Unit 3
Human Sexuality
Specific Curriculum Outcomes
15 Hours
Specific Curriculum Outcomes

Knowledge and Understanding

Students will be able to:
1. identify the major changes of puberty.
2. differentiate between the male and female reproductive anatomy and physiology.
3. identify what constitutes physical reproductive health for males and females.
4. describe common medical and non medical procedures used in monitoring reproductive health and analyze their contribution to health.
5. define sexuality and be aware of different ways that individuals express their sexuality.
6. define sexual orientation and to be knowledgeable of the sexual orientation continuum.
7. be aware of the role of values and possible implications of the decision to abstain or to engage in sexual activity.
8. identify the methods of preventing pregnancy and identify potential reasons why some people do not use birth control.
9. identify the mental, physical and emotional effects of teen pregnancy on both males and females.
10. be aware of options regarding pregnancy.
11. be aware of the responsibilities of parenthood.
12. be knowledgeable about Sexually Transmitted Infections (STI’s).
13. identify and describe the mental, physical and emotional effect of contracting STI’s.
14. identify and describe the psychosocial impact of living with HIV/AIDS.

Skills and Abilities

Students will be able to:
1. assess strategies that could be employed to prevent the contraction and spread of STI’s.
2. be aware of the implications of contracting an STI on the reproductive and sexual health of self and others.

Attitudes and Behaviours

Students will be able to:
1. reflect on self concept and personal values when making decisions related to sexuality.
2. be aware of reliable and accessible community resources when seeking sexual health information.
GCO 1: Knowledge and Understanding

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Suggested Strategies for Learning and Teaching</th>
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<tbody>
<tr>
<td>Students will be expected to:</td>
<td>Reflection</td>
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<tr>
<td>1.1 identify the major changes of puberty.</td>
<td>Your body has been experiencing puberty since about the age of nine. By looking at a series of pictures of yourself during this time period what changes do you notice about yourself during this time? What about your friends? Did the changes occur at the same time for them? Now that you are in grade nine is your body finished with changing?</td>
</tr>
<tr>
<td>1.2 differentiate between the male and female reproductive anatomy and physiology.</td>
<td>Write or Discuss</td>
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<td>If you were to share with a younger person what happens to you during puberty what do you think it would be important to know? Consider this as you complete the “Quickwrite” on p. 16 in Human Sexuality student text.</td>
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<td>Learning Centres</td>
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<td>Test the knowledge of your students prior to teaching this section by completing the “Quickwrite” on p. 39 in Human Sexuality student text. Even though this activity focuses on the male reproductive organs, a similar activity on female anatomy can also be used.</td>
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<tr>
<td></td>
<td>Read the sections “Internal Male Reproductive Organs” p. 41, “External Female Reproductive Organs” p. 45 and “Internal Female Reproductive Organs” p. 46.</td>
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<tr>
<td>Suggestions for Assessment</td>
<td>Resources/Notes</td>
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<td>Use a puberty related issue such as body odour as an example of a friend’s problem in completing “Applying Health Skills” Question # 15 on p. 19 in <em>Human Sexuality</em> student text.</td>
<td><em>Human Sexuality</em> student text, Quickwrite, p. 16.</td>
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<td><em>Human Sexuality</em> student text, Lesson 3, pp. 16 - 19.</td>
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<td></td>
<td><em>Human Sexuality</em> student text p. 19.</td>
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<tr>
<td>Completed worksheets/journal entries from learning centres.</td>
<td><em>Human Sexuality</em> student text, Chapter 3: Lesson 1 and 2.</td>
</tr>
<tr>
<td>Using a template of both male and female reproductive body parts, label diagrams using a provided list of terms.</td>
<td><em>Human Sexuality</em> Teacher Resource Blackline Master.</td>
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## GCO 1: Knowledge and Understanding

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<td>Students will be expected to:</td>
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| 1.3 identify what constitutes physical reproductive health for males and females. | Discussion  
What does it mean to be in good health?  
What does it mean to have good reproductive health?  
Discuss the reading material outlining male and female reproductive health on pp. 42-44, 49-53 in *Human Sexuality* student text. |
| 1.4 describe common medical and non medical procedures used in monitoring reproductive health and analyze their contribution to health. | Guest speaker.  
As is suggested in *Human Sexuality* student text “Parent Involvement” on p. 57, plan an event or incorporate as part of an existing one a session for parents on reproductive health. |
| 1.5 define sexuality and be aware of different ways that individuals express their sexuality. | Brainstorm  
How can you look after your own reproductive health and under what circumstances would you need to seek medical attention?  
Pose the questions “What is Sex?” and “What is sexuality?” to the class.  
Ask students to write their answers on a piece of paper and submit them. Share the answers with the class and provide feedback on each question and identify commonalities. |

Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education for the following worksheets on sexuality:  
Sexuality Through the Lifespan, pp. 199 - 202  
Sexual Behavior in Our Culture, pp. 188 - 190  
Sexuality and the Mass Media, pp. 203 - 205
GCO 1: Knowledge and Understanding

Suggestions for Assessment

Human Sexuality student text “Chapter Review” Question # 9, p. 57

Human Sexuality student text: “Reviewing Facts and Vocabulary” p. 44 Questions 3 and 4. Reword to include male and female anatomy.
“Applying Health Skills” p. 53
“Applying Health Skills” p. 57, #13
Question 13 Can be rewritten to reference a male health problem.

Journal Entry
What is the difference between sex and sexuality?

Resources/Notes


Human Sexuality student text p. 57.

Current terms are: pap test not smear, testicular self exam, breast health awareness.


Human Sexuality student text p. 4
Discussions on the topic of sexuality may divert from the general nature of the topic on p. 4.


Complete the corresponding worksheets for:
Sexuality Through the Lifespan, pp. 199 - 202
Sexual Behavior in Our Culture, pp. 188 - 190
Sexuality and the Mass Media, p. 203 - 205
Human Sexuality student text “Applying Health Skills” p. 9
### GCO 1: Knowledge and Understanding

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<td><strong>Students will be expected to:</strong></td>
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<tr>
<td>1.6 define sexual orientation and to be knowledgeable of the sexual orientation continuum.</td>
<td>Discuss definitions of sexual orientation, the continuum and stereotyping as it relates to sexual orientation.</td>
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<td></td>
<td>“Gender Stereotypes”. Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education pp. 185 - 192.</td>
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<td>“Toward Understanding That Some of Us are Gay or Lesbian” Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education pp. 214 - 217</td>
</tr>
<tr>
<td>1.7 be aware of the role of values and possible implications of the decision to abstain or to engage in sexual activity.</td>
<td>Discussion Starter: Use “Health Skills Activity” p. 35 in Human Sexuality student text to start a class discussion on how some situations challenge your values. Have students suggest what Marla and Dwayne might do on a date but still remain abstinent.</td>
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<td></td>
<td>Read Chapter 2, Lesson 3 for background information on decisions to be made in relationships.</td>
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# GCO 1: Knowledge and Understanding

**Suggestions for Assessment**


**Resources/Notes**

- Human Sexuality student text pp. 7 - 8.
- Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education.

Possible implications of abstaining or engaging in sexual activity: dealing with peer pressure, questioning/reaffirming your own values/self concept, utilizing effective communication skills. Human Sexuality student text p. 35.

- Human Sexuality student text pp. 36 - 37.
## GCO 1: Knowledge and Understanding

### Outcomes

**Students will be expected to:**

<table>
<thead>
<tr>
<th>GCO 1.8</th>
<th>Identify the methods of preventing pregnancy and identify potential reasons why some people do not use birth control.</th>
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</thead>
</table>

### Suggested Strategies for Learning and Teaching

<table>
<thead>
<tr>
<th>GCO 1.8</th>
<th>Invite a public health nurse or other available resource person to do a presentation on methods of preventing pregnancy.</th>
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<tbody>
<tr>
<td></td>
<td>Using the flipcharts on contraceptives from sexualityandu.ca, have students complete “Applying Health Skills” activity p. 101 in student text.</td>
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<tr>
<td></td>
<td>Write the name of the various methods of birth control on cards and distribute the cards to students in the class. On the board, draw a horizontal line with 0% on the left and 100% on the right. Ask students to place their card on the continuum according to their perception of its reliability as a method of contraception. Once all the cards have been placed, compare to the actual effectiveness of the method.</td>
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<td></td>
<td>Discuss the “Q&amp;A” section on p. 97 in the student text. Have students suggest additional possible reasons why birth control may not used.</td>
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<table>
<thead>
<tr>
<th>GCO 1.9</th>
<th>Identify the mental, physical and emotional effects of teen pregnancy on both males and females.</th>
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<tbody>
<tr>
<td></td>
<td>Have students divide a page into two columns. The first column will list daily/weekly activities they engage in, the second column will list potential changes to the activities as a result of a teen pregnancy. Discuss the effect of pregnancy on these routines.</td>
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<td></td>
<td>Discuss the “Health Minute” on p. 69 of Human Sexuality student text.</td>
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</tbody>
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## GCO 1: Knowledge and Understanding

### Suggestions for Assessment

Describe an activity you like to do in your free time. If you were to be responsible for a child and still wanted to do this activity, list and describe the supports you would need in order to continue participating in this leisure activity.

### Resources/Notes

- Public health nurse, guidance counsellor, etc.

- **Human Sexuality** student text p. 101.

- Effectiveness of contraceptive methods can be obtained from www.sexualityandu.ca “Choosing a Contraceptive that’s right for you” chart.

- **Human Sexuality** student text p. 97.

- **Human Sexuality** student text pp. 68 - 69.

- Consider the impact of teen pregnancy on the affected individuals, families, finances, education, etc.

- **Human Sexuality** student text pp. 68 - 69.
## GCO 1: Knowledge and Understanding

### Outcomes

**Students will be expected to:**

1.10  be aware of options regarding pregnancy.

1.11  be aware of the responsibilities of parenthood.

### Suggested Strategies for Learning and Teaching

**Class discussion**

Once a pregnancy has been confirmed, what are the possible courses of action that could be taken regarding the pregnancy? What are the implications of each option on the mother? the father? The extended family? Future plans?

**Advice column**

Have students write their own scenarios where a decision regarding a teen pregnancy must be made. Have students exchange scenarios and respond with advice. Students can read the scenario and their response to generate class discussion.

Complete the “Real-Life Application” in Human Sexuality student text p. 89.

**Interview one of the following people:**

- a student who has taken Human Dynamics 2201 and has completed the parenting simulation,
- a teen mother or father,
- a young couple with a new baby.

As a class, compose a list questions to determine the responsibilities of parenthood.

Test your Knowledge

Human Sexuality student text “Quickwrite” p. 65
## GCO 1: Knowledge and Understanding

### Suggestions for Assessment

Possible courses of action:
- continuing the pregnancy to full term and keeping the child
- continuing the pregnancy to full term but putting the child up for adoption
- terminating the pregnancy

Consult your regional Health and Community Services Office or Guidance counsellor.

### Resources/Notes

- **Human Sexuality** student text pp. 69 - 70.
- **Human Sexuality** student text p. 89
  Consult your regional Health and Community Services Office or Guidance counsellor.

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Journal entry:
Reflect on what it would mean to you to become a parent as a teen.

Describe what aspects of your life would be affected, the financial implications and the effect on your educational goals.
### GCO 1: Knowledge and Understanding

<table>
<thead>
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<tbody>
<tr>
<td><strong>Students will be expected to:</strong></td>
<td><strong>Handshake Activity</strong></td>
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<tr>
<td>1.12 be knowledgeable about Sexually Transmitted Infections (STI’s).</td>
<td>Prior to discussing sexually transmitted infections with the class complete the handshake activity from <em>Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education</em>, pp. 351 - 352.</td>
</tr>
<tr>
<td><strong>Learning Centres</strong></td>
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<td></td>
<td>Using the STI flipcharts from <a href="http://www.sexualityandu.ca">www.sexualityandu.ca</a> or a teacher-guided website, have students choose an STI and complete the Learning Centre worksheet found in Appendix 3.</td>
</tr>
<tr>
<td>1.13 identify and describe the mental, physical and emotional effects of contracting STI’s.</td>
<td><strong>Human Sexuality student text</strong></td>
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<td>“Health Skills Activity” p. 114.</td>
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<td></td>
<td>“Writing Critically” p. 119, Question 14.</td>
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<td></td>
<td>“Beyond the Classroom: School and Community Activity”, p. 119.</td>
</tr>
<tr>
<td>1.14 identify and describe the psychosocial impact of living with HIV/AIDS.</td>
<td><strong>Class discussion.</strong></td>
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<td>Use the “Quickwrite Activity” p. 126. in <em>Human Sexuality student text</em> as an introduction to this topic.</td>
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<td>Invite a guest speaker to do a presentation on the impact of contracting HIV/AIDS and living with it.</td>
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<td></td>
<td><strong>Human Sexuality student text</strong></td>
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<tr>
<td></td>
<td>“Thinking Critically” p. 125 Questions 5 and 6.</td>
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<td></td>
<td>“Beyond the Classroom: Parent Involvement” p. 131.</td>
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</table>
## GCO 1: Knowledge and Understanding

### Suggestions for Assessment

Submit the completed learning centre worksheet.

Research the current status of sexually transmitted infections in Newfoundland and Labrador. Include in your report the name(s) of the most common STI’s, the number of current cases, the age group where incidence is highest. Recommend strategies to reduce the incidence of infection in the affected age groups.

### Resources/Notes

Knowledge of STI’s should include how it is contracted, symptoms, testing and treatment.

_Human Sexuality_ student text pp. 109 - 118.

Appendix 3: STI worksheet, Library, Internet, Guidance Counsellor, Health and Community Services: Health Promotion Division.

www.sexualityandu.ca
_Human Sexuality_ student text pp. 114, 119.

_Human Sexuality_ student text p. 126

AIDS Committee Newfoundland and Labrador
Guidance counsellor
Health and Community Services

_Human Sexuality_ student text p. 125, p. 131
Parent interviews.
Teacher directed websites.

Journal
Have students complete a reflective journal entry on the presentation. The entry should discuss what was learned, what surprised them the most, an insight into how a persons life can be affected when living with HIV AIDS.
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<tr>
<td><strong>Students will be expected to:</strong></td>
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<tr>
<td>2.1 assess strategies that could be employed to prevent the contraction and spread of STI's.</td>
<td>Review strategies that promote prevention and/or reduced risk of contraction and spread of STI's (e.g. abstinence, postponing sexual activity, using protection, reducing high risk behaviours…). Have students categorize which strategies prevent contraction and spread of STI's, and which ones reduce the risk of contraction and spread of STI's.</td>
</tr>
</tbody>
</table>
| 2.2 be aware of the implications of contracting an STI on the reproductive and sexual health of self and others. | “Applying Health Skills” p. 125. Human Sexuality student text  
Prior to starting this activity, a discussion about high risk activity and what makes them high risk would be beneficial. A connection should be made between using alcohol and/or drugs and its ability to lower inhibitions and how this may contribute to engaging in sexual activity. As engagement in sexual activity is a high risk behaviour for contraction of an STI, adding alcohol and/or drugs further increases the risk behavior. This activity is specific to HIV/AIDS however can be adjusted to include all STI's. |

**Human Sexuality student text**  
“Did You Know” p. 112  
“Writing Critically” p. 119 Questions 12 - 15  

Discuss the implications of contracting STI's as it relates to legal reporting requirements.
GCO 2: Skills and Abilities

<table>
<thead>
<tr>
<th>Suggestions for Assessment</th>
<th>Resources/Notes</th>
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</table>
| Create a poster outlining strategies that could be used to prevent the contraction and spread of STIs. **Assess poster/presentation for the students ability to differentiate which strategies prevent contraction versus reduce the risk of contraction of an STI.** | Teacher guided websites  
Community resource people. |

**Human Sexuality student text p. 125.**

**Human Sexuality student text pp. 111 - 119.**

Contact Public Health for current reporting guidelines.
### GCO 3: Attitudes and Behaviours

<table>
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<th>Outcomes</th>
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<tbody>
<tr>
<td>Students will be expected to:</td>
<td>Discussion</td>
</tr>
<tr>
<td>3.1 To reflect on self concept and personal values when making decisions related to sexuality.</td>
<td>Have students use Human Sexuality student text “Quickwrite” p. 3. Have students use significant decisions for this reflection.</td>
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<tr>
<td></td>
<td>Group activity</td>
</tr>
<tr>
<td>3.2 To be aware of reliable and accessible community resources when seeking sexual health information.</td>
<td>Survey</td>
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<td></td>
<td>To ascertain the student awareness of available community resources for sexual health information, survey the student body (grades 7 - 12) by asking the question “Where would you go in your community/region to get reliable sexual health information?” Use the information from the survey to develop a list of reliable community/regional resources. Have students research each resource and design a poster/bulletin board profiling the community resources.</td>
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<tr>
<td></td>
<td>Journal Entry</td>
</tr>
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<td>Have students compare the reliability of sources of sexual health information used in previous experiences compared to where they would now go having completed this unit of study.</td>
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## GCO 3: Attitudes and Behaviours

### Suggestions for Assessment

- Personal Reflection
- Was it difficult to make this decision? Why or why not?
- How did you feel once you made your decision?
- Was it in support of your personal values?
- Was it a decision that promoted sexual health?

### Resources/Notes

- **Human Sexuality** student text p. 3
- **Beyond the Basics: A Sourcebook on Sexual and Reproductive Health Education** pp. 44 - 45.
- Bulletin board space to display the sexual health information found in the community/region.