

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

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