

## What Are my Decisions? Links to the Health and Physical Education Curriculum Grade 7-12

**Objective:** To familiarize students with their beliefs surrounding their own sexual boundaries, and the impact of their decisions. Students will discover how situations surrounding an action can change, depending on a circumstance, and how their decisions can impact their life.

**Gender Disclaimer:** This game references the terms ‘boyfriend’ and ‘girlfriend’ which are not gender inclusive terms. This means that it excludes some people who do not identify with the genders ‘boy’ or ‘girl’. This was wrong when the game was created and it is still wrong. These terms do not allow for full representation of all genders, including persons who identify as trans, gender non-binary, genderqueer, gender non-confirming or gender fluid. Some non-binary people may be comfortable with and use the terms ‘boyfriend’ or ‘girlfriend’ - and others will not. So when using this game as a class, acknowledge the harmful impact of using non-inclusive terms and either suggest inclusive terms or share a conversation about which terms could be used to inclusively represent people of all genders when talking about romantic partners. Examples might include my partner, the person I am dating/seeing, my person, my crush, or my datemate.

### **Grade 7**

A1.1 Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.

D1.3 Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (e.g., choosing to abstain from any genital contact; choosing to abstain from vaginal or anal intercourse; choosing to abstain from oral-genital contact); the reasons for not engaging in sexual activity; the concept of consent, the legal age of consent, and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in a healthy, loving relationship. [A1.1 Emotions, 1.4 Relationships, 1.5 Self, 1.6 Thinking]

D1.5 Identify ways of preventing STBBIs and/or unplanned pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms and other forms of protection consistently. [A1.2 Coping, 1.4 Relationships, 1.5 Self]

D2.2 Assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of

identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents.

D2.4 Demonstrate an understanding of physical, emotional, social, and cognitive factors that need to be considered when making decisions related to sexual health (e.g., sexually transmitted and blood-borne infections [STBBIs], possible side effects of contraceptives, pregnancy, protective value of vaccinations, social labelling, gender identity, gender expression, sexual orientation, self-concept issues, relationships, love, respect, desire, pleasure, cultural teachings.) [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.5 Self]

D3.3 Explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty (e.g., effect of physical maturation and emotional changes on family relationships; effect of growing interest in intimate relationships on peer relationships; increased risk of STBBIs and/or pregnancy with onset of sexual activity). [A1.1 Emotions, 1.4 Relationships]

## **Grade 8**

A1.4 Apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.

D1.4 Identify and explain factors that can affect an individual's decisions about sexual activity.

D2.2 Demonstrate the ability to assess situations for potential dangers (e.g., getting into a car with a stranger or an impaired, unlicensed, or inexperienced driver; dependencies or coercion in dating relationships; joining gangs; participating in violence; attending a party where alcohol or drugs are being used; using cosmetic procedures or treatments such as piercing, tattooing, crash diets, or tanning without exploring potential health risks; exposure to infectious diseases through direct contact, sneezing, or coughing), and apply strategies for avoiding dangerous situations. [A1.2 Coping, 1.6 Thinking]

D2.3 Demonstrate an understanding of abstinence, contraception and the use of effective and suitable protection to prevent pregnancy and STBBIs, and the concept of consent, as well as the skills (e.g., self-awareness, communication, assertiveness, and refusal skills) they need to apply in order to make safe and healthy decisions about sexual activity (e.g., delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; opting to seek additional information and support; having safer sex). [A1.3 Motivation, 1.5 Self, 1.6 Thinking]

D3.2 Analyse the impact of violent behaviours, including bullying (online or in-person), violence in intimate and sexual relationships, and gender-based violence (e.g., violence against women, girls, people who are transgender or gender non-conforming) or racially based violence, on the

person being targeted, the perpetrator, and bystanders, and describe the role of support services in preventing violence (e.g., help lines, school counsellors, social workers, youth programs, shelters, gay-straight student alliances). [A1.1 Emotions, 1.2 Coping, 1.4 Relationships, 1.6 Thinking]

D3.3 Analyse the attractions and benefits associated with being in a healthy relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks, for themselves and others, of relationships involving different degrees of sexual intimacy (e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STBIs and related risk to future fertility, becoming a parent before you are ready, sexual harassment and exploitation; potential for dating violence). [A1.1 Emotions, 1.4 Relationships, 1.6 Thinking]

## **Grade 9**

1.3 Communicate effectively, using verbal or non-verbal means, as appropriate, and interpret information accurately as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living.

1.4 Apply relationship and social skills as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living to help them interact positively with others, build healthy relationships, and become effective group or team members.

C1.4 Describe the relative effectiveness of various methods of preventing unintended pregnancy or sexually transmitted infections (STIs), including HIV/AIDS.

C3.3 Responding to bullying/harassment (including sexual harassment, genderbased violence, homophobia, racism).

C3.4 Describe social factors that may influence substance use (e.g., use of prescription drugs, alcohol, tobacco, chewing tobacco, nutritional supplements, performance-enhancing drugs) or behaviours leading to addictions (e.g., gambling; video, Internet, or computer gaming; eating disorders), and explain how decision-making and communication skills can be used to respond effectively to these influences.

C2.2 Demonstrate an understanding of the skills and strategies needed to build healthy social relationships (e.g., peer, school, family, work) and intimate relationships.

C2.3 Apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality.

## **Grade 10**

C2.5 Describe factors that influence sexual decision making (e.g., personal values, having limits and being able to communicate them, being aware of and respecting the limits set by others, peer and family expectations, having physical and emotional desires, media messages, myths and norms related to sexual activity or safer sex practices, participation in activities such as substance use that impair judgement), and demonstrate an understanding of how to use decision-making and communication skills effectively to support choices related to responsible and healthy sexuality.

C3.4 Describe some common misconceptions about sexuality in our culture, and explain how these may cause harm to people and how they can be responded to critically and fairly.

C3.5 Explain how being in an exclusive relationship with another person affects them and their relations with others (e.g., personal benefits such as learning about oneself, emotional comfort and security, sense of belonging; impact on peer relationships, family relationships, time management, homework, choice of activities; feelings and challenges involved in ending a relationship).

## **Grade 11**

C2.1 Describe behaviours and strategies (e.g., thinking before acting, making independent decisions, using workplace safety checklists, wearing protective gear, investigating legal requirements, following guidelines, planning before making decisions, using communications skills to sustain respectful and responsible relationships, using refusal and assertiveness skills to question and refuse to participate in unsafe situations, supporting peers in making safer decisions) that can be applied to make safer choices in a variety of situations and settings (e.g., at school, at home, in the workplace, in the community) and reduce the risk of personal injury or death.

C2.3 Describe how their understanding of factors that affect reproductive and sexual health (e.g., environmental factors, genetics, injuries, disabilities, hormonal levels, nutrition, substance use, sexually transmitted infections) and their knowledge of proactive health measures and supports (e.g., measures such as breast and testicular examinations, Pap tests, regular medical check-ups, stress management techniques, genetic testing; supports such as trusted adults, local clinics, a local public health unit, a nurse practitioner/doctor) can be applied to avoid or minimize illness.

## **Grade 12**

C1.1 Demonstrate an understanding of the effects and legal implications of different types of harassment, violence, and abuse (e.g., physical, psychological, social, sexual) in different relationships and settings (e.g., peer, family, intimate, workplace, community, online) as they relate to persons being targeted, bystanders, and perpetrators, and describe ways of responding to and preventing such situations.

C1.3 Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies).

C2.2 Describe how their communication, coping, and conflict resolution skills and their knowledge of different sources of support (e.g., trusted adults, support groups, family, religious leaders, elders, online communities, social organizations, help lines, Aboriginal healing circles, restorative justice programs) can be used to reduce their vulnerability to harassment, violence, or abuse.

C2.3 Describe how coping and interpersonal skills and their knowledge of personal protective and risk factors can be used to develop resilience and enhance their ability to make healthy choices, including the avoidance of substance use and addictive behaviours.

C3.4 Analyse the portrayal of different relationships in the media (e.g., movies, song lyrics, television, print media, Internet) with respect to bias and stereotyping, and describe how individuals can take action to encourage more realistic and inclusive messaging.