# Workbook Preview

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# Grade 6 – Health Unit

## Human Development and Sexual Health





| | Curriculum Expectations | Pages |
|---|---|---|
| **D1.3** | demonstrate an understanding of the impacts of viewing sexually explicit media, including pornography (e.g., leads to a limited or distorted understanding of relationships; reinforces harmful gender norms; promotes an unrealistic or idealized body image) | 7-9, 11-12, 16-24 |
| **D2.5** | describe how they can build confidence and lay a foundation | 96 |
| **D2.6** | make informed decisions that demonstrate respect for themselves and others and an understanding of the concept of consent to help build healthier relationships, using a variety of social-emotional learning skills (e.g., self-awareness and identity skills; emotion management skills; critical and creative thinking skills; skills based on First Nations, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the life cycle, the seven-grandfather teachings, or other cultural teachings) | 10, 25-68, 100-103 |
| **D3.3** | assess the effects of stereotypes and assumptions regarding gender roles and expectations, sexual orientation, race, ethnicity, culture, mental health, and abilities on an individual's self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing harmful assumptions and stereotypes that can lead to destructive social attitudes including homophobia and racism | 13-15, 97-99, 104-107 |

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# Human Development and Sexual Health




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Curriculum Connection
D1.3

# Exposure to Explicit Media

**Exposure to Explicit Media**

Sexually explicit material, or pornography is easily accessible and can be found in a variety of media, including social media, online games, music videos, movies, and pornography. This content can portray people and relationships in ways that are misleading, inaccurate and can promote harmful gender stereotypes. It may not show people be[illegible]th respect for themselves or their partners or giving or respecting consent.

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**Effects of Exposure to Sexually Explicit Media**

Children who view sexually explicit material may:

- have difficulty understanding healthy relationships
- be more likely to engage in risky sexual behavior
- develop unrealistic ideas about body image.
- have difficulty understanding the difference between fantasy and reality.
- experience a range of negative emotions, including confusion, anxiety, and shame.
- be more likely to develop unhealthy attitudes towards sex and relationships
- be more likely to engage in risky sexual behavior, which can put them at risk for unintended pregnancies and sexually transmitted infections.

**Talk to a Trusted Adult**

Overall, it is important for children to be protected from exposure to sexually explicit media. Parents and caregivers can help by monitoring the media children view. Children should be taught about healthy relationships and healthy sexual behavior which are based on respect, trust and communication. If you have questions about something you have seen, talk to an adult, you trust.

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D1.3

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Sexually explicit material is hard to find on the internet. | True | False |
| 2) Sexually explicit material often portrays unhealthy relationships. | True | False |
| 3) Explicit material often portrays gender stereotypes. | True | False |
| 4) Sexually explicit material can cause confusion about sex. | True | False |
| 5) Watchin ally explicit material is a good way to learn about healthy adult relat | True | False |

PREVIEW

## Summ e

the main idea of the reading and supporting details

## Questions

Answer the questions below using evid fro

1) What are some of the negative effects of viewing sexually explicit mate

2) Respect is an important aspect of a healthy relationship. Why is having someone's respect important to you?

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D1.3

# Activity - Media Analysis: Explicit Media

**Objective** What are we learning about?

Students will analyze the issue of exposure to explicit media by identifying key details using the 5W1H questions and reflect on how media content can influence thoughts, emotions, and behaviour.

**Materia** What will you need for the activity?

- Prin d Medi worksheet
- Pencil or
- Sample scen rticle ion about exposure to exp




**Instructions** How will you mple

1. Introduce the topic Exposure to Explicit M thro rt reading, discussion, or scenario.
2. Ask students to choose scenario of explicit co e ar possible effects.
3. Provide each student with the Media Analysis worksheet.
4. Let students complete each circle using information from the sc ario cards
5. This worksheet helps you understand a media story by asking six important questions:

- Headline: Write the title of the topic in the middle.
- Who: Who is involved? (person, group, influencer, or audience)
- What: What happened online? (post, video, message, or event)
- When: When did it happen? (today, yesterday, or recently)
- Where: Where did it happen? (app, site, or platform)
- Why: Why did it happen? (views, trends, or sharing)
- How: How did it happen? (what spread or actions took place)

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D2.6

**Scenario Cards** | Cut out the topics below.

## Scenario Descriptions

**Viral Dance Trend**
A popular social media influencer posts a dance trend that includes suggestive movements. Many teens at school begin copying and posting their own versions. Some students feel uncomfortable but join in because "everyone is doing it."

**Late-Nigh p-Up Ads**
While wat ideos online, a student keeps seeing pop-up ads with explicit images. The ads fferent websites, even when the student is searching for hom

**Gaming Platfor**
During an onl a strang nds inappropriate messages through the chat feature. The stude ls up r to block the user or ignore the messages.

**Shared Photo Without Co**
A student sends a private pho so t. Later, they discover the photo was shared with others without perm umo in spreading around school.

**"Mature" Movie Clip**
A short video clip from an 18+ movie is repos a s ol and shows explicit content. Students are sharing it in the ha acting during lunch break.

**Influencer Relationship Drama**
A famous content creator posts detailed videos about their brea ivate messages and personal details. Teens at school debate who was "righ start copying similar oversharing online.

**Anonymous Question App**
Students are using an anonymous app where people can ask and answer questions. Some users begin asking explicit or personal questions about classmates.

**Music Video Discussion**
A new music video becomes popular. It contains sexualized imagery and strong themes. Students are discussing it openly in class before the teacher arrives.

**Fake Account**
Someone creates a fake account pretending to be a student at school. The account posts inappropriate jokes and explicit memes using that student's name.

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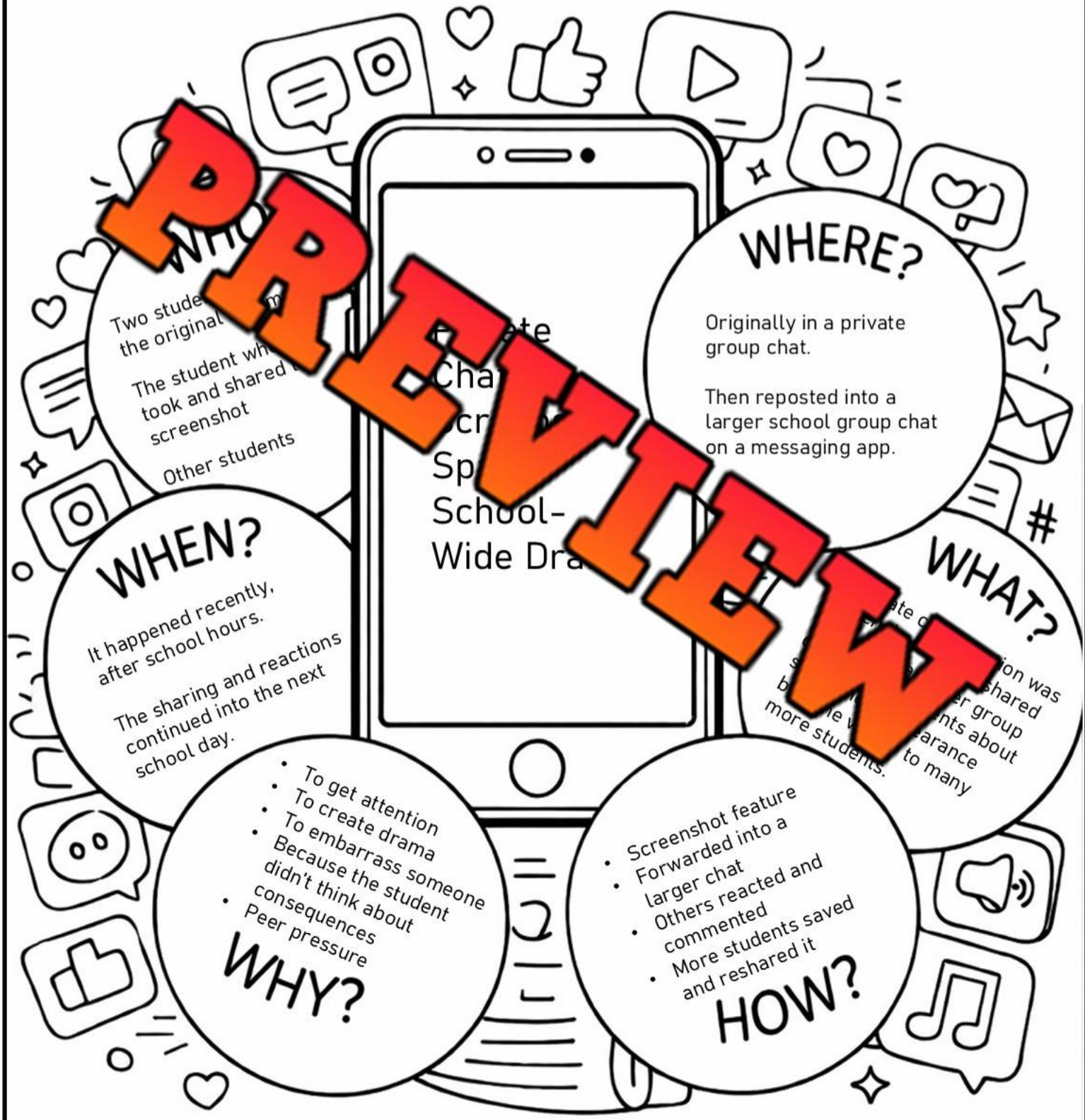
| Example Handout | **Scenario:** A Grade 9 student screenshots a private conversation where two classmates are joking about someone's appearance. The screenshot is shared in a larger group chat without permission. Soon, students from other classes start commenting and reacting. |
|---|---|

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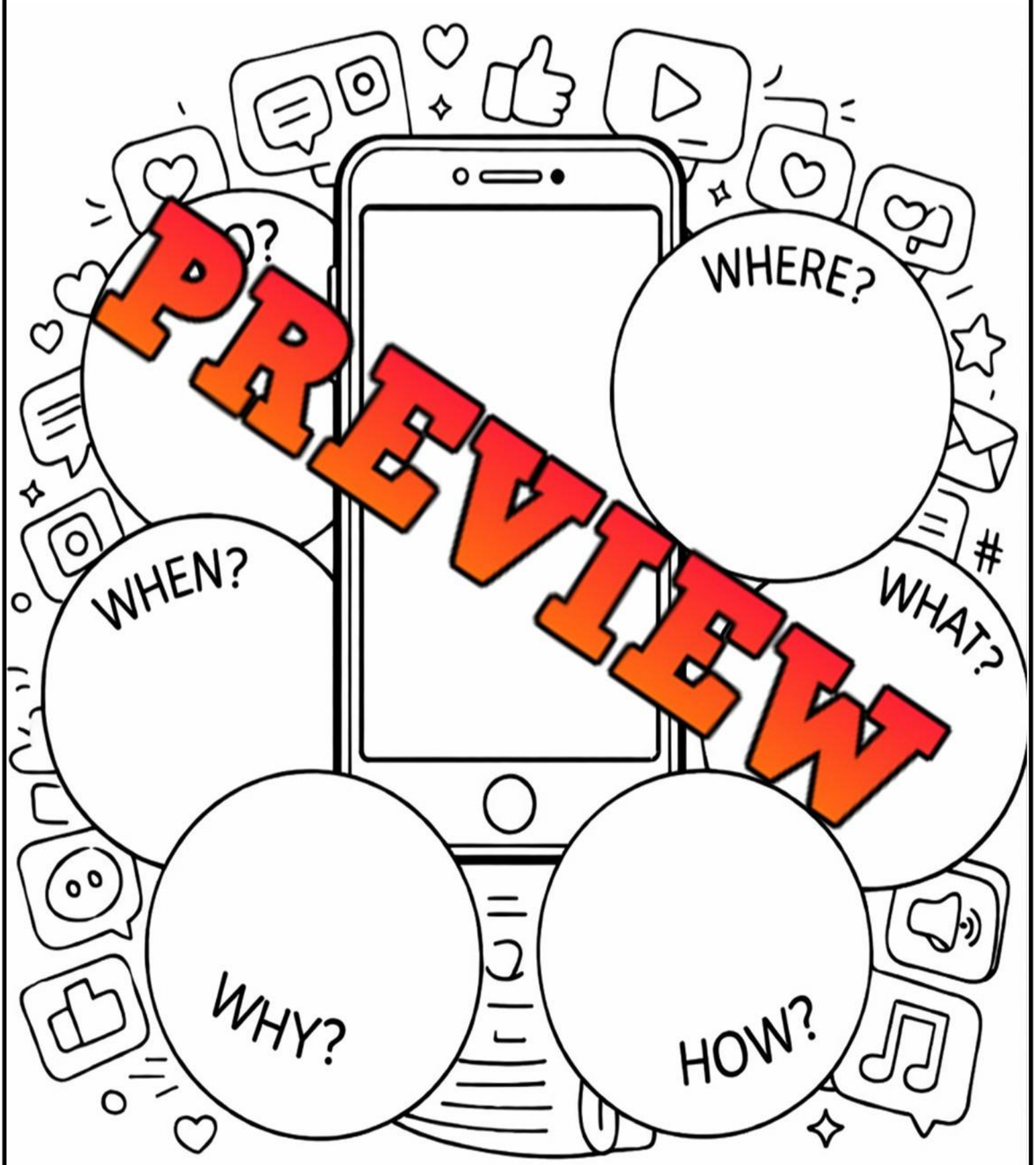
# Media Analysis: Explicit Media

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# Harmful Gender Stereotypes

**What Are Harmful Gender Stereotypes?**



Gender stereotypes are ideas about how men and women, or boys and girls, are supposed to act or behave. These ideas can be harmful, because they can limit people's choices and opportunities, and can lead to discrimination and inequality. For example, the stereotype that girls are not good at math and science can discourage girls from pursuing careers in those fields, even if they are interested and can excel.

Similarly, the stereotype that boys are not supposed to show emotion or be sensitive, can prevent boys from expressing their feelings, and can lead to unhealthy behaviors. It is important to recognize and challenge gender stereotypes, so that everyone can have the freedom to be themselves and pursue their



**What Do You Think?**

When someone says they are going to the doctor, do you think of a male or a female? If they say nurse, do you assume a female for the

**What Is the Harm of Viewing Sexually Explicit Media?**

Viewing explicit media, such as pornography, can contribute to the creation of harmful gender stereotypes. This is because explicit media often portrays unrealistic and unhealthy ideas about gender and relationships.

For example, pornography may portray men as always being dominant, and women as always being submissive, which can create the false impression that these are the only acceptable roles for men and women. This can lead to harmful attitudes and behaviors in real life, such as sexual coercion and abuse.

It is important for young people to be aware of the potential impact of explicit media on their attitudes and behaviors, and to think critically about the messages they are seeing. Caring adults should talk to young people about these issues and provide guidance and support.

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D3.3

## True or False

Is the statement true or false

| | | |
|---|---|---|
| 1) Gender stereotypes are ideas that define how people are expected to be | True | False |
| 2) Stereotypes are helpful because they determine our identity. | True | False |
| 3) Conforming to stereotypes can limit our possibilities. | True | False |
| 4) Gender stereotypes provide a road map for how we should behave. | True | False |
| 5) Stereotypes are harmless because we can reject them. | True | False |

## Making C[illegible]s

What are some gender stereotypical ideas that affect relationships? Is the stereotype harmful?

| **Ge[illegible]ype** | **Is the stereotype harmful? Explain.** |
|---|---|
| Females are nur[illegible]d sho[illegible] home and look after [illegible]hild[illegible] | Yes, it is harmful because it could limit possibilities for females to work outside the [illegible]me. It could also lead to fathers being [illegible]volved with their children, because [illegible]e it is a female role. |
| | |
| | |
| | |

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D3.3

# Activity - Gender Stereotype Jars

**Objective** What are we learning about?

Students will identify common beliefs about men and women and reflect on how gender stereotypes can influence thoughts, expectations, and behaviour.

**Materials** What will you need for the activity?

- 2 i[illegible] elopes labelled MEN and W[illegible]N
- Pape[illegible] slips [illegible]tes
- Pens or p[illegible]s
- Chart paper [illegible]rd (o[illegible] discussion)




**Instructions** How will yo[illegible]te [illegible]?

1. Show students the two jars labe[illegible]MEN a[illegible]
2. Ask students to think about things they [illegible]near [illegible] about men and women (appearance, jobs, personality, resp[illegible] [illegible]tc.).
3. Give each student several paper slips.
4. On each slip, students write one idea or belief about men [illegible]
5. Students drop their slips into the jar that matches their answer.
6. After all slips are collected, randomly read some answers from each jar.
7. Facilitate a discussion:
   - Are these beliefs always true?
   - How can stereotypes be harmful?
   - Can anyone do any job or role regardless of gender?

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# Unrealistic Body Image

**Explicit Media Promotes an Unrealistic or Idealized Body Image**

Explicit media often shows characters with unrealistic or idealized body images, which can make people feel bad about their own bodies. These characters are often shown as very strong and muscular, or very skinny and perfect. In real life, most people do not look like that.



It is important to remember that the characters in games and movies are not real. Everyone is different and unique. We should focus on being healthy and happy, rather than trying to look like someone else.

**Negative Consequences of Viewing Explicit Media**

There can be negative consequences to viewing media that shows characters with unrealistic or idealized body images. This can lead to body dissatisfaction and low self-esteem, which can lead to several other issues, including eating disorders, depression, and anxiety.

Additionally, it can create an unrealistic standard of beauty, and make it harder for people to accept their own bodies as they are. This could lead to negative self-talk and lack of self-care.

In extreme cases, it could lead to an unhealthy obsession with trying to change one's own body to conform to the idealized image shown in the media.



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## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Playing video games does not affect how we think about body image. | True | False |
| 2) Viewing explicit media can give us a distorted idea of body image. | True | False |
| 3) Often superhero actors wear rubber suits with padded muscles. | True | False |
| 4) Publicity photos for movies are often edited to create an idealized figure. | True | False |
| 5) Comparing ourselves to media figures is harmless. | True | False |

## Direction

✓ for healthy body image and ✗ for unrealistic beliefs.

| | | | |
|---|---|---|---|
| | aring v o edited photos | | Accepting body differences |
| | Appreciating body | | Thinking looks define your worth |
| | Wanting to look like s | | Choosing health over perfection |
| | Knowing media photos are edited | | ing a fictional body |
| | Feeling pressure to change your body | | eelin nt in your body |

PREVIEW

## Questions

Answer the questions below using evide the

1) Do you think characters we see in video games can change how w ourselves?

_____

_____

_____

2) Name 3 movie heroes or heroines who have unrealistic or idealized body images.

_____

_____

_____

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D1.3

# Activity - Beauty Beyond Media Poster

**Objective** What are we learning about?

Students will examine unrealistic beauty standards shown in media and create a poster that promotes body diversity, self-acceptance, and positive body image.

**Materials** What will you need for the activity?

- B… Board, or poster paper
- Cra…s, col… …ils, or markers
- Magazine… …puts (o…)
- Glue and scisso… …opti…
- Pencil and eraser




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**Instructions** How will you complet… …ctivity…

1. Begin with a short discussion about how… …a so… …m… …ows unrealistic or "perfect" body images.
2. Ask students to reflect on how real people have di… …t b… …es, abilities, and features.
3. Explain that students will create a poster titled "Beauty Beyond… …ia."
4. In their poster, students should draw or paste images of diverse and realistic bodies. They should include positive messages about self-acceptance and show that beauty is not limited to media standards.
5. Encourage creativity through drawings, symbols, affirmations, or slogans.
6. After completing their posters, students present their work and explain the message behind their design.
7. Display posters around the classroom to promote body positivity.

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# Beauty Beyond Media Poster




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D1.3

# Unhealthy Relationship in Explicit Media

**Unhealthy Relationships in Explicit Media**
A relationship is a connection between two people. There can be healthy relationships and unhealthy relationships. We see relationships in video games, music videos, pornography, and in social media.

**Unhealthy Relationships in Video Games**
Video gam[illegible]en depict unhealthy relationships as being normal and expected. This is especially [illegible] portrayals of romantic relationships. In many games, it is not uncomm[illegible]erson, in the relationship, treating the other person like an object or tr[illegible]l human being.

Th[illegible]n lead[illegible]e that treating others this way is okay, and even [illegible]win[illegible]healthy relationships reinforces nega[illegible]about [illegible]ships.



**Unhealthy Relationships i[illegible]ography**
Sometimes, the relationship[illegible]d in[illegible]y can be unhealthy or unrealistic. For e[illegible]mple[illegible]ography shows people treating each other disre[illegible]ty, or [illegible] consent.

This can give the wrong idea about [illegible]t a heal[illegible] relationship looks like and can lead to harmful a[illegible]s and behaviors. It is important to remember that peop[illegible]norn[illegible]h[illegible]stors, and that the scenes are not real or healthy examples of relations[illegible]

**Unhealthy Relationships in Music Videos**
Here are some examples of unhealthy behaviors or attitudes that m[illegible] some music videos:

- Disrespect: Some music videos may show characters treating each other disrespectfully or without regard for their feelings or well-being.
- Lack of consent: Some music videos may portray situations where one character does not respect the boundaries or consent of another character.
- Controlling behavior: Some music videos may depict characters who try to control or dominate their relationships through manipulation or coercion.
- Unrealistic expectations: Some music videos may portray unrealistic or unhealthy expectations for relationships, such as the idea that one person should always be perfect or that relationships should be filled with drama and conflict.

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## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) All music videos show unhealthy relationships | True | False |
| 2) Some music videos show situations where one person does not give consent. | True | False |
| 3) In some video games, a woman is often portrayed as helpless. | True | False |
| 4) The actors in explicit media are portraying real relationships. | True | False |
| 5) When youth see unhealthy relationships, they may think it is normal. | True | False |

## Questi

you saw unhealthy relationships in media. Write three
u would ask to better understand or think critically about
these s.

| | |
|---|---|
| 1) | |
| 2) | |
| 3) | |

## Questions

Answer the questions below using

1) 1) What are some of the characteristics of unhealthy relati ips e in video games or music videos?

_____

_____

_____

2) If people are actors in music videos and pornography, how does that affect their relationship?

_____

_____

_____

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D2.6

# Relationships

**Relationships**

Relationships have many characteristics. Some relationships are healthy, and some are unhealthy.

**Characteristics of a Healthy Relationships**

A healthy r ship is one in which both partners feel a sense of respect and trust, and they car r.

Some o chara a healthy relationship may include:

1) Respect: nother with respect and appreciation, and value each other's fe and o
2) Communication: Both er feel c ble expressing their thoughts, gs ly and honestly with one another.
3) Trust: Both partners trust one another and ca on each other for support.
4) Independence: Both partners maintain a sense of independence and individuality within the relationship.
5) Emotional support: Both partners can provide emotional suppo nding to one another during difficult times.
6) Boundaries: Both partners respect each other's boundaries and can communicate effectively about what is and is not acceptable behavior within the relationship.
7) Fairness: Both partners can compromise and work together to resolve conflicts in a fair and respectful manner.
8) Balance: Both partners can maintain a healthy balance between their personal lives and their relationship.
9) Loyalty: Both partners are loyal to one another and are committed to the success and happiness of the relationship.



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## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) In a healthy relationship both partners can maintain their identity. | True | False |
| 2) In a healthy relationship one partner is dominant. | True | False |
| 3) In a healthy relationship partners know what their partner is thinking. | True | False |
| 4) In a healthy relationship you do not need to apologize to your partner. | True | False |
| 5) In a healthy relationship partners are loyal to each other. | True | False |

## Draw

lthy relationship and an unhealthy relationship.

| Healthy | Unhealthy |
|---|---|
| | |

PREVIEW

## Questions

Answer the questions below using ev m th

1) Why are relationships in sexually explicit media unhealthy? Do the practices outlined in the reading?

_____

_____

_____

2) Explain what having independence and boundaries in a relationship means to you.

_____

_____

_____

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D2.6

**Scenarios** Read each scenario and circle whether it shows a Good or a Poor choice in a relationship.

| # | Scenario Description | Good | Poor |
|---|---|---|---|
| 1 | Listening carefully when your partner is speaking | Good | Poor |
| 2 | Ignoring your partner's feelings during a disagreement | Good | Poor |
| 3 | Res ting your partner's personal boundaries | Good | Poor |
| 4 | C partner's phone without permission | Good | Poor |
| 5 | ing cal ve misunderstandings | Good | Poor |
| 6 | Yelling you ner when angry | Good | Poor |
| 7 | Supporting d dreams | Good | Poor |
| 8 | Pressuring your pa do s they don't want | Good | Poor |
| 9 | Saying sorry when you hurt yo er's gs | Good | Poor |
| 10 | Forgiving your partner after a sincere ar gy | Good | Poor |
| 11 | Bringing up past issues in a current arg nt | od | Poor |
| 12 | Encouraging honesty and open communicatio | od | Poor |
| 13 | Being jealous and controlling your partner's actions | | oor |
| 14 | Spending time together while respecting independence | | Poor |
| 15 | Manipulating your partner to get what you want | Good | Poor |
| 16 | Showing appreciation for your partner | Good | Poor |
| 17 | Respecting differences in opinions and interests | Good | Poor |
| 18 | Blaming your partner instead of solving problems together | Good | Poor |
| 19 | Standing up for yourself respectfully | Good | Poor |
| 20 | Celebrating each other's achievements | Good | Poor |

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# Friendship

**Friendship**

Friendship is a special type of relationship that is characterized by mutual care, respect, and affection between two people.

Some qualities that are often present in strong and healthy friendships include:

1) Trust: Friends trust one another and can rely on each other for support and honesty.
2) Communication: Friends can communicate openly and honestly with one another and feel comfortable sharing their thoughts and feelings.
3) Respect: Friends show respect for one another's boundaries and opinions, and value each other's individuality.
4) Loyalty: Friends are loyal to one another and stand by each other in good times and bad.
5) Fun: Friends enjoy spending time together and engaging in activities that are fun and enjoyable for both parties.
6) Support: Friends offer emotional support and understanding to one another and are there to help each other through difficult times.
7) Understanding: Friends can understand and empathize with one another's perspectives and experiences.
8) Acceptance: Friends accept you for who you are, and do not try to change each other.
9) Forgiveness: Friends can forgive one another for mistakes and misunderstandings, and work through conflicts in a healthy and constructive manner.

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**Friendship Facts**



- Friendships change throughout a lifetime, particularly at adolescence, when people have more freedom to choose their friends.
- Having friends from differing communities, diverse cultures, and experiences can increase awareness and acceptance of others.
- Having good friendships contributes to mental health and well-being.

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## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Friends are honest with you without being mean. | True | False |
| 2) Friends always agree with you. | True | False |
| 3) During adolescence we have more exposure to new friends. | True | False |
| 4) You never have to apologize to a true friend. | True | False |
| 5) Having c nds contributes to your positive mental health. | True | False |

## Questi

Wh characteristics of a healthy friendship?

## Multiple Choice

Circle the letter of the co ar

| | |
|---|---|
| 1) A healthy friendship is built on: | |
| A. Respect and care | B. Competition only |
| 2) Friends communicate by: | |
| A. Ignoring each other | B. Talking honestly |
| 3) Loyalty in friendship means: | |
| A. Leaving when problems arise | B. Being there in good and bad times |
| 4) Acceptance means friends: | |
| A. Try to change you | B. Accept you for who you are |
| 5) Supportive friends: | |
| A. Help you during challenges | B. Laugh at your struggles |

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D2.6

# Activity – Recipe For Great Friendship

**Objective** What are we learning about?

Students will identify and reflect on the values, behaviours, and actions that build strong fri ips by completing a friendship recipe worksheet.

**Mate** Wh u need for the activity?

- Printed wor
- Pencil, crayons, o pencil
- Markers (optional)




**Instructions** How will you complete the activi

1. Explain to students that friendships are like re t nee tive "ingredients" such as respect, kindness, honesty, a po
2. Give each student the *Recipe for Great Friendship* worksh
3. Ask students to list friendship "ingredients" in the *Ingredients Needed* box (values, actions, or behaviours of a good friend).
4. Let students complete the *Directions* by writing how they show respect, help friends, and solve problems in friendships.
5. Encourage students to reflect honestly and use short sentences or drawings if needed.
6. After finishing, invite volunteers to share one friendship ingredient or tip with the class.

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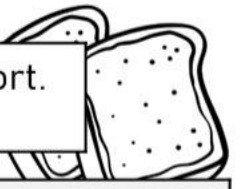
# Recipe For Great Friendship



Just like cooking, friendships take the right ingredients and effort. Use this recipe to build strong, healthy friendships.



## Ingredients Needed

## Directions:

When a friend is upset, I will

_____

_____

I can show respect by _____

_____

_____

I h[illegible]ips grow when I

_____

_____

If there is a probl[illegible]

_____

_____

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♡ Which ingredient is easiest f[illegible] you?

_____

♡ Which ingredient do you need to work on? _____

## Friendship Tip

What can you do today to be a good friend — even when it's hard?

_____

_____

_____

_____

_____

_____



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# Unhealthy Relationships

**Unhealthy Relationships**

An unhealthy relationship is when two people are not treating each other well. This can happen in any kind of relationship, whether it is between friends, romantic partners, or family members. Unhealthy relationships may have some of the following characteri[illegible]:

- Lack [illegible] communication
- C[illegible] erbal abuse
- Unrealistic [illegible] an[illegible] demands
- Lack of resp[illegible] bound[illegible]
- Difficulty in resolv[illegible]
- Yelling or being mean to [illegible] her
- Hitting or hurting each other
- Not listening or respecting each oth[illegible]s feelin[illegible]
- Trying to control what the other person d[illegible]
- Being jealous or possessive
- Not letting the other person have friends or do things [illegible] like



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**What To Do If You Are In An Unhealthy Relationship**

If you ever feel unsafe or uncomfortable in a relationship, talk to someone you trust, such as a parent, teacher, or counselor. They can help you understand what is happening and find ways to stay safe.

Remember that you deserve to be treated with kindness and respect, and that you do not have to put up with being hurt or treated badly. If someone is making you feel scared or uncomfortable, it is okay to say no and to walk away from the relationship. It is important to understand that it is not your fault if someone is being mean or hurtful to you. Remember, you are important, and you deserve to be treated well.

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D2.6

# Unhealthy Relationships

**Connecting** Place the words from the word list below in the column of the relationship they describe.

| | | | | | |
|---|---|---|---|---|---|
| Yelling | Kindness | Pushing | Communication | Trust | Jealousy |
| Manipulation | Controlling | Respect | Support | Loyalty | Criticism |
| Abuse | Lack of Trust | Boundaries | Disrespect | Independence | Fun |

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| **Healthy Relationship** | **Unhealthy Relationship** |

PREVIEW

**True or False** Is the statement true or false?

| | | |
|---|---|---|
| 1) You should be forgiving if your friend hits you when they are upset. | True | False |
| 2) You should be flattered if your friend is jealous when you talk to others. | True | False |
| 3) You should not have to change your interests to please a friend. | True | False |
| 4) In a healthy relationship two people enjoy being together. | True | False |
| 5) You should talk to an adult if you are feeling bullied. | True | False |

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# Communication In A Relationship

**Communication In A Relationship**

Communication is how you talk and listen to the people you care about, like your friends and family or someone you are dating. It is important to be able to tell people what you think and feel, listen to what they have to say, and understand what they mean. Here are some ways to make sure you are talking and listening well:

- Listen[illegible]: When someone is talking to you, give them your full attention. Do not ju[illegible]t [illegible]ou are going to say next.
- Ask questions [illegible]ot [illegible]derstand something, a[illegible]re inf[illegible]
- Take turns: Do not [illegible]t for to finish before you spea[illegible]
- Be Clear: Being clear when express[illegible] thoughts and feelings can help to avoid confus[illegible]d m[illegible]standings.
- Be honest: Tell the truth and do not hide how y[illegible]eel.
- Empathy: Being able to understand and share the feel[illegible]e o[illegible]rso[illegible]can help to build trust and intimacy. Try to understand where the other pe[illegible]om.
- Work together: If you have a problem, talk about it and try to find a so[illegible] together.
- Be flexible: Be open to changing your mind if you learn something new.
- Open-mindedness: Being willing to consider the perspectives and opinions of others can help to foster mutual understanding and respect.



Effective communication in a relationship requires open, honest, and respectful dialogue, and the ability to actively listen, empathize, and problem-solve. By using these skills, you will be able to talk and listen better, and understand people better. This can make your relationships stronger and happier with fewer misunderstandings.

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## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Clear communication leads to fewer misunderstandings. | True | False |
| 2) Avoid telling people how you feel because it will lead to an argument. | True | False |
| 3) If someone is talking, think about what you will say when they finish. | True | False |
| 4) Repeating yourself over and over is part of good communication. | True | False |
| 5) You can [illegible]roblems by talking about them. | True | False |

## Sum[illegible]

[illegible] the different components of good communication.

## Questions

Answer the questions below using evi[illegible]fro[illegible]

1) Why is having empathy important when you are in a relationship?

2) Which 2 components of good communication do you think are hardest to do? Why?

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# Activity – Broken Telephone

## Introduction

What are we learning more about?

How important is communication in a relationship? How can bad communication lead to messages being misunderstood?

Here[illegible]n activity for students to learn about the importance of commu[illegible]elationship: "Broken Telephone."

PREVIEW

## Method

[illegible] do [illegible]omplete the activity?

1. Divide the class in[illegible] [illegible]f 4 to [illegible]dents.
2. Have the first person in ea[illegible] grou[illegible] sentence about the importance o[illegible] communication in relationships t[illegible]e perso[illegible] next to them.
3. The second person whispers what they heard to the third person, and so on, until the message reaches the last person in the group.
4. The last person says the message out loud, and the group compares it to the original sentence.
5. Discuss as a group how the message changed as it was passed along and how miscommunication can impact relationships.
6. Try the activity again and change the order of the students. Have them make up their own sayings about things they have learned in health class.





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# Dating Relationships

**Dating Relationships**

A healthy dating relationship is one where both people feel respected, trusted, and safe. It is important to communicate openly and honestly with each other, and to make sure that both people feel heard and understood.

It is al[illegible]portant to set boundaries and make sure that both people are comfortal[illegible]hat is happening in the relationship. It is not okay for someone to press[illegible]person to do anything they do not want to do. Remember, it is okay to [illegible]no, an[illegible]o speak out if something does not feel right. A healthy relationship is [illegible]tual tr[illegible]pect, and open communication.

PREVIEW

**Signs of Trouble In A Dati[illegible]ationship**

Sometimes a dating relationsh[illegible]s o[illegible]ver time turns into an unhealthy relationship. Some signs that there mig[illegible]ouble [illegible]ing relationship include:

- One person trying to control or boss the other [illegible]on ar
- One person being mean or hurtful to the oth[illegible]son.
- One person getting jealous or possessive of the ot[illegible]son.
- One person trying to pressure the other person into do[illegible] things, they do not want to do.
- One person not respecting the other person's boundaries.
- One person not being honest with the other person.
- One person making the other person feel bad about themselves.



If you or someone you know is experiencing any of these things, talk to a trusted adult, such as a parent, or teacher, or you could call a help line, like Kids Help Phone. They can help you figure out what to do and how to stay safe. Remember, everyone deserves to be treated with kindness and respect, and it is never okay for someone to make you feel bad or hurt you.

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## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Dating relationships can start well and then become unhealthy. | True | False |
| 2) When someone is possessive of you it means they really like you. | True | False |
| 3) If you do not want to talk to someone you know about a relationship problem, you can call Kids Help Phone. | True | False |
| 4) It is a problem if the person you are dating makes you feel bad. | True | False |
| 5) You sho w what your boundaries are and maintain them. | True | False |

## Que

e three questions you have after reading the text

| | |
|---|---|
| 1) | |
| 2) | |
| 3) | |

## Questions

Answer the questions below using from ext.

1) What would you do if the person you were dating pressured you t your parents set?

2) What can you do if you are having difficulty in your dating relationship?

PREVIEW

# Marriage

**Marriage**

People may decide to get married for a variety of reasons, such as love, commitment, companionship, financial stability, social acceptance, and religious or cultural beliefs. Some people view marriage as a way to build a family, start a new chapter in their lives, or make a pub[illegible] declaration of their love and commitment to their partner.



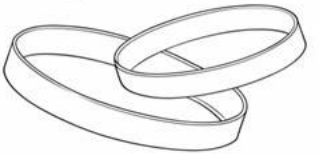
**The Cultu[illegible]ious Importance of Marriage**

Som[illegible] place more importance on marriage than others. In many t[illegible]ltu[illegible] and religions, marriage is seen as a rite of pass[illegible]n imp[illegible] towards adulthood and starting a family. In th[illegible] often arranged by parents or elders and is [illegible]d a [illegible]d between two people and their fa[illegible]es.

For example, in traditional Muslim [illegible]es, marriage is part of a religious duty to form a fa[illegible] rais[illegible]upright children.

In some traditional Christian cultures, marriag[illegible] and a way to create a family and continue the Christian tradition.

On the other hand, some cultures and religions place less [illegible]po[illegible] and may not see it as a necessary step in life. The significance of ma[illegible]y within the same religion or culture, depending on the individual's beliefs. For exa[illegible]e, not all Christians get married, some live common law with their partner.



**Marriage Rates**

The highest marriage rates occur in Mid-Asian countries where approximately 10 people per 1000 in population get married each year. Marriage rates are highest where women have fewer options for employment or education. In Canada, the marriage rate in 2019 was 3.9 marriages per 1000 people. In 2020 because of the pandemic and restrictions on gathering, the marriage rate in Canada fell to 2.6 per 1000 people.

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## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Some people get married because in their culture it is expected. | True | False |
| 2) Marriage rates in Canada are decreasing. | True | False |
| 3) Some people get married because they are in love. | True | False |
| 4) Marriage rates are highest in Europe. | True | False |
| 5) In some [illegible] the purpose of getting married is to unite two families. | True | False |

## Conn[illegible]

W[illegible]u think marriage rates are lower in Canada than in Asia?

## Questions

Answer the questions below using evi[illegible]fro[illegible]

1) Why do people get married?

2) Why did marriage rates drop during the pandemic?

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# Changing or Ending Relationships

**Changing or Ending Relationships**

During puberty, your body and emotions change a lot. You might start to feel attracted to other people, and you may have different feelings about your friends. Some friendships might become stronger, and others might end. This is normal and a part of growing up.

Remember to be kind and respectful to others, even if you are not close friends anymore. It is normal to feel sad or upset, when relationships end. These feelings will pass with time.

PREVIEW

**How Do You Move On When Relationships End?**

When a relationship ends, you may have feelings about it. To help, you can:

- Talk to someone you trust about how you are feeling.
- You can express your feelings through writing, or drawing.
- Remember that friendships can change and it is okay to move on from a friendship that is not healthy or positive.
- Identify and build new friendships by trying activities or clubs that interest you.
- Take care of yourself, by doing activities you enjoy, spending time with family, and getting enough rest.



**Breaking Up Is Hard To Do**

Ending a relationship can be difficult, especially if it is your first-time dating. The best way is to be honest and respectful. Explain that you are not feeling the same way about the relationship anymore, and that you think it is best for both of you to move on.

Be kind and considerate of the other person's feelings and give them space to process what you have told them. Do it in person or on the phone. Texting someone to break up is not respectful.

It is okay for feelings to change and relationships to end. You will find someone else. It is a learning process to find what you want in a relationship.

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## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) First relationships usually last a life time. | True | False |
| 2) It helps to talk to an adult you trust when a relationship ends. | True | False |
| 3) Sometimes we make new friends because our interests change. | True | False |
| 4) Changing friends can hurt our feelings but we will get over it in time. | True | False |
| 5) You sho eak up with someone by sending them a text. | True | False |

## Seque

steps 1–6 to show healthy ways to move on after a relati ds. Answers may vary.

| | |
|---|---|
| | Accep ndshi tionships can change |
| | Take care o rest |
| | Express your emot alk r drawing |
| | Be respectful and give the ot on sp |
| | Talk to someone you trust about your fe s |
| | Try new activities or build new friendsh |

## Questions

Answer the questions below using evidence th

1) What are some of the reasons you have new friends?

2) What should you do if you do not want to continue a relationship?

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# Consent

**What is Consent?**

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



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

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

PREVIEW

**Non-Consensual Behaviour**

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

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

**Examples of When Consent Needs to be Given**

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

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## True or False

Is the statement true or false?

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

## Identi[illegible] that show consent.

| | |
|---|---|
| ❑ Asking befo[illegible] | ❑ Checking if they're comfortable |
| ❑ Respecting "no" | ❑ Touching without asking |
| ❑ Sharing info without perm[illegible] | ❑ [illegible]epting a decision |
| ❑ Listening to boundaries | ❑ Ign[illegible]eelings |
| ❑ Pressuring someone | ❑ [illegible]g spa[illegible] |

## Questions

Answer the questions below using evid[illegible]n the[illegible]

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

_____

_____

_____

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

_____

_____

_____

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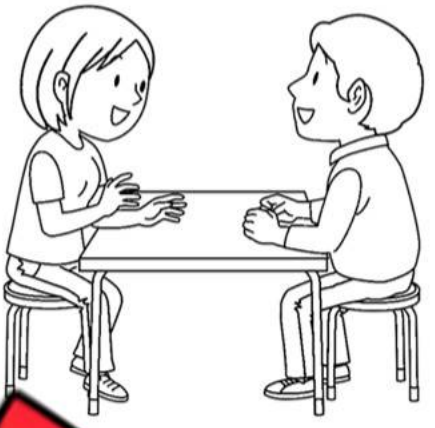
# Understanding Consent Through "I Feel" Statements

**Objective** What are we learning about?

To help students understand the importance of consent and personal boundaries by expressing feelings and thoughts respectfully using "I feel" statements.

**Materials** you need for the activity?

- Scenario
- Notebooks
- Pens/Pencils



**Instructions** How will you complete ivity?

1. Distribute a consent-related scenario ca eac nts.
2. Have students take turns reading their scenario alou th
3. Each student responds to the scenario using an "I feel" statemen describe how they might feel in that situation.
4. Encourage partners to discuss why those feelings may occur and how consent and boundaries relate to the scenario.
5. Have each pair share their responses and discussion ideas with the class to promote understanding of consent and respectful behaviour.

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**Scenario Cards** | Cut out the topics below.

| | |
|---|---|
| 1. Someone hugs you without asking. | 6. A friend pressures you to do something uncomfortable. |
| 2. A friend shows your things without permission. | 7. A classmate sits very close to you without asking. |
| 3. Someone shares your personal information with others. | 8. Someone asks if it is okay to take your picture. |
| 4. A classmate respects your boundaries. | 9. A friend keeps teasing you even after you ask them to stop. |
| 5. Someone asks before holding your hand. | 10. Someone asks before using your phone or belongings. |

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**Scenario Cards** | Cut out the topics below.

| | |
|---|---|
| 11. A relative forces you to hug them when you don't want to. | 16. Someone checks your bag without permission. |
| 12. A friend [illegible] when you say no. | 17. A friend apologizes after crossing your boundary. |
| 13. Someone spreads a secret you trusted them with. | 18. Someone pressures you to join an activity you don't |
| 14. A classmate respects your personal space during group work. | 19. A classmate asks before tagging you in a photo online. |
| 15. A friend keeps asking you to share something private. | 20. A friend respects your decision even if they disagree. |

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# The Me Too Movement

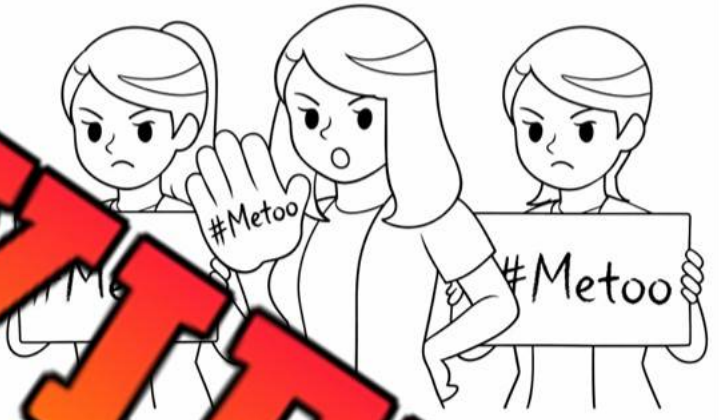
**What is Me Too?**

"Me too" is a phrase that is used to show support and understanding for someone who has experienced sexual harassment or assault. It is meant to show that the person is not alone and that others have had similar experiences.

Often when a person was touched or asked to do something by someone who was in a position over them, the person who was receiving these unwanted actions was made to feel ashamed or afraid to tell someone.

**How Did the Me-Too Movement Begin?**

The Me-Too movement started as a way for people to share their experiences of sexual harassment and assault, and to show how widespread the problem is. It started when a woman named, Tarana Burke began using the phrase "me too" to talk about her own experiences of sexual violence.




The movement gained a lot of attention on social media in 2017 when Alyssa Milano, an actress, tweeted hashtag Me-Too, to indicate she had been harassed, and asked others to tweet Me-Too if they had also had this experience. Over 80,000 people tweeted Me-Too, and since then, more people are speaking up about the abuse they suffered.

**Why is the Me-Too Movement Important**

The Me-Too movement is important because:

- it has helped to shed light on the widespread problem of sexual harassment.
- it has given a voice to people who have experienced these things.
- it helped to break the taboo around discussing these issues.
- it has helped to raise awareness about the importance of consent.

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## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) The Me-Too Movement brings attention to the importance of consent. | True | False |
| 2) When people are subject to unwanted touching they usually complain. | True | False |
| 3) The victim of unwanted touching often feels ashamed. | True | False |
| 4) Because so many people have spoken up, the stigma that was attached to people w[illegible] were being sexually harassed, has been removed. | True | False |
| 5) Sexual [illegible]nt is when someone asks if they can hug you. | True | False |

## Questi[illegible]g

[illegible]hree questions you have after reading the text

| | |
|---|---|
| 1) | |
| 2) | |
| 3) | |

## Questions

Answer the questions below using evi[illegible]fro[illegible]

1) Why do you think sexual assault and harassment often went unrepo[illegible]te[illegible]

2) What has changed to make more people willing to speak up?

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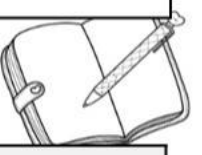
# Journaling– Respect, Safety, and Support

When you write in your journal, there is no need to worry about spelling or perfect sentences. Use this space to reflect on your thoughts about respect, safety, consent, and supporting others.

If you are unsure what to write, you may use the questions below to guide your reflection. This journal is a safe place to think about how we can create respectful and supportive environments for everyone.



**Journaling** ver the questions below to get your feelings down on paper.

PREVIEW

1) Ho g he Me Too Move make y e

2) Why is it important for people to speak up and be heard?

3) What can you do to show respect and support for oth ur dail

4) What should someone do if they feel unsafe or uncomfortable?

| Mantras | I deserve respect | Speaking up is brave | Boundaries matter |
|---|---|---|---|
| | My voice matters | I choose kindness | I support others |

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# Puberty

**Puberty is a Long Process**

The transition from being a child to being an adult is a process that takes as many as 5 years. During this process, called puberty, boys and girls become sexually mature and once their reproductive organs develop and mature, they can have children.

Puberty starts when the first hormone signal from the hypothalamus is released at around age 8. The first hormones reach the pituitary gland which sends hormones to the ovaries for girls and the testes for boys.

During the first few years of puberty the changes are happening inside. Once you turn 12 or 13, you experience a growth spurt in height. Hormones are working throughout the body causing it to keep developing.

PREVIEW

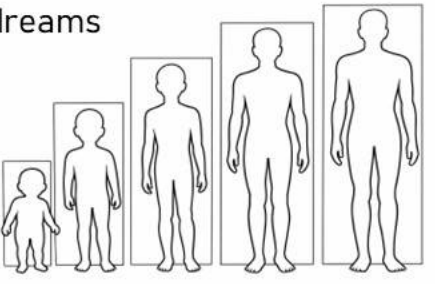
Physical Changes in Girls Include:

- Highest growth spurt begins, of average inches per year
- A clear or white discharge from the vagina starts several months before periods start.
- First signs of acne may appear on the face and back
- Voice change less noticeable than males
- Hips and thighs start to build up fat
- Breast development
- Pubic hair growth
- Hair under arms



Physical Changes in Boys Include:

- Height growth increases to between 2 and 3.2 inches per year
- Males begin to have ejaculations at night also called wet dreams
- Some breast tissue forms (usually goes away in 2 years)
- Penis gets longer as testicles grow bigger
- The voice begins to change
- Muscles get larger



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## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Puberty usually starts when you are 12. | True | False |
| 2) Hormones give the signal for your body to start developing. | True | False |
| 3) Puberty is the same for everyone. | True | False |
| 4) You will grow body hair during puberty. | True | False |
| 5) You will have your biggest growth spurt since you were a baby during puberty. | True | False |

## Questions

Answer the questions below using evidence from the text.

1) What are 4 physical changes that happen during puberty?

2) How does puberty start?

PREVIEW

## Fill in the Blanks

Circle the missing word.

| | | | |
|---|---|---|---|
| 1) | Puberty is the stage when the body begins to _____. | stop | mature |
| 2) | Hormones send messages in the _____. | school | body |
| 3) | Growth spurts happen during _____. | puberty | childhood |
| 4) | Acne may appear on the _____. | skin | hair |
| 5) | Puberty includes physical and _____ changes. | emotional | weather |

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# Changes During Puberty

**Instructions** Decide if each change happens to boys, girls, or both during puberty and put a checkmark (✓) in the correct column.

| Changes | Boy | Girl | Both |
|---|---|---|---|
| Grow taller and notice rapid height changes | | | |
| Skin bec[illegible]y due to hormonal changes | | | |
| Spot[illegible]s a[illegible]on the face or body | | | |
| Hair sta[illegible]s gro[illegible]fac | | | |
| Hair begins gro[illegible]der t[illegible] | | | |
| Hair grows thicker on a[illegible]e face | | | |
| Hair grows around the genita[illegible]pubi | | | |
| Breasts begin to develop and chang[illegible]ize | | | |
| Hips gradually become wider or fuller | | | |
| Testicles begin producing sperm | | | |
| Penis grows longer and wider over time | | | |
| Testicles grow larger and fuller during puberty | | | |
| Body starts producing more sex hormones | | | |
| Ovaries begin releasing eggs each month | | | |
| Menstrual periods begin | | | |
| Vaginal discharge may occur before periods start | | | |
| Weight may increase as the body grows | | | |
| Voice becomes deeper and more mature | | | |
| Begin feeling physical attraction to other people | | | |

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# Other Changes During Puberty

**Everyone Is Different**

Puberty is an individual process, so it is important to remember that everyone is different. Puberty is a process everyone goes through. It will happen for everyone. When we are growing up, we want to fit in and be like our friends. You will have friends who start to change bef[illegible]you do, and you will have friends who start to change after you.

It ca[illegible]kward and embarrassing to be the first one, in your group of friends, to experi[illegible]t happen during puberty. It can also be hard to be the last in the group. R[illegible]ember [illegible]nd thoughtful to each other. Avoid teasing. Be the friend that you would wan[illegible]ay [illegible]en yo[illegible]xperiencing the stress of change. Remember these changes are not in y[illegible]ontr[illegible]

PREVIEW

**Learning About Your Body**

Exploring one's own body by touching, w[illegible]alled [illegible]rbating, is something that many people do because it feels good. It [illegible]common[illegible]s no[illegible]mful and is one way of learning about your body.



**Knowing What To Expect Can Make Change Easier**

Getting questions answered with information from reliable sources will help you as you deal with the physical and emotional changes that will happen during puberty. Your parents, teacher, doctor or public health nurse are all people you can ask questions about puberty. Knowing what is happening to you and why you feel the way you do will make you feel more confident as you are growing up.



**Questions You May Have About Physical Changes or Feelings**

- Is how I am feeling normal?
- Why is my body different than everyone else's
- How do I tell someone I like them?

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## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) There is reliable information about puberty, everywhere. | True | False |
| 2) Knowing what to expect can make change easier to handle. | True | False |
| 3) Being kind to your peers will help you feel better about puberty. | True | False |
| 4) Everyone experiences puberty changes at the same age. | True | False |
| 5) Your friends are the best source of information about puberty. | True | False |

## Connect

uestions you have about puberty

| | |
|---|---|
| 1) | |
| 2) | |
| 3) | |

PREVIEW

## Questions

Answer the questions below using ev

1) Why do you think some people find it difficult to discuss puberty?

_____

_____

_____

2) Why do you think it is important to learn about puberty?

_____

_____

_____

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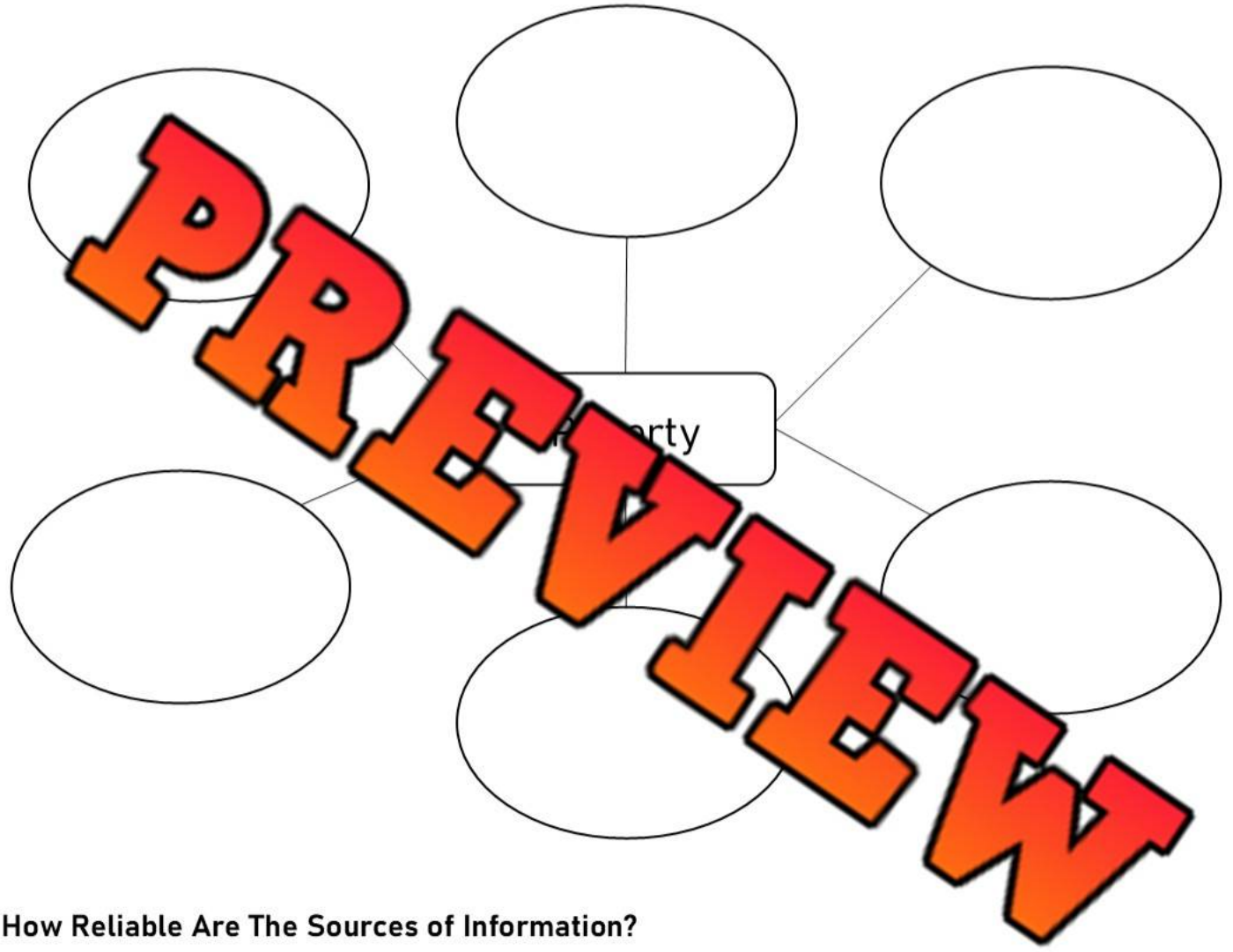
# Other Changes During Puberty

**Where Do You Get Information About Puberty?**




PREVIEW

**How Reliable Are The Sources of Information?**

**Place the sources of information under the most appropriate column in the table below.**

| Most Reliable | Reliable | Least Reliable |
|---|---|---|
| | | |
| | | |
| | | |
| | | |

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# Changes to Emotions During Puberty

**Social and Emotional Change During Puberty**
Puberty is a time when young people experience lots of changes to their bodies. The hormones that cause the physical changes during puberty also affect your moods and the way you feel.

**Peers Become More Important**
Often during this time young people want to be more independent. As children become teenagers, they usually begin spending more time with peers and less time with family. While it is natural to want to spend time with peers, it is important to maintain a strong connection to family as they can be an important support.

Young children usually play together doing activities, as they grow up teens spend more time talking about their opinions and feelings. Peer groups of teenagers are more often mixed gender and may develop romantic feelings towards one of your peers.

**Social and Emotional Changes**
During puberty you may have some of these changes:

- Mood swings.
- Stronger feelings about wanting to be liked and wanting to fit in.
- Sometimes feeling lonely and confused.
- More concerned about your appearance.
- Friendships become more important.
- Wanting more independence.
- Sexual thoughts and feelings.
- Interest in dating.
- Thinking about the future.



Not everyone experiences all these changes. The physical changes during puberty are individual and happen in their own time. The social and emotional changes are also unique to each person.

PREVIEW

Name: _____ 80

Curriculum Connection
D2.5

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Changes during puberty are all physical. | True | False |
| 2) During puberty peers become more important. | True | False |
| 3) The hormones that cause physical change also cause emotional change. | True | False |
| 4) You do not need family support once you reach puberty. | True | False |
| 5) Having i st in dating is a natural part of puberty. | True | False |

## Questi s o the social changes you may experience during puberty?

## Direction

Circle Yes if it shows an emotional c ge du uberty and No if not.

| | | |
|---|---|---|
| 1) Mood swings | es | No |
| 2) A student starts caring more about what friends think of th | s | No |
| 3) A teen feels shy or self-conscious about their changing body. | | No |
| 4) Spending more time with friends | Yes | No |
| 5) A student feels lonely when they are not included in a group. | Yes | No |
| 6) Wanting more independence | Yes | No |
| 7) Feeling confused about emotions. | Yes | No |
| 8) A teen develops a crush on a classmate. | Yes | No |
| 9) A student starts thinking more about their future goals. | Yes | No |
| 10) Never feeling emotional changes | Yes | No |

PREVIEW

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Curriculum Connection
D2.5

# Changes to Emotions During Puberty

**Direction** Write a short example of when you might feel each emotion during puberty.

| Feeling/Emotion | | I feel this way when... |
|---|---|---|
|  | Excited | Mom told us that we were going on a special vacation! |
|  | | |
|  | | |
|  | Sad | |
|  | Upset | |
|  | Surprised | |
|  | Bored | |
|  | Restless | |
|  | Confused | |
|  | Embarrassed | |

PREVIEW

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Curriculum Connection
D2.5

# Feeling Confident During Puberty

**Improving Confidence During Puberty**

Puberty can be a challenging time for many young people, and it is natural to feel self-conscious or unsure of oneself at times. Here are a few suggestions for ways that youth can increase their confidence during puberty:



1) Set ar[illegible]ieve small goals: Accomplishing tasks, no matter how [illegible] give you a sense of accomplishment and boost [illegible]

2) Practice s[illegible]g c[illegible]f your physical and emotional well-being can help you feel bet[illegible] your[illegible]ight include getting enough sleep, eating a healthy diet, and e[illegible]tivi[illegible] you enjoy.

3) Find a hobby or activity th[illegible] enj[illegible]ing in something that you are passionate about can help you feel [illegible]onfide[illegible]competent.

4) Seek out supportive relationships: Surroun[illegible]urself[illegible]ple who are positive and supportive can help boost your self-este[illegible]

5) Seek help when needed: If you are struggling with issu[illegible] such as anxiety or depression, it is important to seek out help from a trusted adult or mental health professional.



6) Learn to accept compliments: When someone gives you a compliment, try to accept it graciously rather than brushing it off or downplaying it.

7) Practice positive self-talk: Pay attention to the thoughts you have about yourself and try to replace negative thoughts with more positive ones.

8) Dress in a way that makes you feel good: Wearing clothes that you feel comfortable and confident in can help boost your self-esteem.

PREVIEW

Name: _____ 83

Curriculum Connection
D2.5

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Self care means getting enough sleep and exercise and eating healthy. | True | False |
| 2) There is nothing you can do to boost your confidence. | True | False |
| 3) Setting goals sets you up to fail and feel insecure. | True | False |
| 4) Socializing with people who are kind and like you boosts your confidence. | True | False |
| 5) Often p[illegible]sh off compliments instead of accepting them. | True | False |

## Connecting

W[illegible]ositive self talk statements you can make to yourself to [illegible]co[illegible]ce? List them below.

## Questions

Answer the questions below using ev[illegible]ro[illegible]ext.

1) How do you think surrounding yourself with positive peers boosts your [illegible]nce?

2) Why does getting enough sleep, exercise and healthy food boost your confidence?

PREVIEW

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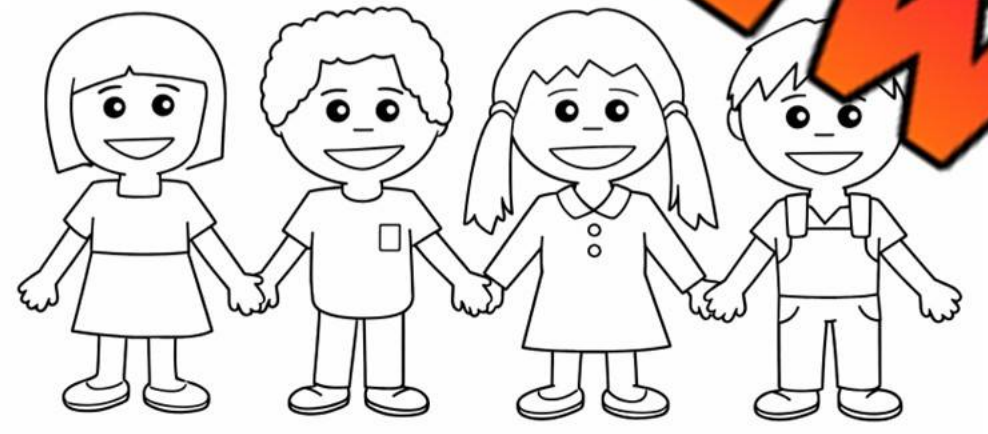
Curriculum Connection
D2.5

# Peer Support to Boost Confidence

**Peer Support to Boost Confidence**

Peers can be a great source of support during puberty, as they may be going through similar experiences and can relate to one another's challenges and concerns. Here are a few ways that peers can support each other during this time:

- Offer a listening ear. Let your friends know that you are there for them if they want to talk about their feelings or experiences during puberty.
- Be a supportive and non-judgmental ally. Try to be understanding and non-judgmental when your friends are going through difficult times, or facing challenges related to puberty.
- Encourage healthy behaviors such as eating healthy, getting enough sleep and exercise.
- Offer support and encouragement. If your friends are feeling down or unsure of themselves, offer words of encouragement and remind them of their strengths and positive qualities.
- Be a good role model. Show your friends that it's okay to be yourselves, and to embrace their own unique qualities, by being a good role model and staying true to yourself.



- Help create a positive and inclusive environment, where everyone feels welcome and supported.
- Stand up to bullying and discrimination.

PREVIEW

Name: _____ 87

Curriculum Connection
D2.5

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Peers are usually a bad influence on each other. | True | False |
| 2) Having good friends, who have good values can boost your confidence. | True | False |
| 3) By standing up to bullying and discrimination, you will help boost your friends' confidence. | True | False |
| 4) Being a good role model for your friends, will help boost their confidence | True | False |
| 5) Being [illegible] to your friend will help boost their confidence. | True | False |

PREVIEW

## Connecting

[illegible] some ways you can exert positive peer pressure that [illegible] help yo[illegible] up of friends have more confidence?

_____

_____

_____

_____

## Questions

Answer the questions below using evi[illegible] fro[illegible]

1) What are some of the ways peers can support peers?

_____

_____

_____

2) Why is peer support during puberty especially important?

_____

_____

_____

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D2.5

# Activity: Peer Support Role Play

**Objective** What are we learning about?

Help students understand how peer support can boost confidence during puberty and practise showing supportive behaviours to friends.



**Materials** at will you need for the activity?

- S io card g peer support situations (encouragement, listening, inclusion, st or hers)
- Simple pr nal: n k, backpack, phone, etc.)
- Open space fo -pla

**Instructions** How will yo let e ?

1. Prepare scenario cards showing ations dent may need peer support (e.g., feeling insecure, being left ervo t changes).
2. Begin with a short discussion about how fri upport other and boost confidence during puberty.
3. Divide students into small groups and give each group one scenario card.
4. Allow groups time to read their scenario and plan a short role play showing both the problem and a supportive response.
5. Students perform their role play while classmates observe how peer support was shown.
6. After each performance, discuss what supportive behaviours were demonstrated and how they helped boost confidence.
7. Conclude with a reflection on how students can support friends and create a positive, inclusive environment.

PREVIEW

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Curriculum Connection
D2.5

**Scenario Cards** | Cut out the topics below.

| Scenario | Key Moments/Descriptions |
|---|---|
| **Feeling Left Out** | During lunch, your friend sits quietly while others laugh and talk. Later, they tell you they feel left out and think no one likes them. They seem sad and unsure of themselves. What do you do? |
| **Body Image Worries** | friend says they don't like how they look because their ody is ing. They avoid joining activities and compare hem rs. They feel embarrassed and insecure. W u do |
| **Nervous About Puberty Changes** | Your friend sh that th ous about puberty changes and worries ates ke fun of them. They feel shy and don't w bout anyone else. What do you do? |
| **Fear of Speaking in Class** | Your friend spends a lot of time on social me d says everyone else looks happier and more confident than them. They feel insecure and start doubting themselves. What do you do? |
| **Making a Mistake** | Your friend made a mistake during group work and keeps saying they are "stupid." They feel embarrassed and stop participating. What do you do? |

PREVIEW

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Curriculum Connection
D2.5

**Scenario Cards** Cut out the topics below.

| Scenario | Key Moments/Descriptions |
|---|---|
| **Being Teased** | Some classmates tease your friend about their voice or appearance. Your friend laughs it off but later admits they feel hurt and embarrassed. What do you do? |
| **Trying Som[illegible] New** | [illegible] fri[illegible]d wants to join a club but feels nervous and says they [illegible] good at it. They need encouragement to tr[illegible] do yo[illegible] |
| **Bad Grade** | Your friend rec[illegible]ed a lo[illegible]ore [illegible]test and says they are not smart enough. They [illegible] dis[illegible] don't want to try again. What do you do? |
| **First Day Anxiety** | Your friend feels nervous about meeting new [illegible]smates and worries they won't make friends. They stay quiet and avoid joining conversations. What do you do? |
| **Friendship Conflict** | Your friend had an argument with another friend and feels upset and confused. They keep replaying the situation and blaming themselves. What do you do? |

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Curriculum Connection
D2.5

# Hygiene During Puberty

**Acne During Puberty**

Acne is caused by overactive oil glands in the skin. A buildup of oil, dead skin cells and bacteria causes swelling and redness in the pores. During puberty, oil glands are stimulated by hormones. Acne often runs in families, so, if you have family members who have or had acne, you are more likely to have it.



**How to M[illegible]e Breakouts**

There [illegible] to p[illegible]cne, but, keeping your skin very clean will he[illegible]ur f[illegible]e with soap and warm water, to remov[illegible]il and [illegible]ure to wash after exercise, because, sw[illegible]

Squeezing pimples oft[illegible] ther[illegible]cause you are pushing the bacteria deep[illegible] int[illegible]es. [illegible]hing your face too often can dry your skin and cause irritation to acne th[illegible]already [illegible]ma[illegible]g it worse.

PREVIEW

**Oily Hair**

The hormones that cause acne, also can cause excess o[illegible] hair. Washing your hair everyday, or every other day, will help keep your hair from getting greasy.



**Body Odour In Puberty**

The sweat glands you have always had, become more active during puberty. During puberty, your sweat glands secrete additional chemicals, that have a stronger odour. You may notice your underarms, genitals, and feet may have an odour. You can help avoid having body odour by, showering or bathing everyday, and wearing clean clothing.

Cotton underwear and socks absorb sweat better than polyester. You can use products that help with underarm sweat. Deodorants cover the smell of underarm sweat. Antiperspirants stop or dry up sweat.

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D2.5

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Hormones are a cause of acne during puberty. | True | False |
| 2) Acne sometimes runs in a family. | True | False |
| 3) Washing your face can help control acne. | True | False |
| 4) Smelly feet is a side effect of puberty. | True | False |
| 5) Deodo op sweat. | True | False |

## Direc

Put ) under Good Hygiene or Poor Hygiene.

| Act | Good | Poor |
|---|---|---|
| Floss your teeth | | |
| Take a bath or shower | | |
| Wear the same clothes day after day | | |
| Wiping well after you use the toilet | | |
| Wearing deodorant | | |
| Letting people smell your body odour | | |
| Washing your hands when they're dirty | | |

PREVIEW

## Question

What can you do to reduce acne breakouts?

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Curriculum Connection
D2.5

# Assignment – Hygiene Product Advertisement

Create an advertisement for a hygiene product that you will sell to people dealing with changes to their bodies due to puberty. Your advertisement sold online and on various social media websites.

**Outline** Answer the questions to plan your advertisement.

1) What hy[illegible] issue will your product help with?

2) What [illegible] your p[illegible] scribe it.

3) What is the name of your product?

4) Who is your target audience? (Who are you selli[illegible] Who are [illegible] riting this ad for?) Think – age, hobbies or interests, gender

5) What type of advertisement would your audience respond well to? Humorous, serious, informative, feature a celebrity, sentimental, appeal to feelings

6) Think of a slogan you can put on your advertisement. This will be your headline.

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Curriculum Connection
D2.5

# Assignment – Hygiene Product Advertisement

**Outline** Answer the questions to plan your advertisement.

7) Advertisement copy – the main text that goes with the advertisement. The ad copy gives more information about the product. It might include:

- Price
- Why customers need it
- Why it [illegible]tter than other similar products
- Where [illegible]n buy it
- Testi[illegible]ws from users who have purchased the product

| | |
|---|---|
| **Pric[illegible]** | |
| **Why Customers Need It** | |
| **Why It Is Better Than The Others** | |
| **Where They Can Buy It** | |
| **Testimonials** | |

8) Write the advertisement copy below in paragraph form. You could [illegible]use bullet form.

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Curriculum Connection
D2.5

# Assignment – Hygiene Product Advertisement

**Outline** Answer the questions to plan your advertisement.

9) Draw a rough copy of the advertisement below.

Name of Company: _____




Check it out at www._____.com

Headline: _____

Shop Now

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Name: _____ 97

Curriculum Connection
D3.3

# Self-Concept

**Where Do We Get Our Self-Concept?**

When we are children, we tend to describe ourselves just in terms of what we look like. As we move into puberty, and our teenage years, we can define ourselves by our values, thoughts and opinions.

A pers[illegible]'s self-concept, mental health and well-being, can be affected by several internal, a[illegible]nal factors. Together, internal and external factors, shape who you are, and hel[illegible] who you are.



**Internal [illegible]tors** c[illegible]thin yourself. They include:

- having sel[illegible]e
- having a sense o[illegible]pos[illegible]
- having high expectatio[illegible]self,
- having a strong sense of cult[illegible]al ide[illegible]
- having the skills, you need to solve [illegible]ems.
- being able to arrive at and sustain a clear s[illegible] who [illegible]
- feeling that you have the right – and the ability [illegible]s to m[illegible]hings better.

**External factors** include:

- media
- peer pressure
- having a safe place to live
- having support from friends, family, and caring adults
- being involved in activities that make you feel proud of what you've accomplished.

Often people interpret peer pressure as being a negative thing. However, if we choose our friends carefully, it can be the most positive influence in our life. If we choose friends who try to do their best, who are kind, and who try to be helpful, we are more likely to do the same.

PREVIEW

Name: _____ 98

Curriculum Connection
D3.3

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) Our self-concept is how others see us. | True | False |
| 2) Our peers are a negative influence on us. | True | False |
| 3) Being optimistic helps our well-being. | True | False |
| 4) Having high expectations of ourselves sets us up for failure. | True | False |
| 5)As we ge[illegible]our opinions are part of our self-concept. | True | False |

PREVIEW

## Reflec[illegible]

Write[illegible]f-concept statement that includes your values, thoughts and[illegible]

## Questions

Answer the questions below.

1) What would you like to accomplish in your life?

2) Describe a time that you were able to make things better.

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Curriculum Connection
D3.3

**True or False** Read the statements to the class.

| # | Statement | True or False |
|---|---|---|
| 1 | Self-concept is how you see and understand yourself. | True |
| 2 | Self-concept is only about physical appearance. | False |
| 3 | Con[illegible]ce can influence your self-concept. | True |
| 4 | Fri[illegible]family can affect how you see yourself. | True |
| 5 | [illegible]concep[illegible]hanges as you grow. | False |
| 6 | Positive [illegible]s ca[illegible]build a strong self-concept. | True |
| 7 | Media can in[illegible]ce h[illegible]about themselves. | True |
| 8 | Self-concept only co[illegible]m o[illegible]'s opinions. | False |
| 9 | Trying new activities can impro[illegible]conc[illegible] | True |
| 10 | Peer pressure can sometimes affect self[illegible]cept. | True |
| 11 | Self-concept has nothing to do with men[illegible]wel[illegible]g. | False |
| 12 | Support from caring adults can strengthen self[illegible]. | True |
| 13 | Comparing yourself to others can affect your self-concep[illegible] | True |
| 14 | Self-concept cannot be improved. | False |
| 15 | Believing in your abilities helps build self-concept. | True |
| 16 | Culture and identity can influence self-concept. | True |
| 17 | Self-concept is the same for everyone. | False |
| 18 | Positive self-talk can support a healthy self-concept. | True |
| 19 | Feeling proud of achievements can strengthen self-concept. | True |
| 20 | Self-concept is not important during puberty. | False |

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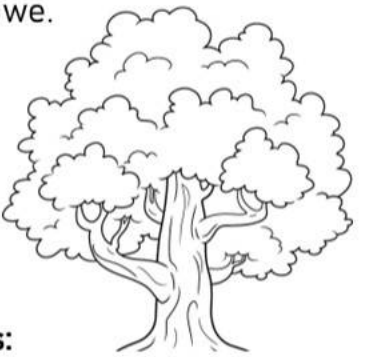
Curriculum Connection
D2.6

# The Seven Grandfather Teachings

**The Seven Grandfather Teachings**

The Seven Grandfather Teachings are a set of traditional values held by many Indigenous cultures in North America, including the Anishinaabe, Cree, and Ojibwe.



These teachings are often passed down from generation to generation and serve as a guide for living a good and meaningful life. They c guide for us in our relationships. In order to benefit f gs, you need to embrace all of them.

**Here is ef ove ch of the Seven Grandfather Teachings:**

1) **Love**: This phas e importance of love, compassion, and kindness towards onese ers, hings.
2) **Respect**: Showing ho preci oneself, others, and the natural world. It involves treating others w nity to their opinions and feelings.
3) **Bravery**: Bravery means facing cha and di situations with courage and determination. It also means standing up for w s righ in the face of adversity.
4) **Honesty**: Being truthful and sincere in all your act words. ves being honest with yourself and others and living in a way that ther
5) **Humility**: Humility is about being humble and recognizing that ed and part of something larger than ourselves. It involves being open t ning from others and acknowledging that we all have something to contribute.
6) **Wisdom**: Using good judgment and making thoughtful decisions. It involves learning from the past and using that knowledge to make positive choices in the present.
7) **Truth**: Truth is about living in accordance with the natural order of things and acting in a way that is in harmony with the world around us. It involves being true to ourselves.

These teachings can be a valuable guide for anyone looking to live a good and meaningful life, and they can be especially helpful for young people as they navigate the challenges and opportunities of growing up.

PREVIEW

Name: _____ 101

Curriculum Connection
D2.6

## True or False

Is the statement true or false?

| | | |
|---|---|---|
| 1) The Seven Grandfather Teachings are a guide to living a good life. | True | False |
| 2) Respect means listening to people who have the same values as you. | True | False |
| 3) The 7 teachings work together, the intent is to follow all of them. | True | False |
| 4) These indigenous teachings are relevant to all people. | True | False |
| 5) The teac[illegible]nly teach about how to treat other people. | True | False |

## Connec[illegible]

Cho[illegible]f the Seven Grandfather Teachings and write why it is im[illegible]yo[illegible]

## Questions

Answer the questions below using ev[illegible]ro[illegible]

1) What are the Seven Grandfather Teachings?

2) Why were the Seven Grandfather Teachings created?

PREVIEW

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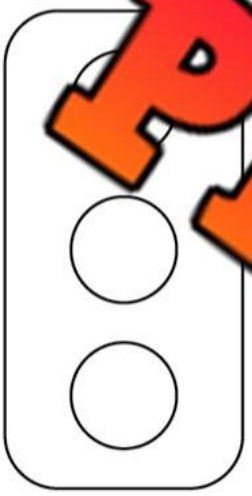
Curriculum Connection
D2.6

# Exit Cards

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

Name: _____

Colour the light that matches how you feel after today's lesson.



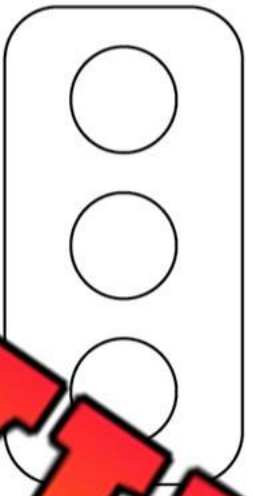
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



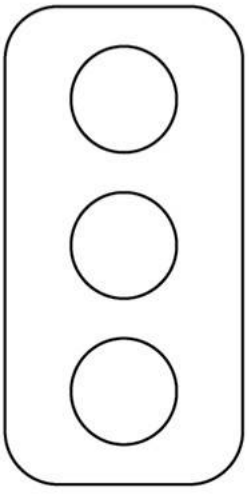
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



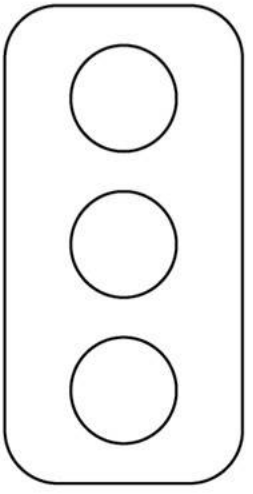
Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

Name: _____

Colour the light that matches how you feel after today's lesson.



Stop! I don't understand.

Slow down! I need more help.

Go ahead! I understand it.

PREVIEW

Name: _____ 104

Curriculum Connection
D3.3

# Sexual Orientation

**Sexual Orientation**

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

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

PREVIEW

There are sev sex rientations including:

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

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

**Lesbian** - is when a female is ted f

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

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

**Asexual** - is when someone is not attracted to e.



**Discrimination and Bullying**

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

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

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

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Curriculum Connection
D3.3

## True or False

Is the statement true or false?

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

PREVIEW

## Summarize

the main idea of the reading and supporting details

## Questions

Answer the questions below using evidence from the text

1) Have you ever heard or seen discrimination? How did it make you feel?

2) What could you have done?

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# Unit Test – Development and Health

**Multiple Choice** | Circle the best answer. Only choose 1 answer!

| | |
|---|---|
| 1) Viewing sexually explicit media can be harmful,<br>a) because it portrays unhealthy relationships.<br>b) because it shows harmful gender stereotypes<br>c) because ortrays lack of consent.<br>d) All of | 2. The different types of relationships include:<br>a) healthy and unhealthy.<br>b) family, friendships, romantic.<br>c) healthy friendships.<br>d) All of the above. |
| 3. Our oncept is<br>a) How others se<br>b) How we see ou<br>c) How much we like a lue<br>d) How much others like an u | 4. The Me-Too Movement:<br>a) Is designed to include everyone.<br>b) Is about everyone getting fit.<br>c) draws attention to sexual harassment.<br>an equal rights education movement. |
| 5. People get married because:<br>a) they are in love.<br>b) they want to start a family.<br>c) of religious or cultural beliefs .<br>d) All of the above. | starts when hormones are sent om:<br>a) Th varies or testes.<br>b) potha e pituitary gland.<br>c) Th s t oid gland.<br>d) All of the |
| 7. During puberty you will experience:<br>a) Physical changes.<br>b) Social changes.<br>c) Emotional changes.<br>d) All of the above. | 8. During Puberty you n<br>a) think about the futu or<br>b) want to start dating.<br>c) Spend more time with peers.<br>d) All of the above. |
| 9. Healthy relationships<br>a) allow you to be your own person.<br>b) mean you work out together.<br>c) mean you and the other person spend all your free time.<br>d) are relationship where you and the other person do not have disagreements. | 10. What are 3 things required for consent?<br>a) asking, respect, communication<br>b) communication, agreement, must be voluntary<br>c) coaxing, threatening, negotiating<br>d) Saying please, agreeing, telling your parent. |

PREVIEW

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**Define** What do the terms below mean?

| Term | Definition – What does it mean? |
|---|---|
| Puberty | |
| Crush | |
| | |

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

1) What are 3 characteristics of healthy relationship ?

2) What are 3 things you can do to make yourself feel more confident ?

3) What are 3 social or emotional changes people experience in puberty ?

PREVIEW