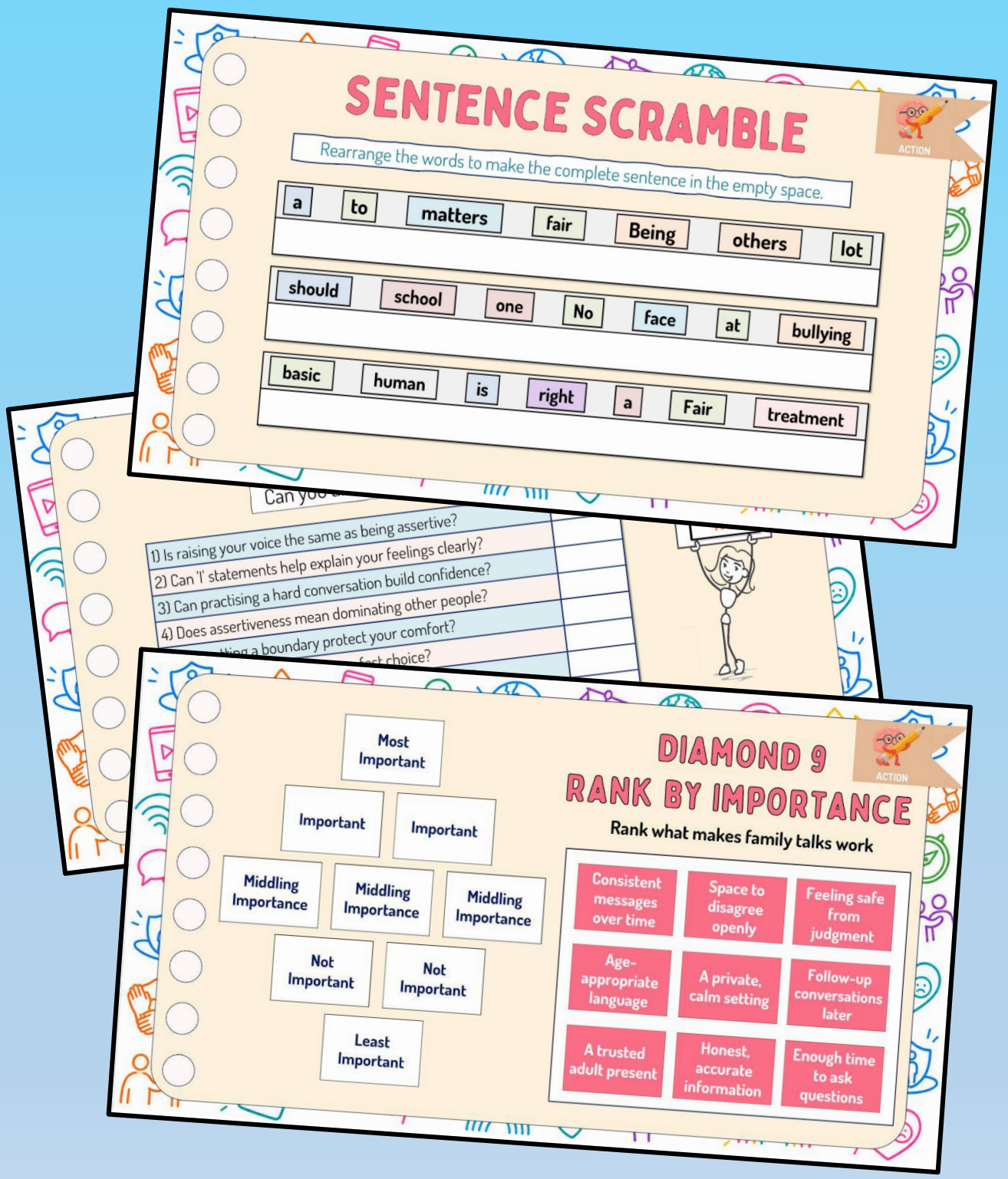
Ontario Health Curriculum

Human Development & Sexual Health– Grade 8



Ontario Health Curriculum

Human Development & Sexual Health– Grade 8



Workbook Preview

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Grade 8 – Health Curriculum

Human Development and Sexual Health

	Expectations	Pages
D1.4	identify and explain factors that can affect an individual's decisions about sexual activity	6-43
D1.5	demonstrate an understanding of gender identity (e.g., male, female, Two-Spirit, transgender), gender	1
D2.3	demonstrate an understanding of abstinence, contraception and the use of effective and suitable protection to prevent pregnancy and STBBIs, and the concept of consent, as well as the skills (e.g., self-awareness, communication, assertiveness, and refusal skills) they need to apply in order to make safe and healthy decisions about sexual activity	62-77
D3.3	analyse the attractions and benefits associated with being in a healthy relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy	78-107

Preview of 75 pages from this product that contains 148 pages total.

HUMAN DEVELOPMENT AND SEXUAL HEALTH



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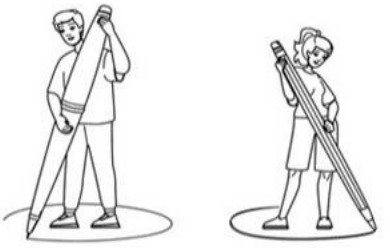
Curriculum Connection
D1.4

Understanding Personal Limits

Recognizing Personal Boundaries

Understanding personal limits, especially in the context of sexual activity, is crucial for maintaining your well-being and ensuring respectful interactions. It involves knowing and setting your own boundaries, which are influenced by your values, beliefs, and comfort levels. Recognizing these boundaries helps you navigate relationships with confidence and assertiveness.



The Import Boundaries

Personal s guidelines for what you are comfortable with in various situations, includ blishing these boundaries is essential for a number of reasons:

- Safe nd Co es interactions are consensual and comfortable for everyone involved.
- Self-Respec your decisions, fostering a strong sense of self-worth.
- Healthy Relation Pro ication and respect, which are foundational to any relationship.

Key Terms to Understand

- Consent: A mutual agreement betwe pant gage in a specific activity at a specific time.
- Boundaries: Personal limits set by an individual, can sical, emotional, or digital.
- Values: Core beliefs or principles that guide an dua decision-making.

Statistics to Consider

- A study indicates that individuals who have a clear understanding boundaries are more likely to experience positive interactions in t ps.
- Research shows that communication about personal limits and consent ed to higher satisfaction in relationships.

Setting Your Boundaries

Here's a list to help guide you in establishing your own personal limits:

- Reflect on Your Values: Consider what is most important to you.
- Communicate Clearly: Always be open and honest about your limits with others.
- Respect Your Feelings: It's okay to say no or to change your mind at any time.
- Seek Support: If you're unsure, talk to someone you trust for advice.

Understanding and respecting personal limits are key to navigating relationships and experiences confidently. By setting clear boundaries based on your values, you can ensure that your interactions are healthy, respectful, and fulfilling.

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Curriculum Connection
D1.4

True or False Is the statement true or false?

1) Personal limits guide what we're comfortable with.	True	False
2) Consent is a one-time agreement.	True	False
3) Communication about limits improves relationship satisfaction.	True	False
4) Consent requires mutual agreement.	True	False
5) Values have no impact on personal boundaries.	True	False

Question Answer the questions below.

1) Why are personal boundaries important?

2) How can someone set their personal boundaries?

PREVIEW

Direction Put a ✓ if you allow it or do not allow it.

Situations	Allow	Do Not Allow
1) Someone hugs you without asking.		
2) A friend asks before borrowing your things.		
3) A classmate reads your messages.		
4) A classmate shares your photo without asking.		
5) Someone teases you after you said stop.		

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Understanding Boundaries Through Role Play

Objective

What are we learning about?

To help students understand the importance of communication and mutual respect in relationships. This activity aims to foster empathy and respect for personal boundaries and consent.

Materials

What you will need for the activity.



- S
- R ion jour
- A qui , com e f role play
- Timer

Instructions

How yo mplet activity

1. Divide the class into small g ups sign each group a scenario card that describes a situation involving ons ab acy levels in relationships.
2. In each group, students decide who will pla role e scenario. Roles include the individuals in the scenario and erve fe edback.
3. Give students 10 minutes to discuss their roles an th plan out the scenario, focusing on communication strategies and re ng l
4. Each group acts out their scenario in front of the class. Use a t each performance lasts no more than 5 minutes.
5. After each performance, allow 5 minutes for the observer in the group to provide feedback on how the situation was handled, particularly noting communication and respect for boundaries.
6. Lead a class discussion on the different scenarios, highlighting effective communication strategies and the importance of consent and respecting boundaries.
7. Ask students to reflect on how they would feel in each situation and the importance of mutual respect in relationships.
8. Encourage students to think about real-life applications of these lessons, discussing how they can apply what they've learned in their own relationships.

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Strategies | Use the strategies below to navigate these situations safely.

1) **Use "I" Statements**: When expressing feelings or setting boundaries, start sentences with "I feel" or "I think" to make the conversation more about personal feelings and less accusatory. For example, "I feel uncomfortable when my things are used without asking."

2) **Active Listening**: Show you're listening by nodding, maintaining eye contact, and repeating back what you've heard to ensure understanding. For instance, "So, you're saying you feel left out when I don't share my plans with you?"

3) **Empathy**: Try to understand and verbalize the other person's feelings. For example, "It sounds like you're really passionate about this project, and I understand you want to work on it independently."

4) **Seek Consent**: Always ask for permission before sharing someone's personal information or engaging in activities. "Is it okay if I borrow your notebook?" shows respect for their autonomy.

5) **Offer Alternatives**: When declining a request, suggest another activity or time. For example, "I can't join this weekend, but would you like to catch a movie next week instead?"

6) **Set Clear Boundaries**: Be specific about what is okay and what is not. If you're uncomfortable with certain topics or actions, say so. For example, "I prefer not to talk about my family situation with others."

7) **Change the Subject**: If a conversation becomes uncomfortable, gently steer it to a neutral or positive topic. "Speaking of weekends, did anyone catch the new movie release?"

8) **Use Humour Carefully**: A light joke can ease tension, but make sure it's appropriate and won't be misunderstood. "I guard my art supplies like a dragon with treasure, gotta ask before you borrow!"

9) **Practice Assertiveness**: Stand up for yourself without being aggressive. Maintain a calm tone and posture. "I really need to focus on my own work right now, but I appreciate your offer to collaborate."

10) **Seek Support**: If a situation feels overwhelming, it's okay to involve a trusted adult, like a teacher or counsellor, especially if privacy or personal safety is a concern. "I'm not sure how to handle this situation. Can we talk about it?"

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Curriculum Connection
D1.4

Scenarios	Role-Play Scenarios

Jasmine, a new student, feels overwhelmed trying to fit in. During lunch, she sits alone, and a group of students, led by Alex, decides to invite her to join them. Alex needs to navigate asking Jasmine to join them in a way that respects her possible desire for solitude or fear of intrusion.

In Mr. Sing class, students are choosing partners for a science project. Harpreet wants to w th Jordan, but Jordan prefers to work alone due to past group conflicts. H must communicate understanding and respect for Jordan's boun ing his desire to collaborate.

Sofia and Leo who playing online games together. One day, Leo starts using a ga racte that makes Sofia uncomfortable. Sofia needs to express her feeli o importance of respect and consent even in virtual spaces.

During a group chat, Aiden shares a p t ina tly upsets Priya. Priya feels her privacy was violated. The scenario olves P dur ng her feelings with Aiden, focusing on the importance of consent b shari onal information or photos.

Maria is at a party where her friends start pressuring her y so uncomfortable with. She needs to assert her boundaries clearly w her friendships, emphasizing her right to make personal choices.

Elias receives an invitation to join a weekend trip from a classmate he doesn't know well and feels uneasy about it. Elias must politely decline the invitation, conveying his feelings without offending the other student.

Talia notices that her friend, Noah, has been using her art supplies without asking. Although she doesn't mind sharing, she wants to be asked first. Talia needs to communicate her feelings to Noah, emphasizing the importance of asking for permission and respecting others' belongings.

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Reflection | Answer the questions below.

1) How important is communication here?

2) How ca[illegible]pect boundaries better?

3) What does mutual respect[illegible]e?

4) How can misunderstandings be avoided?

5) What strategies can improve communication?

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D1.4

Navigating Curiosity and Desire

Empowering Choices: Sexual Health

Date: March 13, 2024 Author: By: Jordan Paterson *2-minute read*

Curiosity and desire are fundamental human experiences, driving much of our learning and personal development. However, when it comes to sexual activity, balancing these feelings with informed choices and safety is crucial. Statistics show a significant gap in sexual education, emphasizing the need for comprehensive understanding and safe practices.

Understanding key concepts like consent, safe sex, and boundaries is essential in navigating sexual health. It's not just about the mechanics of sex but also about the emotional and psychological aspects. Informed decisions can lead to safer and more fulfilling experiences, reducing risks of unwanted outcomes.

Empowerment in sexual health comes from knowledge. By equipping ourselves with accurate information and understanding the importance of consent and safety, we can make choices that respect both our desires and our well-being. This balance is key to enjoying healthy, consensual relationships.

Until we meet again,
Jordan Paterson

PREVIEW

Comments:



Ethan Tremblay, March 15, 2024

Understanding the balance between curiosity, desire, and informed choice is fundamental in fostering healthy sexual relationships. It's about more than just safety; it's about respect and mutual understanding.

Like Reply 5h ago



Sophia Chen, March 13, 2024

Highlighting the importance of consent and education in discussions about sexual health is crucial. Knowledge empowers us to make choices that are not only safe but also aligned with our values and desires.

Like Reply 2d ago

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True or False

Is the statement true or false?

1) Curiosity plays a key role in sexual decisions.	True	False
2) Informed choices do not impact sexual health.	True	False
3) Consent is an essential aspect of sexual activity.	True	False
4) Safety considerations are unnecessary in sexual health.	True	False
5) Knowle reduces risks in sexual activity.	True	False

Questi w questions below.

1) What is the i ba ing curiosity and desire?

2) What role does emotional and psychological u landi sexual health?

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Direction

Write three things you are curious about relationships and intimacy.



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Curiosity Head – Navigating Curiosity and Desire

Objective What are we learning about?

Students will reflect on their thoughts, questions, and understanding of sexual health, consent, and boundaries in a safe and age-appropriate way.

Materials What will you need for the activity?

- P[illegible] boy/girl version)
- P[illegible]encil
- Colo[illegible]ing ma[illegible]ona[illegible]



Instructions H[illegible]l y[illegible]e activity?

1. Look carefully at the head [illegible]plate[illegible] [illegible]op lined box represents your thoughts, ideas, and questions, wh[illegible]ace re[illegible]ts you as a learner making decisions about your well-being.

2. In the lined box, write three to five meaningful qu[illegible] curios[illegible]u have about topics such as consent, boundaries, relationship[illegible]nal[illegible]a responsible choices. Think about real situations you may exper[illegible]th friends, or online. Your questions should be respectful, honest, and a[illegible]riate for classroom discussion.

3. After writing your questions, read them again and choose one question that you think is the most important or meaningful to you. This is the question you are most curious about or want to understand better.

4. Be prepared to share your chosen question with a partner, small group, or the whole class if asked. Remember that this is a safe space, so listen respectfully to others and value different ideas and perspectives.

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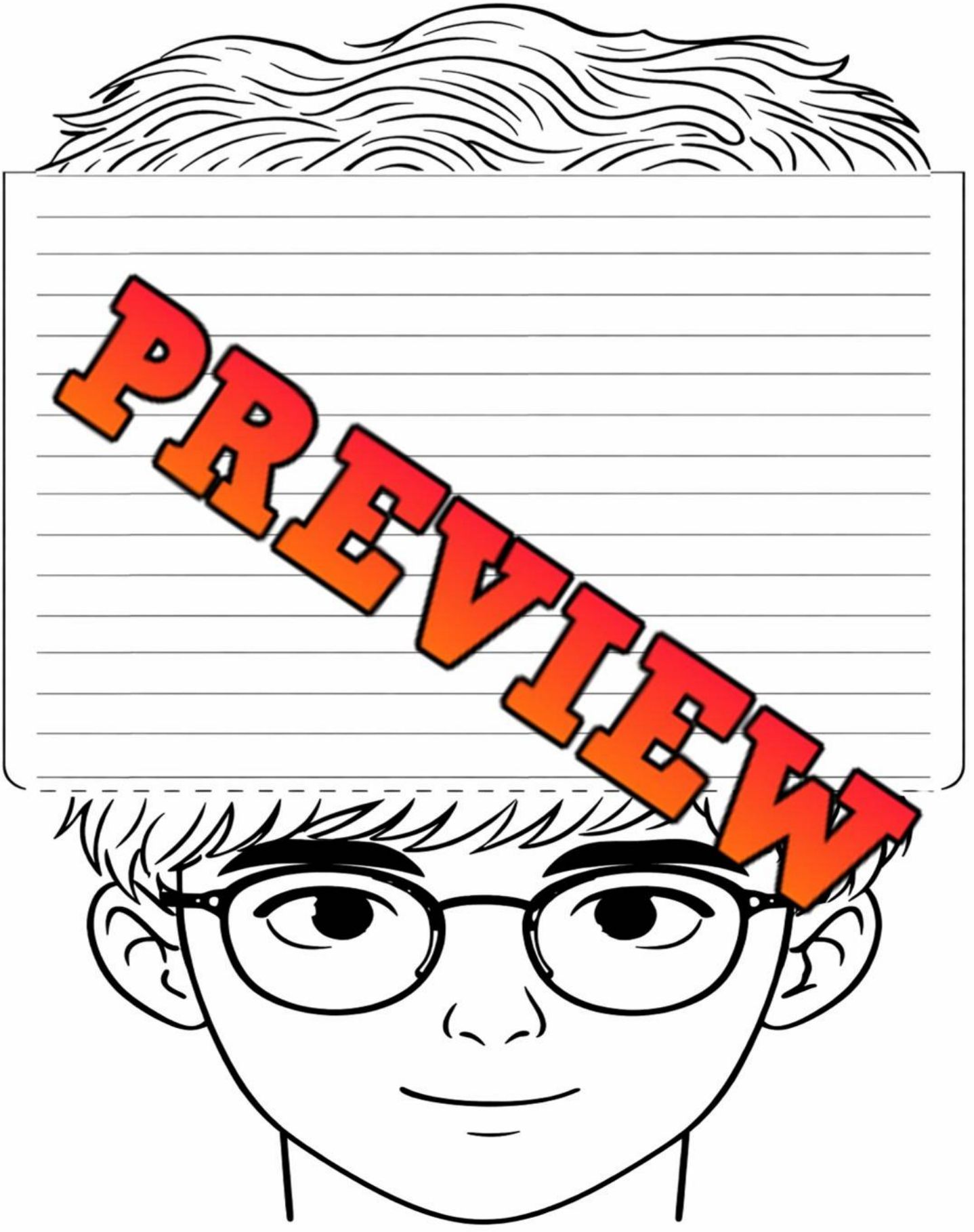

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Exit Cards

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

Name: _____

Does this show a safe and responsible choice?

1) Asking questions to understand relationships	Yes	No
2) Ignoring possible consequences of actions	Yes	No
3) Respecting personal boundaries	Yes	No
4) Giving in to pressure from others	Yes	No
5) Thinking carefully before making decisions	Yes	No

Name: _____

Does this show a safe and responsible choice?

1) Asking questions to understand relationships	Yes	No
2) Ignoring possible consequences of actions	Yes	No
3) Respecting personal boundaries	Yes	No
4) Giving in to pressure from others	Yes	No
5) Thinking carefully before making decisions	Yes	No

Name: _____

Does this show a safe and responsible choice?

1) Asking questions to understand relationships	Yes	No
2) Ignoring possible consequences of actions	Yes	No
3) Respecting personal boundaries	Yes	No
4) Giving in to pressure from others	Yes	No
5) Thinking carefully before making decisions	Yes	No

Name: _____

Does this show a safe and responsible choice?

1) Asking questions to understand relationships	Yes	No
2) Ignoring possible consequences of actions	Yes	No
3) Respecting personal boundaries	Yes	No
4) Giving in to pressure from others	Yes	No
5) Thinking carefully before making decisions	Yes	No

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Curriculum Connection
D1.4

Impact of Media on Sexual Health Decisions

Understanding the Influence

Media plays a significant role in shaping the opinions and decisions of young people, especially when it comes to sexual health. Various forms of media, including television shows, movies, social media, and advertisements, often present skewed and unrealistic portrayals of relationships and sexual behaviour. These portrayals can lead to misconceptions and risky behaviours if not critically assessed.



Key Terms

- Medi... T...bility to access, analyze, evaluate, and create media in a variety of f...
- Sex... Health: ...hysical, emotional, mental, and social well-being related to sexuality.
- Influence: ...y to ha... ...fect on the character, development, or behaviour of someone or so... ...g.

The Statistics Speak

- A survey showed that teen... who ... ...y exposed to sexual content in media are twice as likely to initiate intercou... ...e ag... ...% compared to their less-exposed peers.
- About 80% of TV shows/movies contain some se... conte... ...t only 15% discuss the risks or responsibilities of sexual activity.

Critical Thinking is Key

It's important for students to develop critical thinking skill... ...ate... ...mpl... messages about sexual health that media presents. Here are a... ...str...

- Question the Message: Always ask who created this message and w... ...e they trying to convince you of?
- Seek Reliable Information: Compare the information in media to what credible health sources say. Websites like those of the Canadian Public Health Association offer accurate sexual health information.
- Discuss Openly: Talking with trusted adults, teachers, or peers about media messages can help clarify misconceptions.

Media Literacy for Healthy Decisions

Emphasizing media literacy is crucial. Understanding that media content is crafted with specific goals in mind can help young individuals make informed decisions about their sexual health. Encouraging discussions and education on this topic supports students in critically assessing media messages and seeking out credible information for their questions and concerns.

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Questions

Answer the questions below.

1) How does media influence teenagers' perceptions of sexual health?

2) Why is [illegible]tant to discuss media messages about sexual health?

PREVIEW

Connecting

Explain some o[illegible]ys [illegible]can affect ideas about sexuality. Consider fashion a[illegible] mus[illegible]

True or False

Is the statement true or false?

1) Media has no impact on sexual health decisions.	True	False
2) Media literacy helps analyze media content critically.	True	False
3) All TV shows accurately portray sexual health risks.	True	False
4) Discussing media messages can help clarify misconceptions.	True	False
5) Critical thinking skills are unnecessary for media consumption.	True	False

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Speaking Cards: Media Influence and Healthy Decisions

Objective

What are we learning about?

Students will develop their oral communication skills by discussing how media influences thoughts, attitudes, and decisions about relationships, consent, and sexual health, while practising critical thinking and respectful dialogue.

Materials

What will you need for the activity?

- (Cards 1–20)
- Tim optiona
- Paper and for s)



Instructions

How ctivity?

1. Students will work in pairs small dent will take turns picking a speaking card and responding to t ation c pt ritten on it. The student should speak clearly and answer in comple ence g their ideas, opinions, and examples related to media influ e g.

2. After one student responds, their partner or groupmat ould and may ask follow-up questions or share their own thoughts abou nts are encouraged to express their ideas respectfully and consider diff perspectives during the discussion.

3. Each student should answer several cards within the given time. The teacher may set a time limit for each response to ensure that all students have the opportunity to participate.

4. At the end of the activity, selected students may share their answers with the class, or the teacher may lead a short discussion to highlight important ideas about media literacy, consent, and making safe and responsible choices.

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Curriculum Connection
D1.4

Speaking Cards Cut out the cards.

We are talking about social media. Introduce yourself. Then share one type of media you often watch (e.g., TikTok, YouTube). Describe what kind of content you usually see and how it might influence your thoughts about relationships or behaviour.	Think about a popular trend you have seen on social media (such as TikTok or Facebook). Describe what people are doing in the trend and what message it sends about relationships or behaviour. Do you think this trend promotes safe and responsible choices? Explain your answer.
Des[illegible]w, or post you [illegible]lationships or li[illegible]yle. Do[illegible] is realistic or not? [illegible]nd [illegible] migh[illegible]iewers	You are a new student. Introduce yourself and ask your classmate what kind of media they watch. Ask if they think media always shows safe and responsible choices. Respond to their answer.
Pretend a younger student [illegible] fo[illegible] advice. Explain how media can so[illegible]etim[illegible] give misleading information about relationships or sexual health. Give one example and advice on what to do	[illegible] are planning a group discussion [illegible] media. Share what you know [illegible]onsent and boundaries. E[illegible]n ho[illegible]dia sometimes shows [illegible]hese [illegible]r incorrectly.
Ask your partner questions about how they feel when they see certain media (e.g., romantic scenes, influencers, trends). Then share your own thoughts. Do these influence your decisions? Why or why not?	Talk ab[illegible] yo[illegible] [illegible]ical thinking wh[illegible] wat[illegible] [illegible] questions shou[illegible] [illegible] believing what you s[illegible]ne?
Talk about a time when media influenced how people should look or act in relationships. Do you think this message is realistic? Why or why not?	Imagine your friend believes everything they see online about relationships. What advice would you give them to help them make better decisions?
Describe how influencers or celebrities can affect young people's choices. Give one example of a positive influence and one negative influence.	You saw a viral video about relationships or dating. Explain what message it shows. Do you agree or disagree with it? Why?

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D1.4

Speaking Cards Cut out the cards.

I am interviewing you. Tell me how media can influence young people's decisions about relationships and body image. Give one positive and one negative example.	Think of a time when media made something look normal or acceptable, even if it may not be safe or respectful in real life. Describe the situation and explain your opinion about it.
Many [illegible]isements show "perfect" relatio[illegible] lifestyles. Describe an ad yo[illegible] message does it s[illegible]ow [illegible]should act in re[illegible]nships [illegible]ink this is realis[illegible]	Some shows or videos do not clearly show respect for consent and boundaries. Describe how this can affect viewers. Why is it important to understand consent even if media shows something different?
Imagine your friend [illegible] in movies or series a[illegible] or relationships. Explain why th[illegible] ri[illegible] What advice would you give your friend[illegible] help them make better and safer decisi[illegible]	Social media can create pressure to act, dress, or behave in a certain way. [illegible]cribe how this pressure can affect y[illegible]eople's decisions. What can [illegible] resist this pressure?
Media often shows certain body types or appearances as "ideal." How can this affect how young people feel about themselves? Explain how this might influence their decisions or behaviour.	[illegible]sic[illegible] hows often influ[illegible]ow people[illegible]stand love and re[illegible]ps. [illegible]a ex[illegible]ple and exp[illegible]n ho[illegible] someone's expect[illegible]ur.
You see a post online that gives advice about relationships or sexual health. Explain how you can check if the information is true, safe, and reliable before believing or following it.	You watch a video that makes risky behaviour look fun, exciting, or normal. Explain what you should think about before copying what you saw. What are the possible consequences?
Your classmate shares a viral video about relationships or "love advice." Describe how you would evaluate whether the message is healthy or unhealthy. What questions would you ask?	Not everything on social media is true or appropriate. Explain why it is important to think carefully before copying what you see online. Give an example.

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D1.4

Legal Aspects of Sexual Activity

Legal Foundations

In Canada, the law is very clear about sexual activity and consent. Consent means agreeing to something, and in the context of sexual activity, it's about all parties agreeing to participate without feeling pressured or forced. It's crucial for young people to understand these laws to make informed and respectful decisions.



Age of Co

The age o is the minimum age at which a person is consid etent to consent to sexual activities. In Ca age rs old. However, there are exceptions to this rule, designed to prot younge s from exploitation.

- Close-in-Ag tions: ptions allow for consensual sexual activity between teens re o example, a 14 or 15-year-old can consent to sexual activity wit e less e years older, and a 12 or 13-year-old can consent to sexual a th s than two years older.

Key Terms and Their Meanings

- Consent: Permission for something appen een to do something.
- Age of Consent: The age at which a person i dere gally competent to consent to sexual activities.
- Exploitation: Taking advantage of someone in a ul os

Legal Protections Against Exploitation

Canadian law protects individuals, especially those under 18, om abuse. This includes laws against sexual activity with someone in a thority or trust, even if the younger person consents, until they are 18 years old.

Statistics for Awareness

- A significant percentage of teenagers are unaware of the specific age of consent laws in their province or territory.
- Education on consent and sexual health significantly impacts the decisions teens make regarding sexual activity.

The Importance of Understanding Consent

Understanding and respecting consent is crucial for healthy relationships. It's about communication, respecting boundaries, and ensuring that any sexual activity is agreed upon by everyone involved. This knowledge empowers individuals to protect themselves and make informed decisions.

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D1.4

True or False — Is the statement true or false?

1) Consent means agreeing to participate without pressure.	True	False
2) A 14-year-old can consent to someone 6 years older.	True	False
3) Exploitation refers to taking unfair advantage of someone.	True	False
4) Education on consent affects teenagers' sexual decisions.	True	False
5) Anyone can consent to sexual activity with a person in authority at 16.	True	False

Questions — Answer the questions below.

1) What are close-in-age exemptions? Give an example.

_____

_____

_____

2) Why is understanding consent important in all relationships?

_____

_____

_____

Direction — Decide whether the situation is legal, illegal, or needs

1	A person is convinced to do something they are not ready for.	
2	Grade school students are already in a serious relationship.	
3	A teenager is dating someone much older (adult).	
4	A couple agrees on their boundaries.	
5	A couple respects each other's limits.	
6	One person is underage in a romantic relationship.	
7	A person says "no" but the partner continues.	

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Curriculum Connection
D1.4

Cultural and Religious Beliefs about Sexuality

Exploring Diversity

Sexuality is a fundamental aspect of human life, influenced by a variety of factors including culture and religion. Understanding these influences is essential for respecting others' beliefs and making informed decisions.



Cultural Influences

Cultures around the world have diverse beliefs about sexuality. These beliefs can shape behaviours and attitudes towards sexual activity. For example, some cultures value abstinence before marriage, while others may have more open attitudes towards sexuality. It's important to recognize and respect these differences to foster an inclusive environment.

Religious Beliefs

Religious teachings often play a significant role in shaping views on sexuality. Different religions have distinct beliefs regarding sexual behavior.

- Christianity: Often promotes abstinence before marriage and fidelity within marriage.
- Islam: Emphasizes modesty and prohibits premarital and extramarital sexual activities.
- Hinduism: Views on sexuality vary widely, with some traditions celebrating it as a part of life and others advising moderation.
- Buddhism: Encourages followers to avoid excessive attachments, including in sexual relations, focusing on moderation.

Respecting Diverse Perspectives

It's important to understand and respect the wide range of beliefs about sexuality. This respect fosters a supportive environment for everyone, regardless of their personal or religious background.

Key Terms to Remember

- Abstinence: Choosing not to engage in sexual activity.
- Fidelity: Being faithful to one's partner by not engaging in sexual activities outside the relationship.
- Modesty: Dressing or behaving so as not to display or suggest sexual interest.
- Premarital: Before marriage.

Statistics and Examples

While it's challenging to quantify beliefs due to their personal and varied nature, surveys show that attitudes towards sexuality are greatly influenced by cultural and religious backgrounds. For instance, in countries with strong religious influences, there's a higher likelihood of abstinence being valued.

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D1.4

Questions

Answer the questions below.

1) How do cultural beliefs influence attitudes towards sexual activity?

2) Why is i[illegible]ant to respect diverse perspectives on sexuality?

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Fill in the Blanks

Write the [illegible]ing

1)	Culture and religion influence how people vie[illegible]___.	[illegible]lationships	weather
2)	Some cultures value _____ before marriage.	[illegible]nce	spending
3)	Religious beliefs can shape people's _____ and cho[illegible]	beh[illegible]	height
4)	It is important to _____ different beliefs.		[illegible]ect
5)	Modesty means dressing or behaving in a _____ way.	respect	careless

True or False

Is the statement true or false?

1) Cultures around the world view sexuality in the same way.	True	False
2) Religious beliefs do not influence views on sexuality.	True	False
3) Christianity promotes abstinence before marriage.	True	False
4) Premarital refers to behaviours before marriage.	True	False
5) Respect for diverse beliefs fosters an inclusive environment.	True	False

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Curriculum Connection
D1.4

Family Values & Health Choices

Understanding Family Values

Family values are the beliefs and principles that are passed down from parents to children, shaping their attitudes, behaviours, and decisions in life. When it comes to sexual health, the role of these values is significant, influencing how young people make decisions about relationships, intimacy, and their own bodies.



Influences on Sexual Health

Family values impact sexual health decisions in several ways. By discussing sexual health openly and setting clear expectations, families can guide their children towards making informed choices. Here are key areas influenced by family values:

- Communication: Open dialogue about sexual health can lead to better awareness and understanding.
- Beliefs and Expectations: These can affect decisions about when to start being sexually active, and attitudes towards contraception and safe sex practices.
- Cultural and Religious Backgrounds: These often shape attitudes towards sex, influencing decisions on premarital sex, contraception, and even views on LGBTQ+ relationships.

Key Statistics and Facts

To understand the impact of family values on sexual health decisions, consider these statistics:

- A study found that teens who had open conversations with their parents about sex were more likely to delay sexual activity and use contraception.
- Cultural beliefs play a significant role in sexual health decisions. In some cultures emphasize abstinence until marriage, significantly influencing sexual choices.
- Research indicates that comprehensive sexual education, combined with family support, leads to healthier sexual behaviours among teenagers.

Important Terms

- Sexual Health: A state of physical, emotional, mental, and social well-being in relation to sexuality.
- Contraception: Methods or devices used to prevent pregnancy.
- Abstinence: Choosing not to have sexual intercourse.

By understanding the role of family values in shaping sexual health decisions, students can appreciate the complexities of how personal beliefs and societal norms intersect with health and well-being.

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D1.4

True or False

Is the statement true or false?

1) Family discussions about sex can delay sexual activity.	True	False
2) Cultural beliefs do not influence sexual health decisions.	True	False
3) Abstinence means using contraception effectively.	True	False
4) Open dialogue with parents leads to healthier behaviours.	True	False
5) Comprehensive sexual education opposes family values.	True	False

Define

do the terms below mean?

Abstinence	
Contraception	

Questions

Answer the questions bel

1) How do family values affect decisions on sexual health?

2) What role do cultural beliefs play in sexual health decisions?

PREVIEW

Substance Impact on Choices

"Choices Under Influence"

Publish Date: March 26, 2024

In recent y opic of how alcohol and drugs im ions has gained atten ung people. Exper those w l experience have shared insi orta of understanding a g this promote safer and in ormed

Alcohol and drugs are known judgement and decision-making a . W under the influence, individuals may find it harder to assess situations accurately and m safe choices. Dr. Maria Chen, a psychologist specializing in adolescent behaviour, explains, "Alcohol and substances affect the brain's ability to process information and make decisions, often leading to actions one might not consider when sober."

Statistics from a national survey reveal that nearly 30% of teenagers admit to making less cautious decisions about sex when under the influence of alcohol or drugs. This behaviour increases the risk of unwanted pregnancies and sexually transmitted infections (STIs). The survey also highlighted a concerning lack of awareness about the effects of substances on decision-making capabilities among youth.

The impact of these substances goes beyond physical health. Emotional and psychological effects can also result from decisions made under the influence, including regret and mental health challenges. Jay, a university student who shared his experience, said, "Looking back, I wish I had been more aware of how alcohol was affecting my choices. It's something I now regret and am learning from."

Key terms that are important to understand in this context include 'consent,' which is the agreement to participate in sexual activity, and 'impairment,' which refers to the reduced ability to make clear decisions. Understanding these concepts is crucial for young people to navigate social situations safely.

y safe, experts recommend setting oundaries before attending social vents lcohol and drugs may be present. Comm or ith friends about these bou s can vide a support system to intain .

At the en ence ol and drugs on sexual dec s a s n that requires attention and e understanding the risks re make informed choices, young indi s can protect their health and well-being. Initiatives to increase awareness and provide resources on this topic are essential steps in empowering youth to make safer decisions.

While this topic continues to be explored and understood, the insights from experts and those with first-hand experience offer valuable guidance for young people navigating the complexities of relationships and personal safety in the context of substance use.

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Curriculum Connection
D1.4

True or False

Is the statement true or false?

1) Alcohol can improve decision-making abilities.	True	False
2) Alcohol and drug use impair judgement.	True	False
3) 50% of teenagers are unaffected by substances.	True	False
4) Consent is important in sexual situations.	True	False
5) Setting boundaries can help maintain safety.	True	False

Questio

nswer the questions below.

1) How alcoho affect judgement according to the text?

2) Why is setting personal boundaries i bef ending social events?

PREVIEW

Word Search

Find the words in the wordsearch.

Choice	Sober
Regret	Safety
Aware	Drugs
Bound	Brain
Risky	Alert
Consent	Impact

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

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Curriculum Connection
D1.4

5-Minute Activity: Choices Under Influence

Objective What are we learning about?

Students will understand how substances (alcohol and drugs) affect decision-making, behaviour, and well-being by identifying effects, risks, and safe choices through guided reflection.

Materials What will you need for the activity?

- Pr… worksh…
- Pen or pe…
- Timer (optiona…



Instructions How will yo… ple… e… y?

1. Read each category carefully. For e… y item, … thre… rds or short phrases that best answer the prompt based on you… ledg… …standing of how substances can influence choices and behaviou…

2. Think about real-life situations, possible consequences, a… saf… …n answering. Your responses should reflect responsible decision… aki… awareness of health and safety.

3. Work independently or with a partner, depending on your teacher's instructions. You may be given a limited time to complete the activity, so answer quickly but thoughtfully.

4. After completing the worksheet, be prepared to share some of your answers with the class. Listen respectfully to others and compare your ideas. Your teacher may also discuss correct or suggested responses to help deepen your understanding.

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D1.4

	Category	Words/Phrases		
1	Three effects of alcohol or drugs on the body			
2	Three ways substances affect decision-making			
3	Three risky behaviours under influence			
4	Three emotions people might feel after pressured substance			
5	Three ways to say NO to substances			
6	Three consequences of substance use			
7	Three trusted people you can talk to			
8	Three warning signs of substance misuse			
9	Three healthy alternatives to substance use			
10	Three emotions people may feel after poor decisions			
11	Three things you can do to protect your well-being			

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D1.4

	Category	Words/Phrases		
12	Three short-term effects of substance use			
13	Three long-term effects of substance use			
14	Three ways subs es affect thin jud			
15	e peer pressur happen			
16	Three ways to avoid risky situations			
17	Three ways substances can affect school performance			
18	Three activities that promote a healthy lifestyle			
19	Three signs someone may need help			
20	Three ways to manage stress without substances			
21	Three things to consider before making a decision			
22	Three ways to stay in control of your choices			

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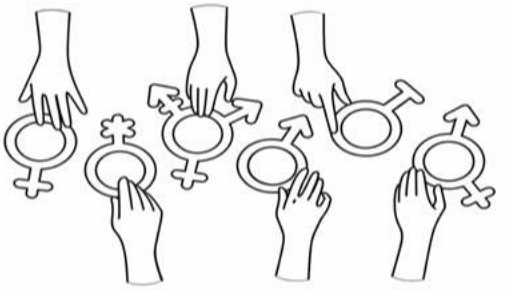
Curriculum Connection
D1.5

Gender Identity and Self-Concept

Understanding Self and Respect

In a small Canadian town, Jordan, a Grade 8 student, began exploring their gender identity, feeling that the label "girl," assigned at birth, didn't quite fit. Jordan's journey into understanding their gender identity de[illegible] influenced their self-concept, the way they saw and d[illegible]emselves.



As Jor[illegible]avigate[illegible]o[illegible]his personal exploration, they discovered the term "non-binary," which [illegible]lusi[illegible]asculine or feminine. This revelation was a turning point, offering Jor[illegible]ense [illegible]belonging. Through research, Jordan found that a significant portion of you[illegible]s, app[illegible]tely 0.3% of the population, identify as non-binary, challenging the tradit[illegible]der [illegible]e and female.

In school, Jordan shared their experience[illegible]ing a cl[illegible]oje[illegible]identity. They talked about the importance of respecting and acceptin[illegible]nder i[illegible]r positive self-development. Jordan highlighted that individuals wit[illegible]u[illegible]nvir[illegible]s are more likely to have higher self-esteem. Studies show that respe[illegible]ept[illegible]om [illegible]ers and family are crucial for the mental health and well-being of LGBTQ+ you[illegible]g[illegible]k of depression and anxiety.

Jordan's story resonated with many classmates, initiating discussions about gender diversity and the importance of an inclusive community. The teacher, Ms. Patel, supported these conversations, emphasizing that understanding and respecting each person's self-identified gender contributes to a healthier and more supportive community.

Through Jordan's journey, the class learned not only about gender identity and self-concept but also about the power of acceptance and respect in fostering an environment where everyone can thrive.

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Name: _____ 45

Curriculum Connection
D1.5

Questions

Answer the questions below.

1) Why is respect and acceptance important for LGBTQ+ youth?

2) How did Jordan's exploration of gender identity impact their self-concept?

PREVIEW

True or False

Are the statements true or false?

1) Approximately 10% of Canadian students identify as non-binary.	True	False
2) Jordan's self-concept wasn't affected by gender identity.	True	False
3) Supportive environments improve self-esteem for LGBTQ+ youth.	True	False
4) Ms. Patel discouraged discussions about gender diversity.	True	False
5) Respect for gender identities fosters a supportive community.	True	False

Connecting

What does non-binary mean? How do you think it would feel to have questions about your gender identity? What would those changes be?

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Curriculum Connection
D1.5

Me in Both Versions: Designing My Identity

Objective

What are we learning about?

Students will explore their self-concept by designing and comparing their actual self and their oppo gender version through drawing, hobbies, interests, and personal preferenc

Materia

W u need for the activity?

- Printed worksh
- Pen or pencil
- Colouring materials (option



Instructions

How will you complete the ?

1. Look at the split image. Each side represents a diffe ion o vo actual self and your opposite gender version.
2. On the side labeled for your actual self, design or draw the clot s, s appearance that you prefer. You may also add details that represent personality.
3. In the same section, write the things you do such as your hobbies, interests, favourite activities, and behaviours.
4. On the other side, imagine yourself as the opposite gender. Design or draw the clothes, style, or appearance you would prefer if you were that version.
5. Write the hobbies, interests, activities, and behaviours you think you might have in that version. Think about what might be the same or different.
6. Be creative and honest in your work. There are no right or wrong answers.

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D1.5

Girl

Boy



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D1.5

Positive Self-Concept and Sexual Health

Understanding Self-Concept



Self-concept is how we see and value ourselves. It's like looking in a mirror, but instead of just seeing our reflection, we see how confident, valuable, and capable we feel. A positive self-concept means recognising your strengths and accepting your weaknesses, leading to healthier choices in many areas of life, including sexual health.

The Impor f Self-Value

When ind alue themselves highly, they are more likely to make choices that protect well-being. This includes decisions about sexual activity. People with tend to:

- Set lthy b relationships.
- Communic d h y with partners.
- Make inform ons, i hether to engage in sexual activity and under what circumsta

Facts and Figures

Research shows a connection b en cept and healthy sexual decisions:

- Teens with a positive self-concept are less lik enga ky sexual behaviour.
- A survey found that adolescents with high s eem likely to use contraception consistently.

Key Terms to Know

- Self-Concept: Your overall view of yourself.
- Self-Esteem: How much you value and respect yourself.
- Healthy Boundaries: Limits that help protect your well-being in relati s.

Making Healthy Choices

A positive self-concept doesn't just appear. It's built through positive experiences, achievements, and relationships. Here are ways to foster a positive self-concept:

- Engage in activities that make you feel competent and confident.
- Spend time with people who support and encourage you.
- Practice self-care and self-respect.

Understanding the connection between how we see ourselves and the decisions we make about our bodies is crucial. By fostering a positive self-concept, individuals are more likely to make choices that reflect their value and respect for themselves.

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Curriculum Connection
D1.5

True or False

Is the statement true or false?

1) Self-concept is how we physically see ourselves.	True	False
2) A positive self-concept leads to healthier life choices.	True	False
3) Setting boundaries is not related to self-esteem.	True	False
4) High self-esteem can reduce risky sexual behaviour.	True	False
5) Communicating with partners is important for healthy decisions.	True	False

Questions

swer the questions below.

1) How s a pos oncept influence sexual health decisions?

2) How can adolescents build a positive -concep

PREVIEW

Diagram

Draw or write some things that shows how you value yourself.

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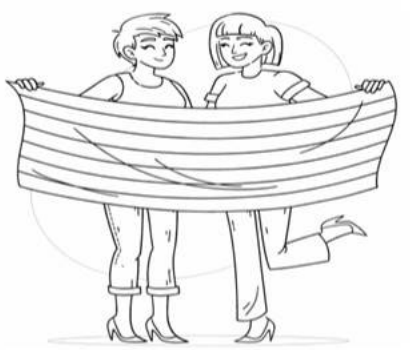
Curriculum Connection
D1.5

Understanding Sexual Orientation and LGBTQ+

Understanding Sexual Orientation



Sexual orientation is about who you are attracted to and want to have relationships with. It's a natural part of who we are and can be different for everyone.

Exploring Identities

LGBTQ+ is a term that describes a community of people with diverse sexual orientations and gender identities. Here's what each letter stands for:

- L stands for Lesbian: Women who are attracted to other women.
- G stands for Gay: Men who are attracted to other men, but can also be used broadly.
- B stands for Bisexual: People who are attracted to both men and women.
- T stands for Transgender: People whose gender identity is different from the sex they were assigned at birth.
- Q stands for Queer/Questioning: People who are still exploring their sexuality or gender, or who reject traditional categories.

PREVIEW

Respect and Acceptance

It's important to treat everyone with respect, regardless of their sexual orientation. Discrimination or bullying against LGBTQ+ individuals is wrong.

Important Facts

Here are some facts and statistics to understand the significance of LGBTQ+ awareness:

- Surveys show that about 9% of young people identify as LGBTQ+.
- In Canada, it is illegal to discriminate against people based on their sexual orientation.
- Transgender individuals often face significant challenges, including higher rates of violence and discrimination.
- Studies have shown that in general, more students who self-identified as lesbian, gay, or bisexual report having been bullied on school property (23%) and cyberbullied (27%) than their straight peers (7% and 13% respectively).

Remember, learning about sexual orientation and the LGBTQ+ community is part of understanding and celebrating the diversity of human experiences. It's about recognizing that everyone has the right to be themselves and to be accepted and loved for who they are.

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D1.5

True or False

Is the statement true or false?

1) Sexual orientation is chosen.	True	False
2) Transgender identity matches birth assignment.	True	False
3) All transgender people face discrimination.	True	False
4) Bullying LGBTQ+ individuals is illegal in Canada.	True	False
5) Bisexuals are attracted to one gender.	True	False

Question

the questions below.

1) What does sexual orientation mean?

2) Why do you think people who are LGBTQ+ experience more bullying/harassment?

PREVIEW

Identify

Identify the Meaning of LGBTQ+ Letters.

L		T	
G		Q	
B		+	

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Curriculum Connection
D1.5

Activity - Designing My Pride Flag

Objective

What are we learning about?

Students will understand sexual orientation, identity, and diversity by designing a pride flag and expressing ideas of inclusion, and acceptance through creative work.



Materials

What do you need for the activity?

- Printed worksheet
- Pencil or pen
- Colouring materials (crayons, markers, coloured pencils)
- Scissors
- Glue or tape
- Stick (e.g., straw, popsicle stick)

Instructions

How will you complete the activity?

1. Read the guide question on the worksheet and plan your design. Think about the colours and symbols you will use and what they represent.
2. Inside the box, draw and colour your pride flag. Use colours, patterns, and symbols that show ideas about identity, respect, inclusion, and diversity.
3. After finishing your design, carefully cut out your flag along the edges.
4. Attach your flag to a stick using glue or tape to turn it into a mini flag.
5. Once completed, you may display your flag or present it to the class. Be ready to explain the meaning of your colours and symbols.
6. Respect your classmates' work and appreciate the different ideas and designs created.

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D1.5

My Pride Flag

Plan your flag. What colours and symbols will you use?



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Sexual Orientation and Acceptance

Embracing Diverse Identities

Date: March 17, 2024 Author: By: Samira Patel *2-minute read*

In today's interconnected world, understanding and accepting diverse sexual orientations is fundame[illegible]l to fostering inclusive communities. With statistics indicating a wide spectrum [illegible]ntations, the conversation around acceptance and respect for personal identity h[illegible]been more important. Acknowledging this diversity is the first step towards [illegible]y that values every individual.

Educati[illegible]ourselv[illegible]erms and concepts related to sexual orientation paves the way for empa[illegible]d[illegible]star[illegible]. Whether it's heterosexuality, homosexuality, bisexuality, asex[illegible]pans[illegible]ch term represents a unique way individuals experience attracti[illegible]aspi[illegible]nce of these orientations enhances our capacity to engage respe[illegible]and supp[illegible]with one another.

The journey towards acceptance [illegible]olve[illegible]tolerance; it's about celebrating differences and recognizing the right o[illegible]ne to [illegible]hentically. This path requires continuous learning and an open heart, [illegible]uring th[illegible]com[illegible]nity members feel valued and understood.

Regards,
Samira Patel

PREVIEW

Comments:



Ethan Nguyen, March 20, 2024

Embracing diversity in sexual orientation is crucial for the progress of our society. It's about understanding and respect, not just tolerance.

Like Reply 2h ago



Zara Johnson, March 17, 2024

Learning about and accepting different sexual orientations fosters a culture of love and respect. We all benefit from a more inclusive world.

Like Reply 3d ago

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Curriculum Connection
D1.5

True or False

Is the statement true or false?

1) Understanding sexual orientations fosters inclusivity.	True	False
2) Tolerance alone is sufficient for acceptance.	True	False
3) Acceptance involves celebrating differences among individuals.	True	False
4) Learning about diverse orientations requires an open heart.	True	False
5) Empath[illegible]ot necessary for acceptance.	True	False

Ques[illegible]

[illegible]wer the questions below.

1) Why is it im[illegible]ebr[illegible]ifferences in sexual orientation?

2) How can we contribute to the acceptance of di[illegible]sexua[illegible]tions?

PREVIEW

Define

What do the terms below mean?

Sexual Orientation	
Inclusive Communities	

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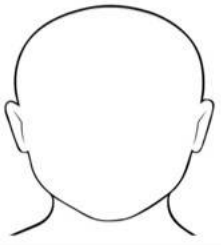
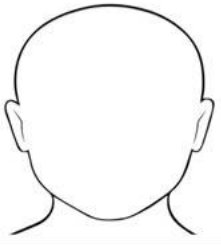
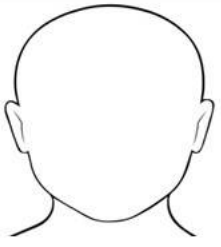
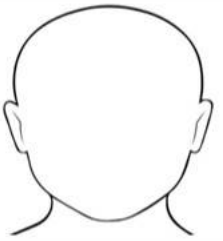
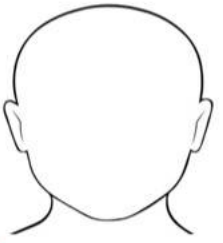
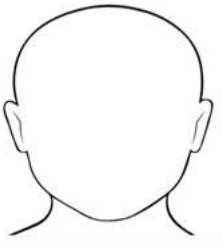
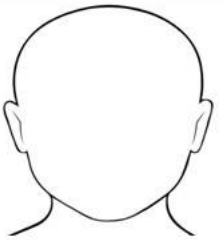
Curriculum Connection
D1.5

Sexual Orientation and Emotional Reactions

Direction Draw the emotion you might feel in each situation. Think about how the situation affects a person's feelings and reactions.

	A classmate confidently shares that they identify as LGBTQ+ during a class discussion
	r a group ud ts king ut so
	Your fr ks for your support after telling you about their identity
	Your teacher reminds the class to respect everyone's identity and differences
	You see someone being excluded from a group because of who they like
	You learn new terms about sexual orientation in health class

	A student stands up and defends a classmate from bullying
	You feel unsure or confused about what certain terms mean
	Your classmates celebrate diversity during a school activity
	S eads ity
	A friend tells you they are afraid of being judged
	You are in a classroom where everyone is treated fairly and respectfully

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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: _____

Put a ✓ on the situations that show acceptance and respect.

Scenarios	☑	☒
1) Respecting someone's sexual orientation		
2) Making fun of someone's identity		
3) Accepting people for who they are		
4) Excluding someone because they are different		
5) Showing kindness and understanding		

Name: _____

Put a ✓ on the situations that show acceptance and respect.

Scenarios	☑	☒
1) Respecting someone's sexual orientation		
2) Making fun of someone's identity		
3) Accepting people for who they are		
4) Excluding someone because they are different		
5) Showing kindness and understanding		

Name: _____

Put a ✓ on the situations that show acceptance and respect.

Scenarios	☑	☒
1) Respecting someone's sexual orientation		
2) Making fun of someone's identity		
3) Accepting people for who they are		
4) Excluding someone because they are different		
5) Showing kindness and understanding		

Name: _____

Put a ✓ on the situations that show acceptance and respect.

Scenarios	☑	☒
1) Respecting someone's sexual orientation		
2) Making fun of someone's identity		
3) Accepting people for who they are		
4) Excluding someone because they are different		
5) Showing kindness and understanding		

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Name: _____ 62

Curriculum Connection
D2.3

Contraception and STBBIs

Understanding Contraception



Contraception is a method used to prevent pregnancy and reduce the risk of sexually transmitted and blood-borne infections. It's crucial for sexually active individuals to be informed about different types of contraception to make safe and healthy choices. Here are the most common methods:

- Barrier Methods: These include condoms (male and female), diaphragms, and dental dams. They physically prevent sperm from reaching the egg and reduce the risk of STBBIs.
- Hormonal Methods: Such as the pill, patch, injection, and vaginal ring. These regulate or suppress ovulation to prevent pregnancy.
- Intrauterine Devices (IUDs): A small device inserted into the uterus to prevent pregnancy. Can be hormonal or non-hormonal (copper).

STBBI Prevention

Sexually transmitted and blood-borne infections can have serious health consequences but are preventable. Key terms to know and understand:

- HIV/AIDS: A virus affecting the immune system, making it harder to fight off diseases.
- Chlamydia: A common STBBI that can cause serious reproductive issues if left untreated.
- Hepatitis B and C: Infections affecting the liver, transmitted through blood or bodily fluids.

Key Statistics

To understand the impact of STBBIs and the effectiveness of contraception, consider these statistics:

- Over 1 million STIs are acquired every day worldwide.
- Condoms, when used correctly, can reduce the risk of HIV transmission by about 85%.
- The contraceptive pill is over 99% effective at preventing pregnancy when taken as directed.

The Importance of Protection

Protecting oneself and others from STBBIs and unintended pregnancies is a key aspect of sexual health. Education on contraception and STBBI prevention empowers individuals to make informed decisions about their sexual health, reducing the risk of infection and its spread.

- Communication: Discussing sexual health openly and honestly with partners.
- Regular Testing: Getting tested for STBBIs regularly if sexually active.
- Professional Advice: Seeking advice from healthcare professionals on the best contraceptive method.

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Curriculum Connection
D2.3

True or False

Is the statement true or false?

1) Condoms can prevent STBBIs and pregnancy.	True	False
2) Hepatitis B is not transmitted through blood.	True	False
3) IUDs can be hormonal or non-hormonal.	True	False
4) Chlamydia can cause reproductive issues if untreated.	True	False
5) Regular testing for STBBIs is unnecessary.	True	False

Questio

swer the questions below.

1) How do hormo s of ntraception work?

2) Why is it important to use protection against ST

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Define

What do the terms below mean?

Contraception	
Barrier Methods	
Hormonal Methods	

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STBBI & Contraception Memory Match

Objective

What are we learning about?

The goal of this activity is to enhance students' understanding and retention of key terms related to Sexually Transmitted and Blood-Borne Infections (STBBIs) and contraception methods. Through a memory matching game, students will engage in a fun and interactive learning process.

Materials

you will need for the activity.



- Cardstock
- Markers or sors
- List of STBBI trac with their definitions (provi
- Timer (optional)

Instructions

How you will compl activi

1. Print the cards using cardstock. (3 pages pr d)
2. Divide the class into groups of 3 or 4.
3. Distribute the 3 printed pages to each group. Have students cut dotted line. On the back of each card have students draw a T o s and a D on the definition cards.
4. Shuffle all the cards and place them face down in a grid pattern.
5. Ask the students to flip two cards at a time, one T and 1 D trying to find matching pairs of terms and their definitions.
6. If the cards match, the student keeps the pair and takes another turn.
7. If they don't match, the cards are turned back over, and the next student takes their turn.
8. The game continues until all the cards have been matched.

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Cards | List of Sexual Health Terms and Their Definitions

Sexual Health Terms	Definitions
STBBI	Infections passed through sexual contact or blood.
Co[illegible]ption	Methods to prevent pregnancy during sexual activity.
HIV/AIDS	[illegible]at attacks the [illegible]m, making it [illegible]ctions.
Condom	A barrier device u[illegible]during sex to reduce disease transmission and pregnancy.
Chlamydia	Chlamydia- A common STBBI caused by bacteria, often without symptoms.

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Cards | List of Sexual Health Terms and Their Definitions

Sexual Health Terms	Definitions
Birth Control Pill	A daily pill to prevent female pregnancy by regulating hormones.
[illegible]nea	Gonorrhea-A bacterial STBBI, often symptomless, affecting genitals and throat.
Herpes	A[illegible]us c[illegible]g sores on the m[illegible]nitals.
HPV	Human Papillom[illegible]us, a common virus that can cause cancer.
Syphilis	Syphilis- A bacterial infection usually spreading through sexual contact.

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Cards | List of Sexual Health Terms and Their Definitions

Sexual Health Terms	Definitions
Emergency Contraception	A pill taken after unprotected sex to prevent pregnancy.
[illegible]	Intrauterine Device, a long-term, reversible contraceptive implanted in the uterus.
Hepatitis	He[illegible] group of viruses [illegible]ecti[illegible]liver, some [illegible]itted.
Abstinence	Choosing not to en[illegible]e in any sexual activities.
Fertility Awareness	Tracking fertility signs to prevent or achieve pregnancy.

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Reflection | Answer the questions below.

1) Did any term surprise you? Why?

2) How d standing STBBIs affect health choices?

3) How did the game change y ep ?

4) Can knowledge of contraception methods empower individ ls?

5) What can schools do to improve sexual health education?

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Developing Self-Awareness and Assertiveness

Understanding Self-Awareness



Self-awareness is the ability to see ourselves clearly, understand who we are, how others see us, and how we fit into the world. This means recognizing your own feelings, desires, and fears, and how these can affect your decisions and relationships.

Key Terms:

- Emoti[illegible]eelings such as happiness, anger, or sadness.
- Value[illegible]u believe is important in the way you live and work.
- Stre[illegible]/W[illegible]knesses: Areas where you excel or where you need improvement.

The R[illegible] Assert[illegible]

Assertiveness i[illegible] you[illegible]eds and desires confidently and respectfully. It's different from [illegible]s[illegible] (tryin[illegible]minate others) and passivity (not expressing your needs). Assertiven[illegible] key i[illegible] keeping healthy boundaries in relationships.

Key Terms:

- Boundaries: Your limits o[illegible]s o[illegible]ay in behaviour from others.
- Communication: Sharing thoughts, f[illegible]nd i[illegible]nation with others.

Statistics & Examples

- A 2019 study found 70% of teens believe un[illegible]ding [illegible]ions helps them manage conflict better.
- Research indicates that students who participate i[illegible]eness [illegible]g programs show a 50% improvement in communicating their nee[illegible]

Setting Boundaries

Setting boundaries is crucial for healthy relationships. It involves un[illegible]st[illegible]what you are comfortable with and communicating that to others.

Steps to Set Boundaries:

- Identify your limits: Know what you can tolerate and accept.
- Communicate clearly: Use "I" statements to express your needs respectfully.
- Stay consistent: Apply your boundaries consistently across different situations.

Building Self-Awareness and Assertiveness

Developing these skills involves reflection, practice, and patience. Here are activities to help:

- Journaling: Write about your daily experiences and feelings.
- Role-playing: Practice assertive communication in various scenarios.
- Feedback: Ask friends or family how they perceive your communication style.

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True or False

Is the statement true or false?

1) Self-awareness means knowing your feelings and desires.	True	False
2) Aggressiveness is a form of assertive communication.	True	False
3) Setting boundaries is not important in relationships.	True	False
4) Assertiveness involves expressing needs respectfully.	True	False
5) Role-playing helps practice assertive communication.	True	False

Questions

[illegible]swer the questions below.

1) W[illegible] boundar[illegible]rtant in relationships?

_____

_____

_____

_____

2) How can journaling aid in developing [illegible]waren[illegible]

_____

_____

_____

_____

Draw

Draw a situation showing self-awareness (understanding y[illegible]eelings or actions) and assertiveness (expressing your thoughts or saying "no").

Self-awareness	Assertiveness

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Activity – Self-Awareness and Assertiveness Role Play

Objective — What are we learning about?

Help students understand how self-awareness and assertiveness influence their decisions and relationships, and encourage them to express their thoughts, feelings, and boundaries confidently and respectfully.



Materials — What do you need for the activity?

- Scenario cards describing situations about communication, emotions, and boundaries
- Pencil and paper
- Simple props (optional, such as a hat, school bag, etc.)
- Space in the classroom for role-play

Instructions — How will you complete the activity?

1. Explain that people experience different emotions and sometimes they need to express themselves clearly and respectfully. Introduce the concepts of self-awareness and assertiveness, emphasizing that self-awareness means understanding one's feelings, while assertiveness means expressing boundaries in a respectful way.

2. Divide the class into small groups and give each group a scenario card. Allow students time to read and understand their situation. Ask them to identify what the person in the scenario might be feeling, what is happening in the situation, and what an assertive and respectful response would look like.

3. Each group will then prepare a short role play. They will show two parts: first, an unassertive or ineffective response, and second, an assertive and respectful response that demonstrates good communication and boundary-setting.

4. After each presentation, lead a short class discussion. Ask students how the assertive response improved the situation and why it is important to express thoughts and feelings clearly. Encourage students to reflect on how they can apply assertiveness in their daily lives.

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Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Saying No to Peer Pressure	You are with your friends after school, and they want you to skip homework to hang out longer. They keep insisting and say it's "not a big deal." You feel pressured but also know you have responsibilities. You start thinking about how to respond in a respectful but firm way.
Being Interrupted While Speaking	ng a group discussion, a classmate keeps interrupting u wh are sharing your ideas. You begin to feel rust eard. You think about how you can e ur fe lmly and ask for respect.
Handling Hurtful Jokes	A classmate m a joke y that you find hurtful. Others laugh, but you fe ncom You reflect on your emotions and cons h e situation without being aggressive.
Expressing Your Opinion	Your group is deciding on a project idea, t y gree with the others. You feel nervous about speaki up because you don't want to be judged. You think about how to share your opinion confidently and respectfully.
Refusing to Share Homework Answers	A friend asks to copy your homework before class. You want to help, but you also know it is not right. You consider how to say no while still being kind and maintaining your friendship.

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Scenario Cards Cut out the topics below.

Scenario	Key Moments/Descriptions
Setting Personal Boundaries	A friend keeps borrowing your things without asking. It starts to bother you, but you haven't said anything yet. You think about how to communicate your boundaries clearly.
Asking for H	are struggling with a lesson but feel shy about asking r t or classmates for help. You reflect on your eeli ider how to express your needs c y.
Managing Strong Emotions	You feel angr disa ent with a classmate. You want to react immediate ut yo know it might make things worse. You think ut h e your feelings calmly and respectfully.
Responding to Criticism	A teacher gives you feedback on your work th didn't expect. You feel disappointed but also want to improve. You think about how to respond positively and ask questions.
Speaking Up for Yourself	A classmate takes credit for your idea during a presentation. You feel upset and unfairly treated. You consider how to speak up and explain your side in a respectful way.

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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: _____

Colour the statements that show self-awareness and assertiveness.

Recogni[illegible] fe[illegible]	Keeping feelings hidden
I[illegible] e[illegible]ons	Setting [illegible]ndaries
Saying "n[illegible] respectfully	[illegible]wing [illegible] cross [illegible]
Letting others decide for you	[illegible] for [illegible]
Expressing your thoughts	Asking fo[illegible] what you need

Name: _____

Colour the statements that show self-awareness and assertiveness.

Recognizing your feelings	Keeping feelings hidden
Ignoring your emotions	Setting boundaries
Saying "no" respectfully	Allowing others to cross limits
Letting others decide for you	Speaking up for yourself
Ex[illegible]ing your [illegible]nts	Asking for what you need

Name: _____

Colour the statements that show self-awareness and assertiveness.

Recognizing your feelings	Keeping feelings hidden
Ignoring your emotions	Setting boundaries
Saying "no" respectfully	Allowing others to cross limits
Letting others decide for you	Speaking up for yourself
Expressing your thoughts	Asking for what you need

Name: _____

Colour the sta[illegible]men[illegible] awareness and ass[illegible]

Recognizing your feelings	Ke[illegible]g feelings hidden
Ignoring your emotions	Setting boundaries
Saying "no" respectfully	Allowing others to cross limits
Letting others decide for you	Speaking up for yourself
Expressing your thoughts	Asking for what you need

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The Concept of Consent

The Importance of Consent

Consent is a critical component in all relationships, especially in sexual ones. It is the voluntary agreement to engage in sexual activity. Without consent, any sexual activity is considered sexual assault or abuse. Consent must be clear, informed, and mutual among all parties involved. It's essential for maintaining healthy and respectful relationships.



Key Terminology

- Consent: Clear, enthusiastic yes to participate in sexual activity.
- Capacity to Consent: Being in a state where one can make informed decisions about engaging in sexual activity, which excludes being under the influence of drugs or alcohol.
- Coercion: Pressuring someone into saying yes to sexual activity against their will.
- Assault: Engaging in sexual activity with someone without their consent.

Facts and Statistics

- Consent must be given freely and willingly.
- Consent can be withdrawn at any time, even if it was given earlier.
- Silence or lack of resistance does not equal consent.
- Consent cannot be given if a person is unconscious, asleep, or otherwise incapacitated.
- According to a Canadian study, young people often struggle with understanding the nuances of consent, showing the need for clear education on this.

Why Consent Matters

Understanding and respecting consent is fundamental to ensuring that all individuals feel safe and respected in their relationships. It helps prevent sexual violence and promotes healthy, mutually satisfying relationships. By learning about consent, students are equipped to make informed decisions about their own boundaries and to respect those of others.

Consent in Action

- Communicating: Always ask for and affirm consent verbally.
- Listening: Pay attention to your partner's verbal and non-verbal cues.
- Respecting Boundaries: Understand and respect when someone says no or changes their mind.

Educating on consent is crucial for fostering a safe and respectful society. It empowers individuals to make informed choices about their bodies and relationships.

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True or False

Is the statement true or false?

1) Consent must be explicit and voluntary.	True	False
2) Silence can always be considered as consent.	True	False
3) Being under the influence allows for consent.	True	False
4) Consent is a one-time agreement for all activities.	True	False
5) Understanding consent helps prevent sexual violence.	True	False

Question

...r the questions below.

1) Why is ... impor... ... the capacity to consent?

2) How does understanding consent con...bute to h... ...ier ...nships?

PREVIEW

Direction

Put a ✓ on the situation that shows consent X if not.

❑ Both people clearly say “yes”	❑ One keeps asking until the other agrees
❑ One person is silent and unsure	❑ A person stops when told to stop
❑ Someone says “no” but is ignored	❑ Someone assumes it’s okay
❑ A person feels pressured	❑ Both respect each other’s boundaries

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Activity - Perspective Sharing Circle

Objective What are we learning about?

To help students understand the concept of consent, practise respectful communication, and develop awareness of personal boundaries and the importance of mutual agreement in relationships.

Materials [illegible] will you need for the activity?

1. A qu[illegible] spac[illegible] [illegible]isc[illegible]sion
2. Scenario ca[illegible] cons[illegible]daries, and respectful comm[illegible]ati[illegible]
3. Reflection notebook (o[illegible]



Instructions How will you complete [illegible]ctivity?

1. Arrange students in a circle and explain tha[illegible] disc[illegible] [illegible]s on understanding consent, respecting boundaries, a[illegible] [illegible]nicatin[illegible]ly with others.
2. Introduce one scenario related to consent, such as asking perm[illegible] [illegible] someone's "no," or recognizing when consent is not given.
3. Invite students to share how the situation might make a person feel and what a respectful response would look like. Encourage them to think about both verbal and non-verbal communication.
4. Guide students to discuss what consent means in the situation. Emphasize that consent should be clear, freely given, and can be withdrawn at any time.
5. Encourage students to listen carefully to others, respect different perspectives, and restate ideas to show understanding.
6. Discuss appropriate actions, such as asking for permission, respecting boundaries, and communicating honestly.

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Scenario cards Cut the scenarios below.

A classmate asks to borrow your pen without waiting for your answer.	A friend wants to hug you, but you are not in the mood.
Someone takes your photo and wants to post it online without asking.	A classmate keeps tapping your shoulder even after you said "stop."
Your [illegible]ads your messages [illegible]rmission.	Someone shares your secret with others without asking you first.
A classmat[illegible] ou[illegible]in an activity [illegible] want	You said "no" to a game, but your friends keep insisting.
A friend wants to sit v[illegible]s to yo[illegible] but you feel uncomf[illegible]	Someone borrows your things and [illegible]esn't return them right away.
A classmate copies your homewo[illegible] without asking permission.	A f[illegible] wa[illegible]to hold your hand, but [illegible] are [illegible]how to respond.
Someone records a video of you during class without your consent.	A gr[illegible]es so[illegible]ng for you witho[illegible]ng[illegible]
A classmate teases you even after you said you don't like it.	You agree to help a frien[illegible]later you feel uncomfortable and [illegible]nt to stop.
Someone spreads information about you without your permission.	A friend asks to use your phone, but you feel hesitant.
A classmate continues a conversation topic that makes you uncomfortable.	Someone assumes you are okay with something without asking you first.
A friend asks to tag you in a post, but you are not comfortable being shared online.	A classmate keeps asking personal questions even after you said you don't want to answer.

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Healthy Relationships and Sexual Intimacy

Building Strong Foundations

Healthy relationships are built on a solid foundation of mutual respect, trust, and open communication. It's essential for individuals in a relationship to share their thoughts, feelings, and expectations openly and honestly. This foundation ensures that both partners feel valued, understood, and supported.



Key Comp of Healthy Relationships

- Resp each other with kindness and consideration.
- T nce in each other and feeling secure in the relationship.
- C unicatio thoughts, feelings, and needs openly without fear of judgment.
- Independe A ng sp personal growth and maintaining individual interests.
- Equality: Making ompromising when necessary.
- Consent: Understand spec other's boundaries and comfort levels.

The Role of Sexual Intimacy

Sexual intimacy is a part of some romantic relati ips, important to recognize that it comes with responsibilities. ires unication, consent, and mutual respect. The level and type ex ary widely among relationships, and it's crucial for it to be a de t both duals make together.

Key Terms to Know

- Consent: Permission for something to happen or agreement to do ning.
- Boundaries: The limits that individuals set for themselves and other in a relationship.

Statistics to Consider

- A survey found that relationships with strong communication skills are 50% more likely to report happiness and satisfaction.
- Studies show that understanding and respecting personal boundaries leads to a 40% increase in relationship satisfaction.

Remember, every relationship is unique, and what works for one couple may not work for another. The most important thing is that all parties feel comfortable, respected, and happy in their relationship.

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True or False

Is the statement true or false?

1) Mutual respect is a foundation of healthy relationships.	True	False
2) Trust is unnecessary in a strong relationship.	True	False
3) Open communication is vital for relationship happiness.	True	False
4) Consent is a key component of sexual intimacy.	True	False
5) Equality means making decisions without compromise.	True	False

Question

Answer the questions below.

1) Why is consent important in relationships?

2) What are two key components of healthy relationships?

PREVIEW

Direction

Put a ✓ if the situation shows a healthy relationship and ✗ if it does not.

Scenarios	☑	☒
1) Listening to your partner's feelings and opinions		
2) Ignoring your partner when they say "no"		
3) Pressuring someone to do something they are not ready for		
4) Keeping secrets that hurt the relationship		
5) Supporting each other's goals and growth		
6) Controlling what your partner can do or who they talk to		

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Support Systems for Sexual Health

Understanding Support

Sexual health is an essential part of our overall well-being, encompassing more than just the prevention of diseases or infections. It involves a respectful and positive approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination, and violence.



Key Sup[illegible]

There [illegible] sources of support for young people when it comes to sexual [illegible]lth:

- Health Pr[illegible]s: Doct[illegible]ses, and sexual health specialists can provide confidential ac[illegible] vacci[illegible]ing, and treatment for sexual health issues.
- Guidance Counsell[illegible]-base[illegible]nsellors offer a safe space to discuss sexual health concern[illegible]nal [illegible]d referral to other services if needed.
- Reputable Online Resources: Web[illegible] Sex[illegible]Canada), Kids Help Phone, and Teen Health Source offer acc[illegible] inform[illegible]pport.

The Importance of Trusted Support

Choosing the right source of information and sup[illegible]l. Rel[illegible]support can:

- Enhance knowledge and understanding of sexual heal[illegible]
- Provide accurate information about contraception and sexual[illegible] infections (STIs).
- Offer support in relationships, consent, and emotional well-being.

Learning from Statistics

- STI Awareness: Over 70% of reported chlamydia and gonorrhea cases in Canada are among young people aged 15-29.
- Health Consultations: 60% of teenagers feel more comfortable seeking sexual health information online before talking to a professional.
- Confidentiality Concerns: Confidentiality is the top priority for 85% of youths when accessing sexual health services.

Understanding these support systems and facts about sexual health can empower students to make informed decisions about their health and well-being.

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True or False

Is the statement true or false?

1) Sexual health only concerns preventing diseases.	True	False
2) Guidance counsellors can't discuss sexual health.	True	False
3) Doctors offer confidential advice on sexual health.	True	False
4) Sexual health includes having safe, pleasurable experiences.	True	False
5) Online resources are always reliable for sexual health.	True	False

Questions

wer the questions below.

1) What compa health beyond preventing diseases?

2) Why are reputable online reso ces i or l health information? Name one.

PREVIEW

Direction

Put a ✓ if the statement shows a helpful support syste h ot.

Talking to a doctor for advice	Ignoring a problem	Avoiding help when needed	Relying only on friends	Talking to a trusted adult
Believing everything online	Talking to a teacher you trust	Asking a counsellor for help	Keeping important problems secret	Using trusted websites
Keeping concerns to yourself	Asking for help from a guidance counsellor	Depending only on social media posts	Seeking guidance when unsure	Following random advice from strangers online

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Dating Violence and Sexual Exploitation

Awareness and Safety

Dating violence refers to harmful behaviours by a partner in a romantic relationship. It's crucial for young people to recognize these behaviours and understand they are not acceptable. By learning about dating violence, individuals can protect themselves and others from harm.



Key Terms to Know

- Dating violence: Emotional, physical, or sexual harm by a partner.
- Consent: Agreement to participate in any activity, including physical contact.
- Coercion: Pressuring someone into doing something they're not comfortable with.
- Boundaries: Limits individuals set regarding what they are comfortable with.

Statistics and Facts

Many teenagers experience some form of dating violence. Here are key statistics:

- Nearly 1 in 3 teens report experiencing physical violence.
- Both boys and girls can be victims of dating violence.
- Technology has led to an increase in harassment as part of dating violence.

Recognizing Red Flags

Understanding the signs of an unhealthy relationship is key. Here are some of red flags:

- Control: One partner making all decisions, including how the other dresses or what they can wear.
- Isolation: Limiting the other's interactions with friends and family.
- Pressure: Forcing the other into activities they're not comfortable with, including sexual activities.
- Threats: Using threatening behaviour to control the other.

Seeking Help

It's vital to know where to turn if you or someone you know is experiencing dating violence. Resources include:

- Teachers and school counsellors.
- Local support services and helplines.
- Trusted adults, such as family members or community leaders.

By understanding dating violence, its signs, and where to find help, young people can foster healthier relationships and support friends who may be in harmful situations.

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Questions

Answer the questions below.

1) What are some red flags of dating violence?

2) Why are [illegible]ries important in a relationship?

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Making Connections

What does this [illegible]d y[illegible]ife? Have you ever seen dating violence in movies or te[illegible]show

True or False

Is the statement true or false?

1) Dating violence only includes physical harm.	True	False
2) Consent is a mandatory aspect of any relationship.	True	False
3) Coercion is a form of dating violence.	True	False
4) Boundaries are unnecessary in healthy relationships.	True	False
5) Both boys and girls can be victims of dating violence.	True	False

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Scenarios	Is the scenario an example of dating violence?

1	Checks partner's phone without permission	Yes	No
2	Holds partner's hand with affection	Yes	No
3	Repeatedly demands partner's social media passwords, claiming right	Yes	No
4	Re[illegible] accepts partner's decision not to have physical	Yes	No
5	Controls a[illegible] wh[illegible] partner must wear daily to school.	Yes	No
6	Sincerely com[illegible]nts [illegible] airstyle and overall look.	Yes	No
7	Uses threats of spreading [illegible]rmour [illegible]n't comply.	Yes	No
8	Shares feelings and listens to partner's worr[illegible] bout	Yes	No
9	Isolates partner from friends by insisting on [illegible] companionship.	Yes	No
10	Likes and comments positively on partner's social media pictu[illegible]	[illegible]	No
11	Guilt-trips partner for wanting to spend time with others.	Yes	No
12	Plans a surprise date, considering partner's likes and interests.	Yes	No
13	Persists in asking for intimate photos despite partner's refusal.	Yes	No
14	Encourages and attends partner's sports events as support.	Yes	No
15	Publicly ridicules partner's opinions during conversations with friends.	Yes	No

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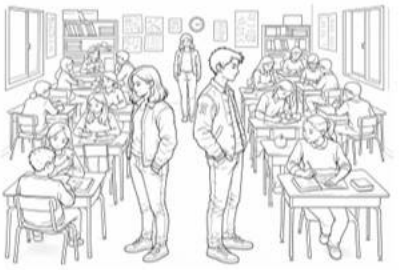
The Emotional Impact of Relationships

Heartstrings and Lessons

In the vibrant halls of Mapleview Middle School, Tim and Lena, both grade 8 students, were navigating the swirling emotions of young friendship and the cusp of something more. Amidst the excitement of new bonds, they also faced the challenges of misunderstandings and the disagreements that test the strength of any relationship.



Research shows that [illegible] experience a whirlwind of emotions during relationships, with 65% reporting fe[illegible] when they have a companion or partner. Yet, the end of relationships ca[illegible] an em[illegible]wnturn, affecting academic performance and personal well-being. A[illegible] young people find it challenging to bounce back from relationship brea[illegible] highlight [illegible]itical need for emotional resilience.

Tim and Lena had a misunderstanding w[illegible] to th[illegible] argument. The fallout was a mix of sadness, frustration, and loneliness without [illegible] familia[illegible] fort of each other's company. However, it was through this experien[illegible] both [illegible] importance of communication, empathy, and the strength found in fo[illegible]ss.

Teachers at Mapleview, like Mr. Smith, played a pivotal role in guidin[illegible] and Lena through these emotional landscapes. Incorporating lessons on e[illegible]al intelligence, the impact of relationships on mental health, and the value of resilience, Mr. Smith provided the tools necessary for students to navigate the highs and lows of relationships.

Tim and Lena's journey, filled with both joyous peaks and somber valleys, underscored the importance of understanding one's emotions, the value of communication, and the unyielding strength of emotional resilience. Their story is a testament to the fact that every relationship, regardless of its duration, offers invaluable lessons on love, life, and the growth of the human spirit.

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True or False

Is the statement true or false?

1) 65% of teenagers feel happier in relationships.	True	False
2) Emotional resilience doesn't impact academic performance.	True	False
3) Communication can strengthen relationships.	True	False
4) Every relationship lasts forever.	True	False
5) Emotional intelligence is taught at Mapleview Middle School.	True	False

Questions

wer the questions below.

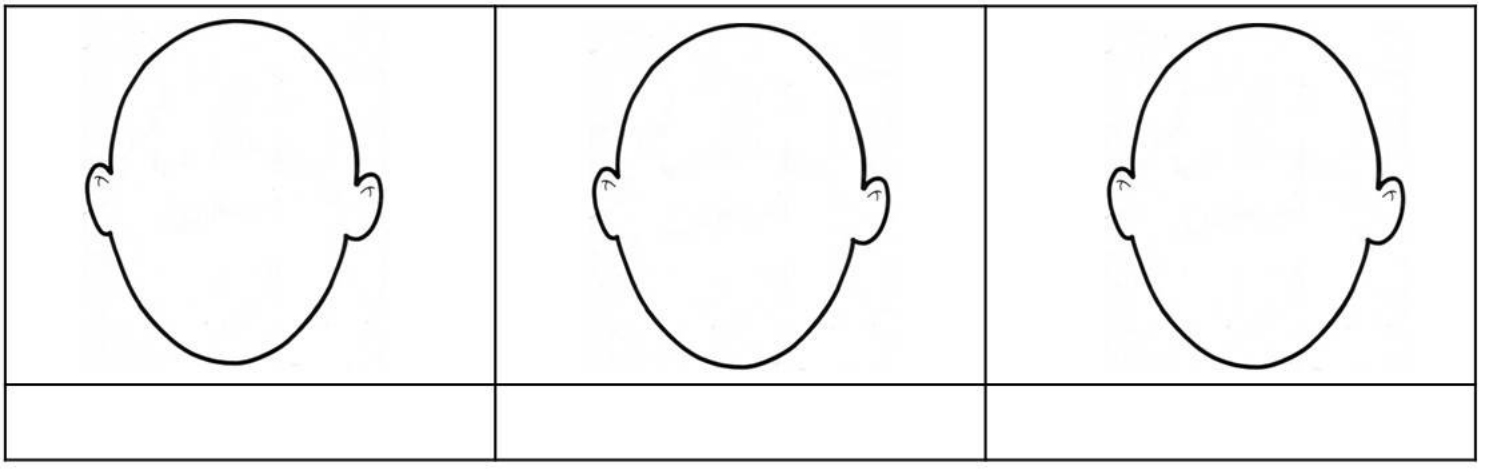
1) Wh s the s st about the emotional impact of relationships on teenagers?

2) How does the story illustrate the im ce of c on in relationships?

PREVIEW

Draw

Draw and label three emotions you may feel in relati hips.



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Activity - Heart Strings: Emotions in Relationships

Objective

What are we learning about?

To help students understand the emotional impact of relationships by reflecting on feelings, experiences, and healthy ways of expressing emotions.

Materials

What will you need for the activity?

- Hea (provided by the teacher)
- Ker
- Hol ncher
- String or y
- Tape or clip al)



PREVIEW

Instructions

How wil aplet vity?

1. Distribute one or more heart-shap s to e dent. Explain that the heart represents emotions and experienc n relati ps.
2. Ask students to reflect on the topic and thi ut e ns ple may feel in relationships, such as happiness, love, trust, sa e sy, or derstanding.
3. On the heart card, students will write a short messag ay ing they have experienced, a lesson they learned, a healthy r atio y advice about handling emotions in relationships.
4. Encourage students to be honest and thoughtful in their responses b mind them to keep their answers appropriate and respectful.
5. After writing, students will decorate their heart cards if desired.
6. Using a hole puncher, students will make a hole at the top of their heart card.
7. Attach a piece of string or yarn through the hole and tie it securely.
8. Hang the heart cards on a string in the classroom to create a “Heart Gallery” that represents different emotions and lessons about relationships.
9. After displaying the hearts, invite students to walk around, read others’ messages, and reflect on the different emotions and experiences shared.

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Heart Strings: Emotions in Relationships



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Unit Test – Human Development & Sexual Health

Multiple Choice **/10**

1. What defines personal boundaries? a) Friends' advice b) Family opinions c) Values a[illegible]beliefs d) Social n[illegible]nds	2. Which is NOT a barrier method of contraception? a) Cervical cap b) Diaphragms c) Condoms d) Birth control pill
3. Be[illegible]pr[illegible]STBBIs? a) Using b[illegible]th con[illegible] b) Using condo[illegible] c) No precautions ne[illegible] d) Abstinence	4. Which is **not** part of the FRIES principles related to consent? a) Freely given b) Reversible c) Ignore d) [illegible]thusiastic
5. What does non-binary mean? a) Only male or female b) Not exclusively male or female c) Gender not important d) Exclusive gender identity	[illegible]rcentage of shows/movies contain [illegible]exual[illegible]t? a) 10[illegible] b[illegible] c) 60% d) 80%
7. In Canada, the minimum age of consent is... a) 14 b) 16 c) 18 d) 21	8. Which is not a good[illegible]health decisions? a) Doctors/nurses b) Family c) Guidance counsellors d) TV shows/movies
9. How does a positive self-concept affect choices? a) Encourages risky behaviour b) No impact on choices c) Leads to healthier decisions d) Decreases self-esteem	10. How do alcohol and drugs affect sexual decisions? a) No effect on choices b) Enhance decision-making c) Impair judgment and decision-making d) Improve clarity and focus

PREVIEW

Define What do the terms below mean?

Term	Definition – What does it mean?
Boundaries	
Consent	
Ab[illegible]e	

Short Answer [illegible]er th[illegible]s [illegible]elow – Each question is worth 3 marks.

1) Why is consent crucial in a[illegible]ons

2) How does peer pressure influence sexual decisions?

3) Why is understanding gender identities important?

PREVIEW

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