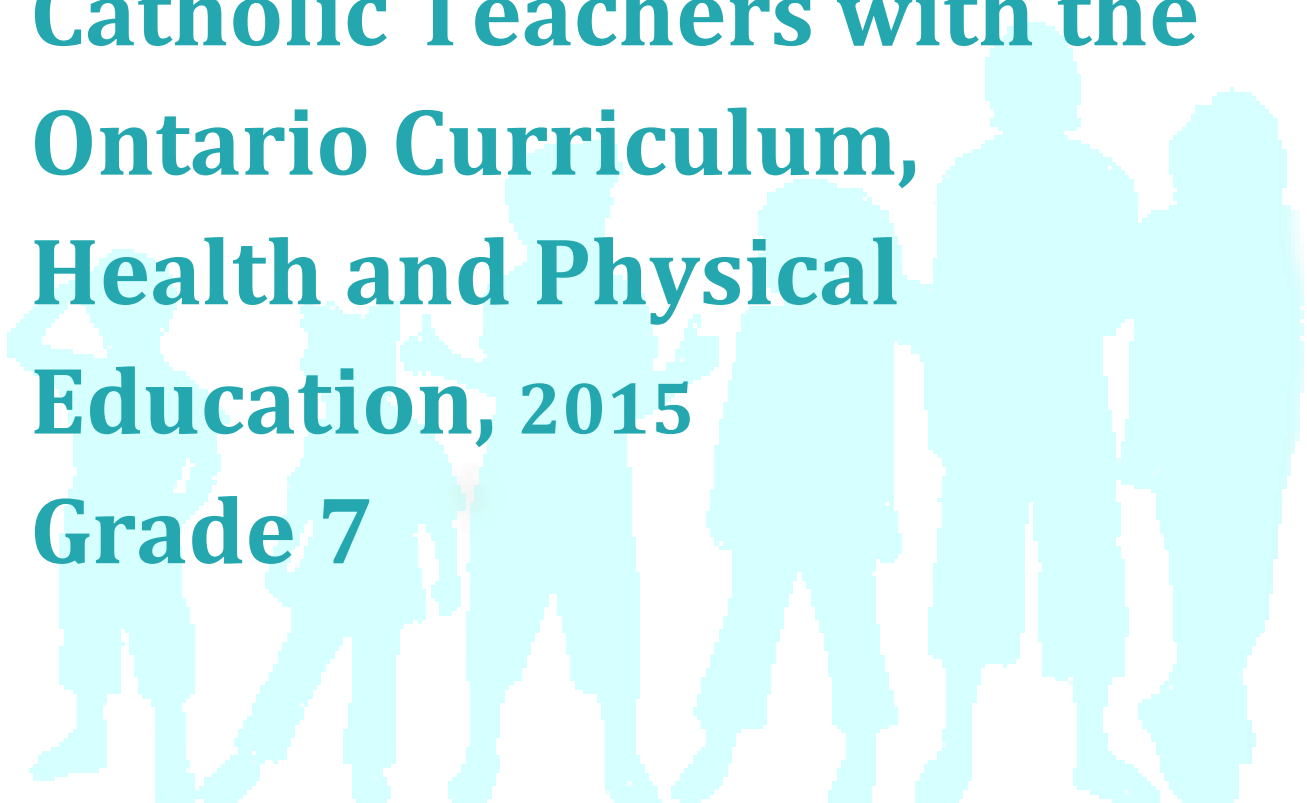


**Supplemental Resources for
Fully Alive to Support
Catholic Teachers with the
Ontario Curriculum,
Health and Physical
Education, 2015
Grade 7**



Supplemental Resources for *Fully Alive* to Support Catholic Teachers with the Ontario Curriculum, Grades 1 to 8, Health and Physical Education, 2015

2016, Institute for Catholic Education.

Thank you to the many educators from across the province who provided input and reviewed this document.

Overview

In Ontario, the Ministry of Education is responsible for the development of curriculum policy documents and in 2003, the Ministry established an ongoing cycle of curriculum review. A review is not the development of a completely new curriculum, but it is intended to ensure that curriculum remains current and relevant and is developmentally appropriate from Kindergarten to Grade 12 in all subjects. The curriculum review process is a research-based and evidence-informed process that begins with third party research and benchmarking of the Ontario curriculum against curricula from across Canada and around the world. Teams of experts from across the province analyze the current curriculum against the desired state for the revised curriculum. All information gathered from experts, focus groups, consultation, and research is synthesized and directions for revision are identified.¹ A number of subject disciplines enter the review process each year and Health and Physical Education was reviewed and updated in 2015.

The Health and Physical Education review process was informed by Health Canada’s “determinants of health” (that is factors and conditions that can have a significant influence on a person’s health): income and social status, social support networks, education and literacy, employment and working conditions, physical and social environments, biology and genetic endowment, personal health practices and coping skills, healthy child development, availability and quality of health services, gender, culture, and other factors.² Other recent models describe and group the factors differently and include additional factors, such as stress, food, insecurity, care in early life, and Aboriginal status. (HPE p. 12)

Together these factors affect an individual’s overall state of physical, mental, social, emotional and spiritual well-being. They influence not only whether a person stays healthy or becomes ill but also the extent to which a person possesses the physical, social, and personal resources needed to identify and achieve personal aspirations, satisfy needs, and cope with the environment. These factors have an impact on student learning as a whole, and are strongly connected to learning in health and physical education. Although students have varying degrees of control over these factors, it is important to be aware of them as contributing factors in student performance. It is also important to recognize the value of personal strategies that can be learned and practised to foster well-being in the face of stressful and challenging life circumstances. (HPE p. 12)

Initially, much of the discussion about the Health and Physical Education (2015) curriculum was narrowly focused around issues of human sexuality, and how such issues would be taught within the context of the classroom. There is such diversity in our contemporary society that it should come as no surprise that citizens hold a variety of perspectives about human sexuality, and about what might appropriately be discussed within the home, or the school, at any particular age.

Commencing in February 2015, Catholic educators initiated a review of the revised Health and Physical Education (HPE) 2015 Curriculum, exploring and mapping the alignment of the HPE curriculum with the Family Life Education Curriculum (FLE) 2012, approved by the Assembly of Catholic Bishops of Ontario and taught in Ontario Catholic schools, and the Catholic Graduate Expectations. The work confirms that the HPE curriculum can be implemented in a manner that is respectful of, and consistent with the perspective and mandate of Catholic schools.

¹ <http://www.edu.gov.on.ca/curriculumreview/process.html>

² www.publichealth.gc.ca

In Ontario Catholic schools, the knowledge, skills, attitudes, and values acquired in the Family Life Education program complement those instilled by families, and reflect a distinctively Catholic view of human life, sexuality, marriage and family. Catholic elementary schools will address the Human Development and Sexual Health expectations of the HPE curriculum through the *Fully Alive* program, and the Family Life curriculum that has been endorsed by the Assembly of Catholic Bishops of Ontario (ACBO). At the request of the ACBO, and on behalf of the partners in Catholic education, the Institute for Catholic Education undertook the task of identifying areas where supplementary support materials were required to assist teachers, schools and boards in addressing the revised HPE curriculum, and assembled a team of educators to develop the materials necessary to augment the existing Family Life program offered in Catholic schools.

The resources and supplementary materials have been developed to align with Catholic teaching. Within our Catholic schools, it is appropriate that topics related to human sexuality, gender identity, and gender expression, and initiatives that build understanding and respect for difference, be discussed against a clear moral background. Properly understood, difference is something to be recognized in a society that honours diversity, multiculturalism, human rights, and human responsibilities. Respecting difference does not mean insisting that another person share our views. Being respectful, tolerant and inclusive of another person does not mean accepting that what he or she says is correct or in accordance with the Church's teaching. Respecting difference helps to build a truly Catholic culture in our schools and to be truly Catholic is to respect diversity. Charity and openness must always be shown in discussions where different viewpoints may arise.

The Catholic faith has a particular viewpoint about the whole human person and the person in relation to others in the community. Catholic schools are committed to providing educational opportunities within the context of a faith community that recognizes that each individual is made in the image and likeness of God, affirms the essential dignity, value and rights of the human person, and models the gospel values of faith, hope and love to each student entrusted to their care. The holistic view of the human person and the understanding of what constitutes the 'common good' might sometimes be at variance with some of the assumptions and perspectives held by contemporary culture in a secular society, but Catholic schools have both the opportunity and the obligation to introduce the truth of our faith tradition into this important societal conversation. In this work, Catholic schools not only can meet appropriate expectations as a publicly funded school system, but also create model communities that affirm a deep sense of personal dignity for all students, and are Catholic in the fullest sense of the word.

These resources are offered to support the work of Catholic school boards and Catholic schools in implementing the revised Health and Physical Education Curriculum (2015) as part of the Family Life program in Catholic schools.

Understanding the Nature of these Resources:

Family Life Education has been a part of Ontario Catholic schools since 1978, when the bishops of Ontario published the "Guidelines for Family Life Education" to affirm Catholic parents in the important role of raising their children according to the faith. The resource series, *Fully Alive*, was initially developed and approved for use in Catholic elementary schools in the 1980s, and has been revised and updated several times in the intervening years. Information about the *Fully Alive* program, its history and approach, can be found at: www.acbo.on.ca.

The *Fully Alive* program presents a distinctively Catholic view of human life, sexuality, marriage and family life and is designed to encourage students to become the people God wants them to be – to be fully alive. In addition to classroom materials and student texts and resources, the *Fully Alive* program consists of extensive grade-specific resources for teachers, designed to build an educator’s understanding of the curriculum, Church teaching, and to guide their instructional practice in the classroom. These materials are used consistently as part of the Religious Education and Family Life Education program in Catholic schools across the province. The additional resources commissioned by the bishops of Ontario and developed by the Institute for Catholic Education to support the implementation of the revised HPE curriculum expectations (2015) have been designed to supplement these existing teacher resources.

In order to have a full understanding of the Family Life curriculum as it is delivered within Catholic schools, and a full appreciation of the way in which Family Life curriculum provides the context within which the HPE expectations for Human Development and Sexual Health are addressed, it is helpful to review not only the supplementary materials that follow, but to view them within the broader context of the resource material that has been previously published, and has been in use in Ontario’s Catholic schools for many years. The newly developed supplements may be viewed here, and the print file provides material in a format appropriate to be integrated into the existing *Fully Alive* teacher resource binders. For those that do not have access to the previously published materials, the full text of the *Fully Alive* teacher resource manuals may be accessed at the school level. Those interested in viewing the teacher resource manuals in their entirety are encouraged to inquire and make arrangements through their child’s teacher or principal.

Some additional information about the *Fully Alive* program, as well as electronic parent resources, are available on the website of the Assembly of Catholic Bishops of Ontario (www.acbo.on.ca) as well as the ICE website (www.iceont.ca).

New Changes to Reflect the Health and Physical Education Curriculum, 2015

1. Print the entire file double-sided on three-hole punched paper.
2. Use the page number at the bottom of each page as a guide to place it appropriately within the Teacher's Guide. Numbered pages replace the corresponding pages in the original binder. Ensure that you remove the original page from the binder.
3. If the page number also includes a letter (e.g., 2a) then insert this new page between the existing non-lettered pages in your binder.
4. For Appendix B, remove the old Appendix B and replace with the new pages. Add Appendix F as the new last appendix in your binder.

This package includes:

6 replacement pages (double-sided)
4 additional (e.g., 2a) pages (double-sided)
New Appendix B
New Appendix F

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Benefits and Dangers of Technology

You have heard that it was said, 'You shall not commit adultery.' But I say to you that everyone who looks at a woman with lust has already committed adultery with her in his heart.

Mt. 5:27 – 28

Read page 26 of the Student Book with the students and invite their response. In addition to the questions suggested in the Teacher's Guide under Social Environment and Media (page 71), you might also ask:

- What are some of the positive outcomes of using these forms of social media? (learn and develop a better world view; promote social justice initiatives; access to more information, etc.)
- What are some of the negative outcomes? (cyber-bullying; addiction; spreading hurtful rumours; exploiting others through things such as “sexting”)
- What can we do to prevent some of these negative outcomes or resolve them if problems do arise? (communicate feelings; report incidents involving themselves or others; encourage others to be responsible with social media and Internet use; seek help from a parent or trusted adult)

Note to the Teacher

“Sexting” (the practice of sending explicit sexual messages or photos electronically, predominantly by cell phone) is a practice that has significant risks. Students need to understand that photos and messages can become public even if shared for only a second. They can be manipulated or misinterpreted. If they become public, they can have an impact on the well-being of the persons involved, their future relationships, and even their jobs. There are also legal penalties for anyone sharing images without consent. Students should never ask others to send photos of themselves. Advise students that if someone does send them a photo, they should not send it to anyone else or share it online, because respecting privacy and treating others with respect are just as important with online technology as with face-to-face interactions. Students must always remember they are created in the image of God and possess an inherent dignity. Actions that do not recognize the bodily and spiritual aspects of sexuality as inseparable are instances of *objectification* and are always to be avoided.

Health and Physical Education expectations C1.1 and C2.2
These are not Human Development and Sexual Health expectations.
They are of the Personal Safety and Injury Prevention topic of the
Healthy Living Strand. However, as “sexting” relates to the inappropriate
use of the gift of our sexuality, these expectations were chosen to be
addressed within this *Fully Alive* topic.

Intimacy and Consent in Healthy Relationships

Below are the questions found on page 89 of the Teacher's Guide. In some instances, additions have been made to the suggested student responses. In others, new questions have been posed. Newly added material has been italicized.

- If you have a superficial relationship with a person, how does this relationship affect you? Would you have been bothered by the storeowner's attitude toward Curtis and the other boys? Why? Why not? Why do some storeowners dislike having groups of young people in their stores? (worried about shoplifting; a group may be noisy and cause a disturbance) Have you ever had this experience? What happened? How did you feel?
- Can you think of some examples of in-between relationships in your life? Why would you describe them as in-between rather than superficial or intimate?
- Why do intimate relationships give us confidence to be ourselves? (we don't have to pretend; we can be ourselves; *we can talk honestly and say what we really mean; we have confidence to give or withhold consent for shared decisions; we feel accepted and appreciated; we feel at ease*)
- Why is it a privilege to know another person intimately? (when someone shares feelings and thoughts with another person, it is a gift the person is offering; it is an honour to know that another person trusts you and is open with you)
- Why are relationships we do not choose for ourselves important in our lives? (we learn how to relate to many different people; we learn to be more tolerant and cooperative; we are challenged to develop aspects of ourselves that we might ignore if our relationships were limited to people we choose)
- Can you be friends with anyone you want? Why? Why not? (You might point out that friendship has to be freely chosen by both people.)
- Why are intimate relationships difficult at times? (the more we care about another person, the more upset we are if things go badly; *we can feel pressured or obligated to do things for/with this person because we care about them, forgetting that intimacy is about being and not doing; intimate relationships affect us deeply*)
- *Why is it important to listen to and respect each other when you are in an intimate relationship? (to build trust; to show respect for the other person's decisions; to communicate openly and honestly with each other; to honour the dignity of the other person)*
- How does selfishness get in the way of relationships? (sometimes we think more about ourselves than others; we might put someone down

to make ourselves feel better; *we might try to make others do what we want by pressuring them or coercing them instead of listening to what they want, think, or feel; we fail to listen for a person's consent*)

- Can you overcome selfishness on your own? Why? Why not? (we need God's love and guidance; we need other people to believe in us)
- How would you describe a supportive relationship? (you accept each other, including each other's faults; you encourage each other; you want the best for each other; you are ready to forgive each other; *you talk openly and honestly with each other; you listen and respect each other's decisions, including seeking the other's consent for decisions*)

Note to the Teacher

The additions above are intended to bring out the concept of *consent*. This topic was introduced in Grade 6 in Theme Two, Topic 5 (in supplemental material to be added to the Teacher's Guide at page 104).

Consent is about communication and respect. Communication leads to better relationships with friends, peers, and family members. Consent is about knowing and respecting your own boundaries and those of others. Consent is about having the skills to avoid or leave a situation that feels uncomfortable and respecting when others want to do the same.

It is important for the students to understand the following about communication and consent:

- We must be clear with others about our ideas and feelings.
- We need to listen attentively to what others are saying to us.
- We need to interpret body language, tone of voice, and facial expressions correctly.
- We need to respect signals of agreement or disagreement.
- We need to negotiate with others in a respectful manner.
- We need to determine consent or lack of consent:
 - a clear "yes," freely given, is a signal of consent;
 - a response of "no" or an uncertain response or silence needs to be understood as no consent.

Health and Physical Education expectation C1.3

Program Resources

- Student Book, pages 78 – 82
- Reflection Sheet #13 (The Human Body)
- Information Sheets: #1, Adult Female Reproductive System; #2, Female Fertility; #3, Adult Male Reproductive System; #4, Male Fertility

Curriculum Connections

This topic provides a connection to the Health and Physical Education Curriculum Guidelines: Healthy Living.

We Experience

As you begin, you may want to acknowledge that talking about the physical changes of puberty can be embarrassing and that those feelings are natural. If you are using a question box for this theme, you could remind the students that if they have questions about puberty that they don't want to ask in front of the class, they can put them in the box.

Introduce the topic by inviting the students to recall what they learned about puberty in Grades 5 and 6. You might ask them:

- Which life-stage does puberty begin? (adolescence)
- What happens during puberty? (the reproductive system matures; the body begins to look like that of an adult woman or man)

Read page 78 with the students and invite their response. You might ask them:

- Why do people become quite conscious of their bodies during puberty? (they're not comfortable with their changing bodies; they may not like the way they look; they may assume other people have negative opinions about their appearance)

You might point out that the only solution to this discomfort is time. You could remind them of what they learned about the virtue of patience.

We Discover

Read pages 79 – 80 with the students and invite their response. What questions do they have? You might ask them:

- Which body system develops during puberty? (the reproductive system)
- What is the purpose of the reproductive system? (to create new life)

- What are some other changes that may occur during puberty? (acne; mood changes; sleep more/less)
- How can the changes experienced in puberty affect relationships with family and others? (may be a struggle for independence with family; challenges with friends; may be interested in having a boyfriend/girlfriend; may feel “grown up” but still get treated like a kid)

Health and Physical Education expectation C3.3

- What is the difference between the primary and secondary sexual characteristics? (the primary characteristics develop inside the body and result in the development of fertility; the secondary characteristics change the appearance of the body)
- Which of these two types of sexual characteristics do you think causes young people to feel self-conscious about themselves?
- What does *fertility* mean? (the power to give life)
- What is the main feature of female fertility? (it is a cycle)
- What does *cycle* mean? (a series of events that are repeated again and again, like the days of a week, or the seasons of a year)

Invite their questions about the illustration of a 30-day female fertility cycle.

- What are the two main signs of the development of the female fertility cycle? (menstruation and cervical mucus)

Read page 81 with the students and invite their response. What questions do they have? You might ask them:

- What is the main difference between adult male and female fertility? (men are continuously fertile, and women are fertile only for a few days during their cycle)
- What is the main sign of the development of male fertility? (an ejaculation of semen)

Examine the stages of puberty chart with the students (page 82), and invite their comments and questions. You might ask them:

- Which sex develops earlier?
- Which type of sexual characteristics is developing during Stage 1 — primary or secondary? (primary) How do you know? (there are no visible changes in the appearance of the body)
- At the end of Stage 5 when people have physically mature bodies, are they fully mature people? Why? Why not?
- What are some of the signs that you are a fully mature person? (able to live independently; able to support yourself financially; a strong sense of who you are and of your strengths and weaknesses)
- At what age do you think most people are fully mature?

- What is the harm in bragging?
- Why is modesty a sign of self-respect? (you know you are a valuable person; you want other people to respect you for being the person you are; you don't need to display your appearance, talents, or your possessions)

We Discover

Physical Health

Read page 85 with the students and invite their comments on nutrition. You might ask them:

- How would you rate the eating habits of adolescents? Why?
- How would you rate your own eating habits? Why?
- Why is skipping breakfast a particularly bad habit? (You might explain that when people get up in the morning their blood sugar levels are low, which causes tiredness and difficulties in concentrating.)
- Why do good stewards have to keep the future in mind? (what we do today may have a consequence for what happens in the future)
- Do you think young people find it hard to consider the future consequences of their actions on their health? Why? Why not? (You might point out that most young people feel as if nothing can really harm them.)
- What foods do you eat that protect the health of your bones?
- What activities do you do to give your bones a workout?

Read page 86 with the students and invite their comments on exercise and sleep. You might ask them:

- Do you agree that many children and adolescents are not getting enough exercise to maintain good health? Why? Why not?
- What is your favourite exercise activity? What appeals to you about it?

Do an *anonymous* class survey on exercise. Ask the students to think back to Saturday of the previous weekend. From the time they got up until the time they went to bed, what percentage of those hours would they estimate involved physical activity (walking, running, bike riding, playing sports, swimming, etc.). Ask them to write the percentage on a slip of paper. Appoint several students to tally the results of the survey and report back to the class.

- How many of you have difficulty getting up in the morning?
- What is a sleep deficit? (a shortage of sleep; insufficient sleep to feel rested)
- Why does a lack of sleep make bad moods even worse? (it causes irritability and greater difficulty in dealing with stress)

Sexual Health

Read the introduction to Sexual Health (page 87) with the students and invite their response. You might ask them:

- Why does being healthy include the well-being of the spirit? (we are body/spirit persons)
- If someone cannot manage his or her emotions and is constantly yelling at people, would you say that person was emotionally healthy? Why?
- Why does sexual health include more than just the health of the body? (being male or female is not something we have, but who we are; sexual health is about being a healthy male or female person)

Please see page 166a for new material related to page 88. ▷ Read page 88 with the students and invite their comments and questions. You might ask them:

Please see page 166a for Teacher Background Information related to this point. ▷

- Was there anything that particularly surprised you in this information about STIs? Why did it surprise you?
- Why do persons between the ages of 15 and 24 have the highest rates of STIs in Canada? (they may be unaware of the risks; they are most likely single and some of them have intimate sexual contact with more than one person; they tend not to get regular medical checkups; they tend to avoid telling doctors or nurses about their sexual activities or to lie about them)
- Do you think it is important for young people to be aware of STIs and their possible consequences? Why? Why not? (You might point out that being a good steward of your life as a body/spirit person includes learning about serious risks to your health and the consequences for your future.)

Invite the students to reflect on this statement: “Both the joy and the potential of the gift of being created as loving and life-giving persons are too valuable to throw away.” What does it mean to them?

Body Image

Before beginning this section on body image, ask the students to work in small groups to examine the magazines and other items they brought to class. Ask each group to choose one image of a male and one of a female whose appearance they admire. Tell them that they will be presenting these images during this part of Topic 3.

Read page 89 with the students and invite their response. You might ask them:

- What is body image? (a person’s ideas about his or her appearance)
- Why are most young people dissatisfied with their appearance? (their appearance is changing, and they’re not sure how it will turn out; they are self-conscious and this makes them very sensitive about the way they look)

Background Information

The following information about contraceptives and condoms is from the Grade 8 Student Book, pages 99–100. Students may ask questions about what the Church teaches about contraception. The Grade 8 Student Book states: “Anything done to the body is done to the person. When fertility is rejected, men and women are no longer living in full harmony with themselves. The life-giving meaning of sexual intercourse cannot be shared when fertility has been suppressed or eliminated. A husband and wife may love each other deeply, but their sexual intimacy is incomplete. It is for this reason that our Church teaches that contraception is wrong.” (p. 100)

Read the following with the students and invite their comments and questions:

- Engaging in sexual activities means you are at risk of a sexually transmitted infection or unwanted pregnancy. Those who are sexually active may therefore choose to use contraceptives. Contraceptives are devices or chemicals that interfere with fertility and prevent conception. The most common method of contraception to prevent both STIs and pregnancy is condoms. Condoms are an example of a barrier method of contraception. As the word *barrier* suggests, something is put between the sperm and the ovum. A condom is a rubber sheath worn by the man.
- You probably hear a lot of conflicting messages about contraception in popular culture. For example, you might hear that if you use condoms and other forms of contraception consistently you will be 100% protected against STIs and unintended pregnancy. However, the reality is that the way to completely prevent unwanted pregnancy and infection is not to engage in sexual activity until marriage. You have been learning that God’s plan for the gift of sexuality is that it remain in the context of marriage. You are also learning that there is no completely safe way to step outside of God’s plan. It is designed to keep us safe and happy. Choosing a different way may put us at risk for physical, social, and emotional harm. You might ask them:
 - When you hear or see all these confusing messages about sexuality and sexual health in the media, who can you go to for support to help you find the best answer that will also point you in the direction you need to follow God’s plan for you? (a trusted adult, such as a parent or teacher; your parish priest; a Catholic health care practitioner)

Health and Physical Education expectations C1.3, C1.4 and C1.5

Teacher Background Information

A teenage girl is far more susceptible to STIs because of the “transformation zone” on her immature cervix. This “zone” is covered by only a single layer of cells, leaving it virtually unprotected. Teenage bodies, though maturing, do not have the defenses of the adult body.

Note to the Teacher

Along with pornography, “sexting” is another way people are exploited sexually. Sending or viewing pictures of a sexual nature is a form of pornography and is very harmful in our personal, social, and spiritual development. Pictures or words that describe sexual acts that are sent in texts or instant chats can have devastating effects on everyone involved. We must teach our young people what they can do to prevent sexual exploitation—respecting the dignity of the body and treating themselves and others with care and respect; understanding what it means to objectify another person; not *consenting* to send sexually explicit photos of themselves; seeking help from a parent or trusted adult if they feel pressured to send/view sexually explicit photos; seeking the support of a parent or trusted adult if they think someone else may need help; and speaking out against exploitation. (See also the supplemental material for Theme One, Topic 4 for further information about “sexting,” and the supplemental material for Theme Two, Topic 1 for further information about consent).

Health and Physical Education
expectation C1.1

Topic 4 begins by exploring the area of sexual attraction and sexual feelings in the context of Christian values. The approach is one that encourages the students to understand that these are wonderful dimensions of sexuality but require self-discipline and patience if they are to reach the goal of becoming fully mature men and women.

As part of the discussion of sexual attraction, there is a feature on homosexuality that explores some of the questions young adolescents may have about their sexual orientation. The purpose of this feature is not to present the moral issues related to homosexual relationships, which is done in Grade 8, but to respond to concerns some students have. The feature also provides a brief discussion of homophobia and the harmful nature of teasing directed at a person’s sexuality. For more information please consult “Church Teaching on Sexual Morality” in Appendix D, p. 291.

▷ Two other sensitive matters are briefly touched on in this topic: masturbation and pornography. Both are presented as challenges in learning how to handle sexual feelings, and both are sinful if they are freely chosen. The approach in this topic, however, recognizes that these are largely related to maturational difficulties at this age. The students are encouraged to understand that both masturbation and pornography lead them into self-centredness and immaturity. In their *Guidelines for Family Life Education*, the Ontario Bishops write:

It is a special duty of Christian educators to lead students gradually from self-preoccupation, self-pity, and immature self-image, which frequently accompany habitual masturbation, to an integrated sexuality seen as a call to reach outward in love. There is a development that should take place in our sexual growth.

You may want to remind the students that since the day they were born, their development has been a process of moving out of themselves and becoming more aware of others. Learning to handle sexual feelings is part of that process.

The topic ends with a letter from a husband to his wife on the occasion of a wedding anniversary. The message of the letter represents the thoughts of a mature man who has learned the value of a lasting commitment to a woman, a marriage, and a family.

Important Words

- *infatuation, homosexuality, heterosexuality, orientation, homophobia, drive, masturbation, pornography*

Introduce the topic by reading the opening paragraph (Student Book, page 98) with the students. In addition to the questions asked on pages 182 and 183 of the Teacher’s Guide, you might also ask them:

- What does it mean to exploit another person sexually? (In addition to the response given in the Teacher’s Guide — engage in sexual activity without a person’s clear consent; a clear YES is the only way someone can give their consent. Saying nothing, being unclear in words or body language, or saying no at any time is NOT consent; even when giving consent, sex can exploit another, especially when outside a committed marital relationship.) For more on consent and what it “looks like,” refer to the supplemental material for Theme Two, Topic 1.
- How can you prevent being sexually exploited? (the best way to prevent sexual exploitation is not to be sexually active; understand the meaning of human love and sexuality in God’s plan for our happiness; always respect the dignity of the body and treat yourself and others with care and respect; do not consent to sending sexually explicit photos of yourself; communicate clearly with each other and respect each other’s values and beliefs, including religious values and beliefs, when making decisions about sexual activity in the relationship; seek the help of a parent or trusted adult if you feel pressured to engage in sexual activity; seek the support of a parent or trusted adult if you think someone else is being pressured; speak out against sexual exploitation)

Health and Physical Education expectations C1.3 and C2.4

- Do you think these decisions are easy or difficult? Why? How do people know what to do? (they talk to a friend or family member; they ask God to guide them to make the right decisions; they reflect and pray before making an important decision)
- What does it mean to exploit another person sexually? (take advantage of them; put pressure on them to do something they don't want to do; pretend to care about the person in order to get sex)

Read the description of the virtue of chastity (page 98) with the students and invite their response. You might ask them:

- Why is an intimate sexual relationship between single people morally wrong? (sexual intercourse is a sign of the committed relationship of marriage; in casual sexual relationships, people are often using each other as an object for sexual pleasure; single people, even in a loving relationship, have not made this commitment to each other and are free to end the relationship; sexual intimacy creates a bond between two people, and if the relationship fails, people get badly hurt; the possibility of pregnancy)
- Why is adolescence an important time for learning to be chaste? (sexual attraction and feelings begin during this stage; it's a time for people to learn how to manage these feelings without harming themselves or others)
- Do you think young people have a lot of temptations that make it difficult to be chaste? Why? Why not? What can you do to deal with these temptations?

People can feel pressured to do things that they know are wrong and against God's plan for the gift of sexuality. Sometimes our friends can try to convince us that we want to do something that we truly do not, or know we should not. A clear yes is the only way to communicate consent. Saying no, remaining silent, or having unclear body language are all examples of failure to give consent and should be respected as signals to stop.

Health and Physical Education expectations C1.3 and C2.4

We Discover

Read the introduction to the section on healthy relationships and choose some students to role play the scenes on page 99 and 100. After each scene, invite comments and ask the students to identify the reason why this behaviour is harmful to others. Do they agree that these are examples of relational bullying? Why? Why not?

Read the rest of page 100 with the students and invite their response. You might ask them:

- Why does bullying of any kind pollute the social environment? (it creates an atmosphere of disrespect toward persons; a polluted social environment makes it difficult for people to recognize what is right and what is wrong)

Introduce the section on sexuality and decision-making by reading the opening paragraph on page 101 and inviting the students' comments on the map. You might ask them:

- What kinds of events have happened in this person's life?
- Which ones do you think were happy? Which ones were difficult?
- Do you think everyone has difficult times in life? Why? Why not?
- How does a difficult event disrupt a person's life? (a person might lose confidence after a failure of some kind; a person might experience a time of sadness or badly hurt feelings and need time to recover)

Read the first part of page 102 with the students and invite their response. You might ask them:

- What is a dead end in a person's life? (something the person did or got involved in that had very serious consequences for his or her future)
- Why is intimate sexuality during adolescence a dead end? (it can have serious consequences; it interferes with the task of growing up and becoming fully mature males and females)
- Do you think it is possible to take a short cut to maturity? Why? Why not?
- How does God's plan for sexuality protect you from harm? (it guides you toward goodness in your life as a male or female; it shows you the way to respect yourself as a male or female and offer that respect to others)

Serious consequences of intimate sexuality may include:

- sexually transmitted infections (STIs);
- unintended pregnancy;
- bullying and harassment, including the harassment and coercion that can occur with behaviours such as "sexting";
- complications to, or even destruction of, friendships; and
- emotional, psychological and spiritual pain.

Health and Physical Education expectations C1.3 and C2.4

Organize the students in groups of two or three and assign each of the five questions and answers (pages 102 – 103) to *two* groups in order to facilitate more than one opinion about each letter. Ask the groups to:

- 1) read their question and answer,
- 2) discuss it,
- 3) share their opinions as to whether it is good advice or not,
- 4) state their reasons for their opinions.

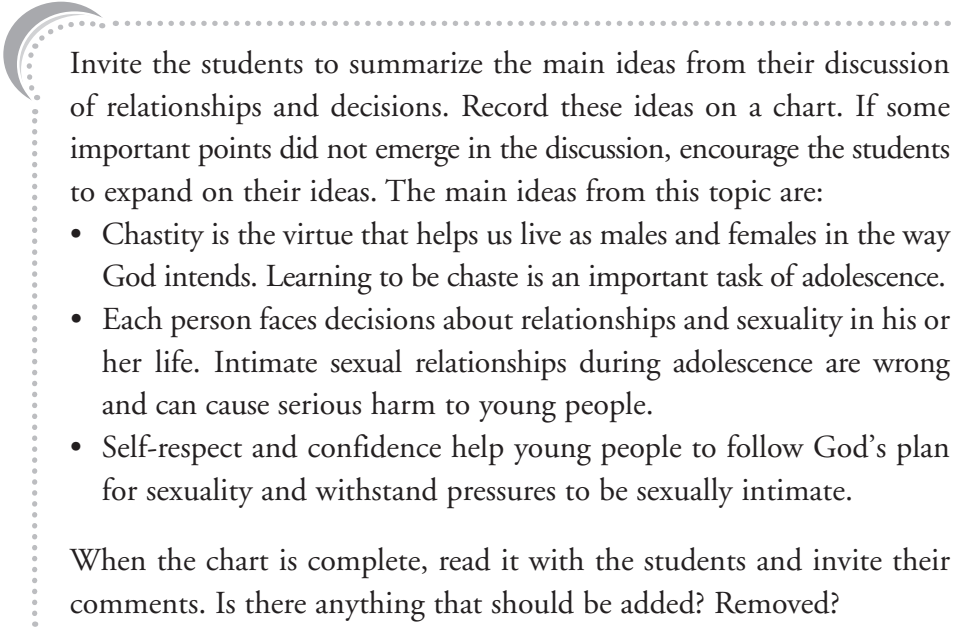
(The members of the groups do not have to come to a consensus.) Invite the groups to share their responses and encourage the other members of the class to comment or ask questions.

Read page 104 with the students and invite their response. You might ask them:

- Why is it important for young people to develop the qualities of self-acceptance and self-respect?
- How do you develop these qualities? (by having healthy relationships with friends; by being honest with yourself and recognizing your strengths and weaknesses; by depending on adults who care about you and learning from them)

Background Information: The Science of Sex

Couples release bonding hormones when they are sexually intimate. Women release oxytocin and men release vasopressin. The danger of premarital sex is the possibility of bonding to the wrong person for an indefinite period of time, increasing the risk of unwanted pregnancies and STIs. Medical science and research document that hormones and physiological chemistry affect males and females differently, but for each, adolescence is an age when the brain is still under construction, and the part of the brain that assesses risk and consequence is still being formed, leaving adolescents vulnerable to poor decision making. The moral tradition of the Catholic Church is based on faith and reason. We want to equip our youth to make good moral judgments and that involves both faith and reason.



Invite the students to summarize the main ideas from their discussion of relationships and decisions. Record these ideas on a chart. If some important points did not emerge in the discussion, encourage the students to expand on their ideas. The main ideas from this topic are:

- Chastity is the virtue that helps us live as males and females in the way God intends. Learning to be chaste is an important task of adolescence.
- Each person faces decisions about relationships and sexuality in his or her life. Intimate sexual relationships during adolescence are wrong and can cause serious harm to young people.
- Self-respect and confidence help young people to follow God's plan for sexuality and withstand pressures to be sexually intimate.

When the chart is complete, read it with the students and invite their comments. Is there anything that should be added? Removed?

Give the students copies of Reflection Sheet #16 (Relationships and Decisions). Ask them to keep the Reflection Sheet in their Family Life notebook and to complete the questions in the next few days.

We Respond

Invite the students to create their own maps showing where they are now and their plans to reach their destination as a mature adult. What do they think will happen to them between now and then? Their maps could be displayed in the classroom.



Relationships and Decisions

Name _____ Date _____

Main Ideas

- Chastity is the virtue that helps us live as males and females in the way God intends. Learning to be chaste is an important task of adolescence.
- Each person faces decisions about relationships and sexuality in his or her life. Intimate sexual relationships during adolescence are wrong and can cause serious harm to young people.
- Self-respect and confidence help young people to follow God's plan for sexuality and withstand pressures to be sexually intimate.

- What is chastity? Why is adolescence an important time for learning to be chaste?

- How have you tried to develop the qualities of self-confidence and self-respect? What has helped you? What has made it difficult?

Appendix B

Fully Alive and Curriculum Connections

Fully Alive offers opportunities to address expectations in other curricular areas. The following chart shows where these correlations can be found in Grade 7.

RELIGIOUS EDUCATION

Celebrating

<p>Theme 3: Topic 5, “Relationships and Respect”</p>	<p>CL1.1 Identify the features that constitute a Christian understanding of marital love (unity, indissolubility, fidelity, and openness to procreation); and the benefits (i.e., effects) of the sacrament (an increase of sanctifying grace – the special help of God for husband and wife to love each other faithfully, to bear with each other’s faults, and to bring up their children properly) and identify ways the Church and society can both strengthen and benefit from Catholic families and their members. [CCC nos. 1643–1666]</p>
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RELIGIOUS EDUCATION

Living a Moral Life

<p>Theme 3: Topic 5, “Relationships and Respect”</p>	<p>ML1.1 Examine a number of scriptural passages on the centrality of love, marriage and sexuality, and the moral life (e.g. 1 Corinthians 13 – Love; Matthew 22:36–40 – The Greatest Commandment; 1 John 1:14 – No Fear in Love) and explain how they form the basis of Church teaching in these areas. [CCC nos. 1604, 1889, 2069]</p>
<p>Theme 1: Topic 5, “To Be a Person” Theme Three Virtue: Modesty Theme 3: Topic 4, “Attraction and Feelings” Theme 3: Topic 5, “Relationships and Respect”</p>	<p>ML1.2 Articulate the Church’s teaching concerning the Sixth and Ninth Commandments – “You shall not commit adultery. You shall not covet you neighbours wife” and apply these to the moral issues facing society today (e.g., chastity, purity of heart, respect for the dignity of the human person, sanctity of marriage and the purpose of human sexuality, pornography, prostitution, incest and child abuse, social living conditions, etc.). [CCC nos. 2196–2257; 2258–2330]</p>

<p>Theme 3: Topic 1, <i>“Understanding Sexuality”</i> Theme 3: Topic 4, <i>“Attraction and Feelings”</i> Theme 5: Topic 1, <i>“We Gather: Celebration and Support”</i> Theme 5: Topic 2, <i>“We Gather: Change and Work”</i></p>	<p>ML1.3 Summarize the moral teachings of the Church with regard to particular life issues (e.g., marriage, sexuality, cloning, abortion, genocide, euthanasia) and the social order (e.g., use of technology, economic injustices, environment). [CCC nos. 2032–2040]</p>
<p>Theme 4: Topic 2, <i>“Decision Makers”</i></p>	<p>ML1.4 Define the term “Magisterium” as applied to Church (consists of the Bishops of the ordinary and universal Church with the Pope as its head; has the soul responsibility for interpretation of God’s Word as revealed in Scripture and Traditions) and define its role in the Moral life of the Church. [CCC nos. 84–100; 1113–1134; 2030–2051]</p>
<p>Theme 4: Topic 2, <i>“Decision Makers”</i></p>	<p>ML2.1 Describe and distinguish between the objective source from which moral judgement in our lives originates; the divine and natural law (the indwelling of God’s law in our conscience); and the personal subjective judgement of our conscience (i.e., moral choice to act in a particular situation).</p>
<p>Theme 3: Topic 5, <i>“Relationships and Respect”</i> Theme 4: Topic 2, <i>“Decision Makers”</i> *also the Virtues focus for each theme</p>	<p>ML2.2 Describe through the use of example, how making moral choices promotes a life of virtue. [CCC nos. 1776–1829]</p>
<p>Theme 4: Topic 2, <i>“Decision Makers”</i></p>	<p>ML2.3 Use examples to describe situations and attitudes which make moral judgements of conscience less clear and certain, thus making our moral decisions very difficult and open to error (e.g., passions, ignorance or disregard for the Moral Law, lack of charity, bad example of others, habit of sin, and rejection of the Church’s authority and teaching). [CCC nos. 1790–1794]</p>
<p>Theme One Virtue: Patience Theme Two Virtue: Kindness Theme Three Virtue: Modesty Theme Four Virtue: Perseverance Theme Five Virtue: Generosity</p>	<p>ML3.3 Distinguish between the human and theological virtues, and provide examples of how they work inter-dependently in the events of everyday life to guide our behaviour toward the performance of good acts in our search for holiness. [CCC nos. 1803–1845]</p>

RELIGIOUS EDUCATION
Living in Communion

<p>Theme 2: Topic 2, <i>“Relationships and Communication”</i></p> <p>Theme 5: Topic 1, <i>“We Gather: Celebration and Support”</i></p> <p>Theme 5: Topic 2, <i>“We Gather: Change and Work”</i></p> <p>Theme 5: Topic 3, <i>“Belonging to the Group”</i></p>	<p>LC1.1 Identify how the Church has promoted the Fourth Commandment (Honour your father and mother) by the witness of solidarity with society, promoting issues of social justice and its social teaching. [CCC nos. 2197–2257]</p>
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RELIGIOUS EDUCATION
Living in Solidarity

<p>Theme 2: Topic 1, <i>“Analyzing Relationships”</i></p> <p>Theme 3: Topic 5, <i>“Relationships and Respect”</i></p> <p>Theme 4: Topic 1, <i>“Developing People”</i></p> <p>Theme 4: Topic 3, <i>“Committed People”</i></p>	<p>LS1.3 Explain what the sacraments of service (Holy Orders and Matrimony) teach us about the social nature of the human person and reflect on how approaching our life as vocation benefits others. [CCC nos. 1533–1600; 1601–1666]</p>
<p>Theme 5: Topic 3, <i>“Belonging to the Group”</i></p>	<p>LS2.1 Link the Ten Commandments and the Beatitudes to how we are called to “friendship” or “social charity” with people of different nationality, race, ethnicity, economic status or ideologies/faith and explain why this involves individual and communal conversion (i.e., grace / Holy Spirit). [CCC nos. 356–384; 1928–1933; 1391–1401]</p>
<p>Theme 4: Topic 2, <i>“Decision Makers”</i></p> <p>Theme 4: Topic 3, <i>“Committed People”</i></p> <p>Theme 5: Topic 1, <i>“We Gather: Celebration and Support”</i></p> <p>Theme 5: Topic 2, <i>“We Gather: Change and Work”</i></p> <p>Theme 5: Topic 3, <i>“Belonging to the Group”</i></p>	<p>LS2.2 Describe the forms of solidarity which can effectively address socio-economic problems (i.e., poor among themselves, between rich and poor, among workers, employers and employees, etc.) and explain through example how these forms of solidarity can promote social change (communal conversion of society) and respect for the common good. [CCC nos. 356–384; 1928–1933; 1391–1401]</p>
<p>Theme 5: Topic 1, <i>“We Gather: Celebration and Support”</i></p> <p>Theme 5: Topic 2, <i>“We Gather: Change and Work”</i></p> <p>Theme 5: Topic 3, <i>“Belonging to the Group”</i></p>	<p>LS2.3 Describe the ways that the “principle of solidarity” is manifested by the distribution of goods (i.e., food, clean water, shelter, and basic necessities) and the remuneration for work (i.e., just wage, working conditions, etc.) in the local and global communities. [CCC nos. 356–384; 1928–1933; 1391–1401]</p>

RELIGIOUS EDUCATION

Praying

<p>Theme 2: Topic 4, <i>“Family Challenges”</i> Theme 3: Topic 3, <i>“Stewards of the Body”</i></p>	<p>PR2.2 Identify the various forms of prayer (i.e., blessing, petition, intercession, thanksgiving, and praise) found in the Psalms, prayers and some of the “specific hours” of the Liturgy of the Hours. [CCC nos. 1174–1178; 2623–2649]</p>
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THE ARTS

Drama

<p>Theme 2: Topic 1, <i>“Analyzing Relationships”</i> Theme 2: Topic 2, <i>“Relationships and Communication”</i> Theme 2: Topic 6, <i>“Friendship Challenges”</i> Theme 3: Topic 5, <i>“Relationships and Respect”</i></p>	<p>B1.1 engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities (<i>e.g., identify significant perspectives related to an issue such as peer pressure, treaty rights, or cultural identity, and assume roles to express the different perspectives; use prepared improvisation to communicate insights about life events and relationships; use thought tracking and symbolic artefacts to present a persona associated with a past historical event</i>)</p>
<p>Theme 2: Topic 1, <i>“Analyzing Relationships”</i> Theme 2: Topic 2, <i>“Relationships and Communication”</i> Theme 2: Topic 6, <i>“Friendship Challenges”</i> Theme 3: Topic 5, <i>“Relationships and Respect”</i></p>	<p>B1.3 plan and shape the direction of the drama by working with others, both in and out of role, to generate ideas and explore multiple perspectives (<i>e.g., In role: use thought tracking or writing in role to explore the feelings and motivations of a character; introduce a new perspective during role play to foster a sense of empathy with the character; Out of role: use a place mat activity to select ideas that group members agree upon; use invented notation to explain the movement of the character</i>)</p>
<p>Theme 2: Topic 1, <i>“Analyzing Relationships”</i> Theme 2: Topic 2, <i>“Relationships and Communication”</i> Theme 2: Topic 6, <i>“Friendship Challenges”</i> Theme 3: Topic 5, <i>“Relationships and Respect”</i></p>	<p>B2.1 construct personal interpretations of drama works, connecting drama issues and themes to their own and others’ ideas, feelings, and experiences (<i>e.g., use a series of tableaux or freeze-frame images of key moments in a drama to show which moments had the greatest impact on them; write in role about an environmental issue, first from the point of view of an audience member and then from the point of view of an animal whose habitat is threatened</i>)</p>

THE ARTS

Music

Theme 5: Topic 3, “Belonging to the Group”	C3.1 analyse the influences of music and the media on the development of personal and cultural identity (<i>e.g., describe how their personal musical preferences have been formed from listening to music readily available in the media; explain how cultural identity, including a sense of Aboriginal pride for Aboriginal students, can be reinforced by listening to music of their own culture</i>)
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GEOGRAPHY

Physical Patterns in a Changing World

Theme 4: Topic 2, “Decision Makers” Theme 5: Topic 2, “We Gather: Change and Work”	A1.1 describe various ways in which people have responded to challenges and opportunities presented by the physical environment (<i>e.g., building dams, levees, or dikes to contain water and/or reclaim land; building terraces or irrigation systems to permit farming on inhospitable land; designing buildings suited to local climatic conditions or natural events such as earthquakes; specialized economic development such as resource towns in areas rich with ore, or tourism in areas of natural beauty or with a desirable climate</i>), and analyse short- and long-term effects of some of these responses (<i>e.g., water pollution from industry and agriculture; loss of animal habitat and wilderness areas as human settlement expands; deforestation and its consequences; the development of provincial or national parks to protect wilderness areas</i>)
Theme 4: Topic 2, “Decision Makers” Theme 5: Topic 2, “We Gather: Change and Work”	A1.4 assess ways in which different peoples living in similar physical environments have responded to challenges and opportunities presented by these environments, and assess the sustainability of these responses (<i>e.g., land reclamation and flood control in low-lying areas such as the Netherlands, the Mississippi delta, the Mekong River; nomadic lifestyles of peoples in the Gobi or Sahara Desert versus extensive irrigation to create cities such as Las Vegas in the Mojave Desert; the development of ecotourism in the Costa Rican rainforest versus the clear-cutting of rainforests in the Amazon or Madagascar</i>)

GEOGRAPHY

Natural Resources Around the World: Use and Sustainability

<p>Theme 4: Topic 2, “Decision Makers” Theme 4: Topic 3, “Committed People” Theme 5: Topic 1, “We Gather: Celebration and Support” Theme 5: Topic 2, “We Gather: Change and Work”</p>	<p>B1.3 assess the efforts of some groups, agencies, and/or organizations (e.g., the United Nations Environment Programme; non-governmental organizations [NGOs] such as Friends of the Earth International, Rainforest Alliance, or the Nature Conservancy; indigenous groups; different national governments) in helping to preserve natural resources</p>
<p>Theme 4: Topic 2, “Decision Makers” Theme 4: Topic 3, “Committed People” Theme 5: Topic 1, “We Gather: Celebration and Support” Theme 5: Topic 2, “We Gather: Change and Work”</p>	<p>B1.4 create a personal plan of action outlining how they can contribute to more sustainable natural resource extraction/harvesting and/or use (e.g., a plan to use FSC-certified wood or reclaimed lumber in a construction project, to reduce energy use in their home or school, to publicize more sustainable approaches to extraction/harvesting, or to reduce personal consumption of consumer goods)</p>
<p>Theme 4: Topic 2, “Decision Makers” Theme 5: Topic 2, “We Gather: Change and Work”</p>	<p>B2.5 evaluate evidence and draw conclusions about issues related to the impact of natural resource extraction/harvesting and/or use around the world</p>
<p>Theme 4: Topic 2, “Decision Makers” Theme 5: Topic 2, “We Gather: Change and Work”</p>	<p>B3.3 identify significant short- and long-term effects of natural resource extraction/harvesting and use on people and the environment (e.g., deforestation, desertification, smog, acid rain, climate change, soil contamination, habitat destruction, flooding)</p>
<p>Theme 4: Topic 2, “Decision Makers” Theme 5: Topic 1, “We Gather: Celebration and Support” Theme 5: Topic 2, “We Gather: Change and Work” Theme 5: Topic 3, “Belonging to the Group”</p>	<p>B3.4 describe the perspectives of different groups (e.g., a traditional indigenous community, an environmental organization, a multinational mining or forestry company, the residents of a resource town) regarding the use of the natural environment to meet human needs</p>
<p>Theme 4: Topic 2, “Decision Makers” Theme 5: Topic 1, “We Gather: Celebration and Support” Theme 5: Topic 2, “We Gather: Change and Work” Theme 5: Topic 3, “Belonging to the Group”</p>	<p>B3.5 describe some responses to social and/or environmental challenges arising from the use of natural resources (e.g., the increased use of wind, solar, or tidal energy; reduced consumption; promotion of energy-saving strategies such as the use of energy-efficient appliances; promotion of fair trade; marketing of “ethical” products such as “ethical oil” or “ethical diamonds”; boycotting less sustainable products or companies using unsustainable practices)</p>

HEALTH AND PHYSICAL EDUCATION

Living Skills

The Living Skills expectations identify learning that helps students develop a positive sense of self, develop and maintain healthy relationships, and use critical and creative thinking processes as they set goals, make decisions, and solve problems. Living Skills must be explicitly taught and evaluated in the context of learning in all strands of the curriculum, in order to make the learning personally relevant for students. In *Fully Alive*, these skills are central in many, if not most, of the topics. For this reason, a complete correlation between the Living Skills of the Ontario Health and Physical Education Curriculum (2015) and *Fully Alive* is not included in this chart. It would simply be too long. Below, you can see the key concepts associated with the Living Skills, according to the three areas of learning:

Personal Skills [PS]

- Self-awareness and self-monitoring skills
- Adaptive, management, and coping skills

Interpersonal Skills [IS]

- Communication skills
- Relationship and social skills

Critical and Creative Thinking [CT]

- Planning
- Processing
- Drawing conclusions/presenting results
- Reflecting/evaluating

The *Fully Alive* program similarly helps students develop an understanding of the self, the way they are called to live in relationship, and the skills required to respond to life's challenges. Teachers may use the *Fully Alive* program to explicitly teach the Living Skills in order that they might be evaluated in conjunction with learning across all strands of the Health and Physical Education Curriculum. The specific knowledge and skills of *Fully Alive* can meet the expectations from the Living Skills of the Health and Physical Education Curriculum while at the same time allowing for an understanding of the Living Skills grounded in the Christian vision of what it means to lead a fully human life.

For further information regarding the way in which Family Life Education correlates with Health and Physical Education, see *Ontario Catholic Elementary Curriculum Policy Document, Grades 1–8: Family Life Education (2012)*, pp. 33 – 34.

HEALTH AND PHYSICAL EDUCATION

Healthy Living

NOTE: ALL expectations of the Human Development and Sexual Health topic of the Healthy Living strand are met through the *Fully Alive* program. Supplemental materials have been developed to ensure all expectations pertaining to this topic are addressed. Supplemental materials include reference to the coded specific expectations of the Human Development and Sexual Health topic. As such, the specific expectations for this topic have been coded in the chart below. Opportunities to address expectations in the remaining topics of the Healthy Living strand have also been noted below.

<p>*Theme 1: Topic 4, “Heredity and Environment”</p>	<p>Personal Safety and Injury Prevention C1.1 describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies (<i>e.g., benefits: saving time; increased access to information; improved communication, including global access; dangers: misuse of private information; identity theft; cyberstalking; hearing damage and/or traffic injuries from earphone use; financial losses from online gambling; potential for addiction</i>), and identify protective responses</p>
<p>*Theme 1: Topic 4, “Heredity and Environment” Theme 2: Topic 5, “Looking at Friendship” Theme 2: Topic 6, “Friendship Challenges”</p>	<p>C2.2 assess the impact of different types of bullying or harassment, including the harassment and coercion that can occur with behaviours such as sexting, on themselves and others, and identify ways of preventing or resolving such incidents (<i>e.g., communicating feelings; reporting incidents involving themselves or others; encouraging others to understand the social responsibility to report incidents and support others rather than maintaining a code of silence or viewing reporting as “ratting”; seeking help from support services; learning skills for emotional regulation; using strategies for defusing tense or potentially violent situations</i>) [IS, CT]</p>
<p>*Theme 3: Topic 3, “Stewards of the Body”</p>	<p>Substance Use, Addictions, and Related Behaviours C2.3 explain how preoccupation with body image or athletic performance can contribute to substance abuse (<i>e.g., misuse of supplements, vitamins, diuretics, diet pills, laxatives, steroids, or performance-enhancing drugs</i>), and demonstrate the ability to make informed choices about caring for their bodies [PS, CT]</p>

<p>*Theme 3: Topic 3, “Stewards of the Body”</p>	<p>C3.2 analyse the personal and societal implications of issues related to substance use and addictive behaviours (<i>e.g., effect of technology dependence on school and workplace performance, personal relationships, and physical health; risks associated with chewing tobacco; effects of second-hand smoke on non-smokers and children; legal and health implications of underage drinking; body damage and reputation loss among athletes as a result of the use of steroids and other performance-enhancing drugs; risk of HIV/AIDS with intravenous drug use; risk of fetal alcohol spectrum disorder [FASD] as a result of alcohol abuse during pregnancy</i>) [CT]</p>
<p>Theme 1 Virtue: Patience Theme 3 Virtue: Modesty Theme 1: Topic 5, “To Be a Person” *Theme 2: Topic 1, “Analyzing Relationships” Theme 2: Topic 2, “Relationships and Communication” Theme 3: Topic 1, “Understanding Sexuality” *Theme 3: Topic 3, “Stewards of the Body” *Theme 3: Topic 4, “Attraction and Feelings” *Theme 3: Topic 5, “Relationships and Respect”</p>	<p>Human Development and Sexual Health</p> <p>C1.3 explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (<i>e.g., choosing to abstain from any genital contact; choosing to abstain from having vaginal or anal intercourse; choosing to abstain from having oral-genital contact</i>); the reasons for not engaging in sexual activity; the concept 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 the relationship</p>
<p>*Theme 3: Topic 3, “Stewards of the Body”</p>	<p>C1.4 identify common sexually transmitted infections (STIs), and describe their symptoms</p>
<p>*Theme 3: Topic 3, “Stewards of the Body”</p>	<p>C1.5 identify ways of preventing STIs, including HIV, and/or unintended pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms consistently if and when a person becomes sexually active</p>
<p>Theme 1: Topic 3, “Emotions” *Theme 2: Topic 1, “Analyzing Relationships” *Theme 3: Topic 5, “Relationships and Respect” Theme 4: Topic 2, “Decision Makers”</p>	<p>C2.4 demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health (<i>e.g., sexually transmitted infections [STIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social labelling, gender identity, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings</i>) [PS]</p>

<p>Theme 2: Topic 6, “Friendship Challenges” *Theme 3: Topic 2, “The Human Body” *Theme 3: Topic 4, “Attraction and Feelings” Theme 4: Topic 1, “Developing People”</p>	<p>C3.3 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, interest in intimate relationships and effect on peer relationships, risk of STIs and/or pregnancy with sexual contact) [IS, CT]</p>
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* Curriculum connections are *strengthened and/or introduced* by the addition of supplemental curriculum supports developed for the 2015 Health and Physical Education Curriculum Policy Document.

LANGUAGE

The basic language skills involved in oral communication, reading, and writing are essential for most learning. In *Fully Alive*, these skills are central in many, if not most, of the topics. For this reason, a complete correlation between the Ontario Language Curriculum and *Fully Alive* is not included in this chart. It would simply be too long. Below you can see a few examples of the expectations from these three areas that are most frequently addressed in *Fully Alive*:

The expectations in Oral Communication include:

- demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups
- extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

The expectations for Reading include:

- demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea
- extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
- read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

The expectations for Writing include:

- gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources
- write complex texts of different lengths using a wide range of forms
- use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns (*e.g., who, whose, which, that*); prepositions, including prepositional phrases; adjectives; conjunctions; adverbs; present, past, and future verb tenses; present and past participles (*e.g., I am reading, I have read*)

These expectations, and many others, are found in many, if not most, of the topics in *Fully Alive*. There are, however, some very specific expectations that are touched in some topics in *Fully Alive*. Some of these correlations follow.

Media Literacy

<p>Theme 3: Topic 3, “Stewards of the Body”</p>	<p>1.1 explain how various media texts address their intended purpose and audience (<i>e.g., this sports team uniform uses school colours and an image of the school’s mascot to give the team a “brand” or “identity” to encourage fan loyalty; this music group’s web page uses electronic graphics and intense colours to reflect the group’s style and to encourage fans to buy its new CD</i>)</p>
<p>Theme 3: Topic 3, “Stewards of the Body”</p>	<p>1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations (<i>e.g., identify the editorial positions of two different newspapers by comparing the selection of stories and the composition of elements [photos, images, text] on their front pages; identify the themes in a contemporary action movie or comedy and explain how these themes contribute to the popularity of the film; explain how standards of beauty are established in advertising</i>)</p>
<p>Theme 2: Topic 5, “Looking at Friendship” Theme 3: Topic 3, “Stewards of the Body”</p>	<p>1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts (<i>e.g., explain why the editorial/photo essay in this e-zine did or did not convince you of its position; debate whether violence in televised professional sporting events adds to or detracts from their appeal</i>)</p>

<p>Theme 3: Topic 3, “Stewards of the Body”</p>	<p>1.4 explain why different audiences (<i>e.g., with respect to gender, age, nationality, ability/disability income level</i>) might have different responses to a variety of media texts (<i>e.g., messages in chat rooms, television broadcasts of international news stories, music, documentaries, clothing</i>)</p>
<p>Theme 3: Topic 3, “Stewards of the Body”</p>	<p>1.5 demonstrate understanding that different media texts reflect different points of view (<i>e.g., compare pictures of the same character and/or event in media texts aimed at different audiences and identify the different perspectives represented</i>)</p>
<p>Theme 2: Topic 5, “Looking at Friendship” Theme 3: Topic 3, “Stewards of the Body”</p>	<p>1.6 identify who produces different media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (<i>e.g., films may be classified as “artistic”, “commercial”, “documentary”, and so on, reflecting the different perspectives and approaches they take; one magazine contains a majority of pieces offering a political perspective, whereas another features various pieces written from different perspectives</i>)</p>
<p>Theme 3: Topic 3, “Stewards of the Body”</p>	<p>2.2 identify the conventions and techniques used in a variety of media forms and explain how they help convey meaning and influence or engage the audience (<i>e.g., fashion magazine conventions: fashion and cosmetics advertisements are more prominent than editorial content; fashion magazine techniques: “themed” presentation of clothing in photo spreads, dramatic modeling poses to display novel features of the clothing</i>)</p>
<p>Theme 2: Topic 1, “Analyzing Relationships” Theme 2: Topic 2, “Relationships and Communication” Theme 2: Topic 3, “Looking at Families” Theme 2: Topic 4, “Family Challenges” Theme 2: Topic 5, “Looking at Friendship” Theme 3: Topic 3, “Stewards of the Body”</p>	<p>3.1 explain why they have chosen the topic for a media text that they plan to create (<i>e.g., a class newspaper or pamphlet to inform parents about the achievements and activities of students in the class</i>), and identify challenges they may face in engaging and/or influencing their audience</p>
<p>Theme 2: Topic 1, “Analyzing Relationships” Theme 2: Topic 2, “Relationships and Communication” Theme 2: Topic 3, “Looking at Families” Theme 2: Topic 4, “Family Challenges” Theme 2: Topic 5, “Looking at Friendship” Theme 3: Topic 3, “Stewards of the Body”</p>	<p>3.2 identify an appropriate form to suit the specific purpose and audience for a media text they plan to create (<i>e.g., a website or multimedia presentation about a unit of study to present research findings to the class</i>), and explain why it is an appropriate choice</p>

<p>Theme 2: Topic 1, <i>“Analyzing Relationships”</i></p> <p>Theme 2: Topic 2, <i>“Relationships and Communication”</i></p> <p>Theme 2: Topic 3, <i>“Looking at Families”</i></p> <p>Theme 2: Topic 4, <i>“Family Challenges”</i></p> <p>Theme 2: Topic 5, <i>“Looking at Friendship”</i></p> <p>Theme 3: Topic 3, <i>“Stewards of the Body”</i></p>	<p>3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create, and explain how they will use the conventions and techniques to help communicate their message (e.g., <i>movie poster conventions:</i> title, images of the actors “in role”, positive quotations from reviewers; <i>movie poster techniques:</i> distinctive lettering, arresting or unusual layout or treatment of images)</p>
<p>Theme 2: Topic 1, <i>“Analyzing Relationships”</i></p> <p>Theme 2: Topic 2, <i>“Relationships and Communication”</i></p> <p>Theme 2: Topic 3, <i>“Looking at Families”</i></p> <p>Theme 2: Topic 4, <i>“Family Challenges”</i></p> <p>Theme 2: Topic 5, <i>“Looking at Friendship”</i></p> <p>Theme 3: Topic 3, <i>“Stewards of the Body”</i></p>	<p>3.4 produce a variety of media texts of some technical complexity or specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g., <i>a class newspaper for parents; a class magazine for students in a lower grade; a multimedia report on a unit of study for geography; a website about the school for new students; a movie poster; an advertisement for a new product; a theatre review with commentary on the use of conventions and techniques for a class/school newspaper; a scene for a film based on a prose narrative; two media texts on the same subject using different media forms</i>)</p>
<p>Theme 2: Topic 1, <i>“Analyzing Relationships”</i></p> <p>Theme 2: Topic 2, <i>“Relationships and Communication”</i></p> <p>Theme 2: Topic 3, <i>“Looking at Families”</i></p> <p>Theme 2: Topic 4, <i>“Family Challenges”</i></p> <p>Theme 2: Topic 5, <i>“Looking at Friendship”</i></p> <p>Theme 3: Topic 3, <i>“Stewards of the Body”</i></p>	<p>4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/producers</p>
<p>Theme 2: Topic 1, <i>“Analyzing Relationships”</i></p> <p>Theme 2: Topic 2, <i>“Relationships and Communication”</i></p> <p>Theme 2: Topic 3, <i>“Looking at Families”</i></p> <p>Theme 2: Topic 4, <i>“Family Challenges”</i></p> <p>Theme 2: Topic 5, <i>“Looking at Friendship”</i></p> <p>Theme 3: Topic 3, <i>“Stewards of the Body”</i></p>	<p>4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts</p>

MATHEMATICS

Data Management and Probability

<p>Theme 1: Topic 4, <i>“Heredity and Environment”</i></p>	<ul style="list-style-type: none"> collect data by conducting a survey or an experiment to do with themselves, their environment, issues in their school or community, or content from another subject and record observations or measurements
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Theme 1: Topic 4, “Heredity and Environment”	<ul style="list-style-type: none"> collect and organize categorical, discrete, or continuous primary data and secondary data (e.g., electronic data from websites such as E-Stat or Census At Schools) and display the data in charts, tables, and graphs (including relative frequency tables and circle graphs) that have appropriate titles, labels (e.g., appropriate units marked on the axes), and scales (e.g., with appropriate increments) that suit the range and distribution of the data, using a variety of tools (e.g., graph paper, spreadsheets, dynamic statistical software)
Theme 1: Topic 4, “Heredity and Environment”	<ul style="list-style-type: none"> select an appropriate type of graph to represent a set of data, graph the data using technology, and justify the choice of graph (i.e., from types of graphs already studied)
Theme 1: Topic 4, “Heredity and Environment”	<ul style="list-style-type: none"> read, interpret, and draw conclusions from primary data (e.g., survey results, measurements, observations) and from secondary data (e.g., temperature data or community data in the newspaper, data from the Internet about populations) presented in charts, tables, and graphs (including relative frequency tables and circle graphs)

SCIENCE AND TECHNOLOGY

Understanding Life Systems

Theme 4: Topic 2, “Decision Makers” Theme 5: Topic 2, “We Gather: Change and Work”	1.1 assess the impact of selected technologies on the environment
Theme 4: Topic 2, “Decision Makers” Theme 5: Topic 2, “We Gather: Change and Work”	1.2 analyse the costs and benefits of selected strategies for protecting the environment
Theme 4: Topic 2, “Decision Makers” Theme 5: Topic 2, “We Gather: Change and Work”	3.8 describe ways in which human activities and technologies alter balances and interactions in the environment (e.g., <i>clear-cutting a forest, overusing motorized water vehicles, managing wolf-killings in Yukon</i>)

SCIENCE AND TECHNOLOGY

Understanding Structures and Mechanisms

Theme 4: Topic 2, “Decision Makers” Theme 5: Topic 2, “We Gather: Change and Work”	1.1 evaluate the importance for individuals, society, the economy, and the environment of factors that should be considered in designing and building structures and devices to meet specific needs (<i>e.g., function; efficiency; ease of use; user preferences; aesthetics; cost; intended lifespan; effect on the environment; safety, health, legal requirements</i>)
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SCIENCE AND TECHNOLOGY

Understanding Matter and Energy

Theme 4: Topic 2, “Decision Makers” Theme 5: Topic 2, “We Gather: Change and Work”	1.1 assess positive and negative environmental impacts related to the disposal of pure substances (<i>e.g., uranium</i>) and mixtures (<i>e.g., paint, sewage</i>)
Theme 4: Topic 2, “Decision Makers” Theme 5: Topic 2, “We Gather: Change and Work”	1.2 assess the impact on society and the environment of different industrial methods of separating mixtures and solutions

SCIENCE AND TECHNOLOGY

Understanding Earth and Space Systems

Theme 4: Topic 2, “Decision Makers” Theme 5: Topic 2, “We Gather: Change and Work”	1.1 assess the social and environmental benefits of technologies that reduce heat loss or transfer (<i>e.g., insulated clothing, building insulation, green roofs, energy-efficient buildings</i>)
Theme 4: Topic 2, “Decision Makers” Theme 5: Topic 2, “We Gather: Change and Work”	1.2 assess the environmental and economic impacts of using conventional (<i>e.g., fossil fuel, nuclear</i>) and alternative forms of energy (<i>e.g., geothermal, solar, wind, wave, biofuel</i>)

Appendix F

New Changes to Reflect the Health and Physical Education Curriculum, 2015

Location of Insert in TG	Pages with New Content	Sample Text of the New Content
Table of Contents	6	<ul style="list-style-type: none"> • p. 6: F New Changes to Reflect . . .
Theme 1, Topic 4	70a, 70b	<ul style="list-style-type: none"> • p. 70a: <i>Benefits and Dangers of Technology</i> • p. 70b: Health and Physical Education expectations . . .
Theme 2, Topic 1	88a, 88b	<ul style="list-style-type: none"> • p. 88a: Intimacy and Consent in Healthy Relationships • p. 88b: to make ourselves feel better . . .
Theme 3, Topic 2	154	<ul style="list-style-type: none"> • p. 154: new margin feature: What are some other changes . . .
Theme 3, Topic 3	166	<ul style="list-style-type: none"> • p. 166: two new margin features: Please see page 166a . . .
Theme 3, Topic 3	166a	<ul style="list-style-type: none"> • p. 166a: Background Information The following information . . .
Theme 3, Topic 4	176	<ul style="list-style-type: none"> • p. 176: new margin feature: Note to the Teacher
Theme 3, Topic 5	182a	<ul style="list-style-type: none"> • p. 182a: Introduce the topic . . .
Theme 3, Topic 5	183, 184, 185	<ul style="list-style-type: none"> • p. 183: new margin feature: People can feel pressured • p. 184: new margin feature: Serious consequences of intimate . . . • p. 185: Background Information: The Science of Sex
Appendix B	261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 270a, 270b, 270c, 270d, 270e, 270f	<ul style="list-style-type: none"> • pp. 261–270f: Appendix B
Appendix F	325, 326	<ul style="list-style-type: none"> • pp. 325–326: new Appendix F