

Themes	Secondary III 14-15 years old	Secondary IV 15-16 years old	Secondary V 16-17 years old
Sexual Growth and Body Image			
Identity, Gender Stereotypes and Roles, and Social Norms	<p>Goals:</p> <ul style="list-style-type: none"> - Analyze different representations of sexuality in the public space - Explain how representations of sexuality in the public space influence your own representations, attitudes and behaviours in the area of sexuality <p>Offered by: 1. ELA teachers; 2. POP/PPO teachers When: Term 1 (Sept. – Oct.) Estimated time: 2 class periods</p> <p>Proposed Guiding Questions & Topics :</p> <ul style="list-style-type: none"> ✓ What factors shape the identity of adolescents? ✓ How do the social environment and media represent gender identity and sexuality? ✓ How do public discourses convey representations of sexuality, identity and gender? <ul style="list-style-type: none"> ○ Traditional Media ○ Digital Media ✓ How are the messages surrounding sexuality conveyed in the public space similar/different to the ones conveyed by those around us? 		
Emotional and Romantic Life	<p>Goals:</p> <ul style="list-style-type: none"> - Become aware of the benefits of a romantic relationship based on mutuality - Identify the importance of managing conflicts in a healthy way in a romantic relationship <p>Offered by: Guidance Department When: Term 2 (Jan. – Mar.) Estimated time: 2 class periods</p>	<p>Goals:</p> <ul style="list-style-type: none"> - Recognize symptoms of violence in a dating relationship - Search for solutions to prevent or stop violence in the context of a dating relationship <p>Offered by: Ethics teachers (could be supported by CALAS) When: Term 2 (Nov. - Dec.) Estimated time: 5 class periods, Lesson Progression:</p> <ul style="list-style-type: none"> ✓ Centre Matilde representative comes to present each year on the topic ✓ PowerPoint presentation to recognize violent relationships ✓ Brainstorm challenging situations and finding the best methods of resolution ✓ Written reflection assignment (students reflect on how to recognize and react to given situations as well as making peers and the community aware of the problem) ✓ Collaboration with external partners (DPJ, CALAS) to speak about the topic and what their role is in supporting students 	<p>Goals:</p> <ul style="list-style-type: none"> - Become aware of what supports the establishment and maintenance of meaningful, effective and romantic relationships - Identify how experience acquired in previous effective and romantic relationships can enrich your current interpersonal and romantic relationships <p>Offered by: Guidance Department When: Term 1 (Sept. – Oct.) Estimated time: 2 class periods</p>
Sexual Activity	<p>Goals:</p> <ul style="list-style-type: none"> - Reflect on the place of desire and pleasure in sexual activity - Become aware of the factors that can influence sexual relations in adolescence <p>Offered by: Science teachers When: Term 2 (Nov. – Dec.) Estimated time: Full unit of study</p> <p>Topics already covered in Sec. 3 Science curriculum :</p> <ul style="list-style-type: none"> ✓ What it means to be sexually aroused (erection/vaginal lubrication) ✓ Mechanism of orgasm and its purpose in both an erotic and reproductive context ✓ Masturbation (mechanism and arousal) ✓ Questions and answers from students regarding types of sex, largely in relation to protection and caution (oral, vaginal, anal) ✓ Presumption of consent in all relations explored in Science <p>Topics to be further explored :</p>	<p>Goals:</p> <ul style="list-style-type: none"> - Understand your position on different issues related to sexual relations in adolescence - Become aware of factors important to sustaining emotional & sexual intimacy <p>Offered by: Ethics teachers When: Consent – <i>December</i>, Sex trafficking – <i>March</i>, Body image – <i>April</i> Estimated time: 2, 1, 2 periods respectively</p> <p>Lesson progression :</p> <ul style="list-style-type: none"> ✓ Discussion on different challenging situations students could be faced with in relationships (draw-the-line.ca) ✓ Finding the right partner ✓ Building healthy relationships & body image (presentation by Brenda Strakman) 	

	<ul style="list-style-type: none"> ✓ Place of desire and romantic and sexual fantasies (definition of desire versus fantasy versus sexual dreams) ✓ Place of pleasure in sexuality and sexual relations (including physical and psychological) ✓ Motivations to engage in sexual relations (internal and external) ✓ Conditions for enjoyable sexual relations 		
Sexual Violence	<p>Goals:</p> <ul style="list-style-type: none"> - Become aware of the active role you can play in preventing or reporting a situation of sexual assault - Understand the experience of victims <p>Offered by: CALAS When: Term 2/3 (Mar. – Apr.) Estimated time: Up to 3 class periods (CALAS presentation plus consideration before and consolidation after) Proposed Guiding Questions & Topics :</p> <ul style="list-style-type: none"> ✓ What constitutes sexual violence? ✓ What are the ages of consent (vary from 12 to adulthood)? ✓ Self-protection and protection of others (intervention/reporting) ✓ Environments: home, virtual world, public locations ✓ Factors of vulnerability (emphasis that some vulnerability is good - like curiosity, but other forms of vulnerability like alcohol/drug use can be dangerous) ✓ Experience of victims (this can be reassuring for students who have experienced sexual violence, to hear stories similar/same as own) 		
Sexually Transmissible Blood Borne Infections (STBBIs) and Pregnancy	<p>Goals:</p> <ul style="list-style-type: none"> - Understand how protection methods work - Understand attitudes and behaviours to adopt in situations in which it may be difficult to protect yourself <p>Offered by: Science teachers When: Term 2 (protection methods), Term 3 (attitudes & behaviours) Estimated time: 3 class periods each Topics already covered in Sec. 3 Science curriculum:</p> <ul style="list-style-type: none"> ✓ Understand how protection methods work <ul style="list-style-type: none"> ○ Action of hormonal contraceptives in the body ○ Correct use of condoms ○ Effectiveness of methods <p>Topics to be further explored:</p> <ul style="list-style-type: none"> ✓ Understand how protection methods work <ul style="list-style-type: none"> ○ Correct use of condoms ○ Practice of methods ○ Double protection ✓ Understand attitudes and behaviours to adopt in situations in which it may be difficult to protect yourself <ul style="list-style-type: none"> ○ Perception of control and self-efficacy ○ Obstacles to safe sexual behaviours ○ Personal options for safe behaviours 	<p>Goals:</p> <ul style="list-style-type: none"> - Identify steps to take after unprotected/poorly protected sexual relations - Identify strategies favouring safe sexual behaviours based on factors that influence your own ability to protect yourself <p>Offered by: Ethics teachers (could be supported by School Nurse/CISSSO) When: Term 2 (Feb. – Mar.) Estimated time: 5 class period Lesson Progression:</p> <ul style="list-style-type: none"> ✓ Birth control methods ✓ Becoming a Parent – Options (abortion, adoption, etc.) ✓ Rights that you have as a mother or father and who makes the decision ✓ STBBIs (PowerPoint presentation by the school nurse) 	<p>Goals:</p> <ul style="list-style-type: none"> - Evaluate the risks of STBBIs and pregnancy associated with different contexts of a sexually active lifestyle - Reflect on the issues associated with STBBIs and pregnancy <p>Offered by: Science & Phys. Ed. teachers When: Term ½ (Oct. – Dec.) Estimated time: 1 class period each (Science & PE)</p>
Comprehensive View of Sexuality			<p>Goals:</p> <ul style="list-style-type: none"> - Become aware of different facets of yourself that will help you to be comfortable with your sexuality all your life (sexual subjectivity) <p>Offered by: Jeunesse Idem When: Term 2 (March) Estimated time: 1 class period (through Ethics classes)</p>

*Students following the WOTP program will cover all content over two years in ENT (Ethics and ELA) and in PY1 (ASP and ELA)