



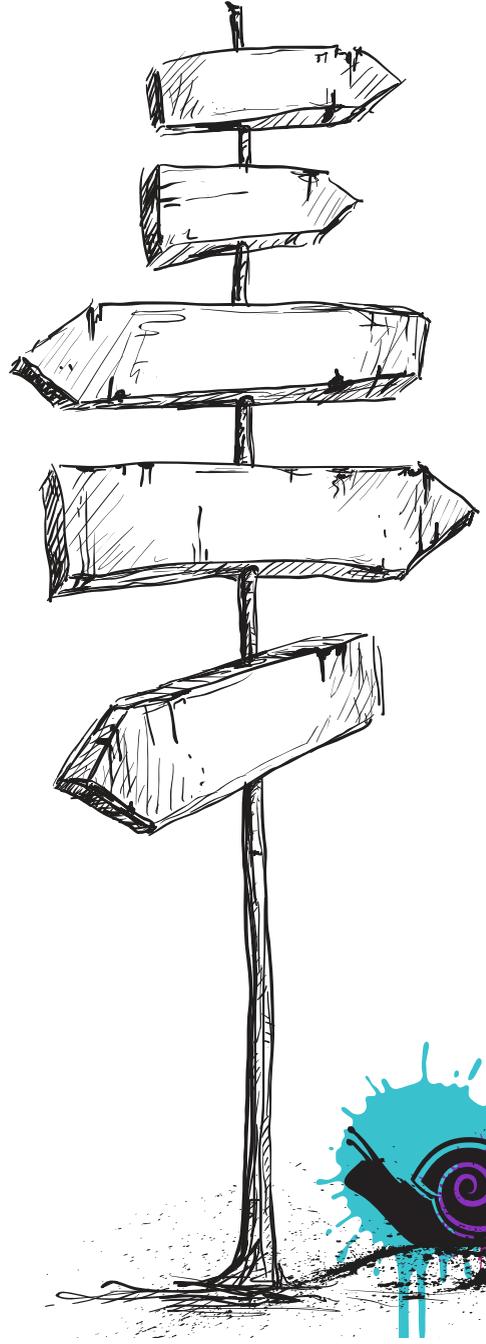
SHARE

Sexual Health and
Relationship Education

Grade

7

Activity Book

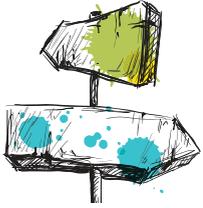




GRADE
7

Lesson 1
GETTING STARTED WITH SHARE

What counts?



1. Identify SHARE ground rules.
2. Demonstrate appropriate language use.
3. Demonstrate how to calm strong feelings.
4. Identify a trusted person to talk to about my feelings.

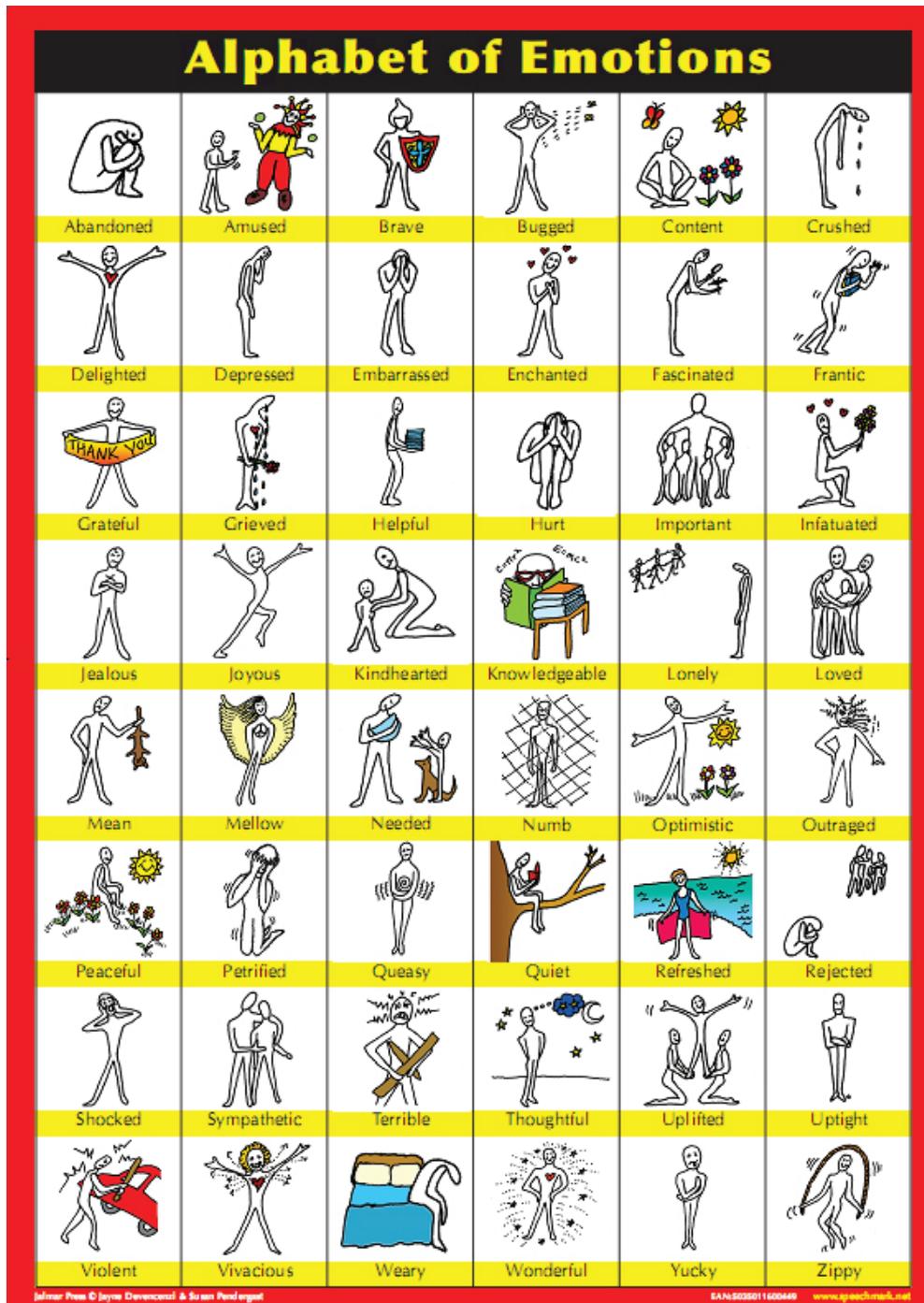
Activity 1: Ground Rules and Language Use

Ground rules help everyone to feel safe in class, ask questions and express their opinions without fear of being ridiculed or laughed at.

Write down the ground rules your class has created.

Activity 2: Ways to Cope with Stress

Emotions can sometimes get the better of us. It helps to be able to think about and describe your emotions to yourself and to others. Use the Alphabet of Emotions to find words for your feelings throughout this unit.

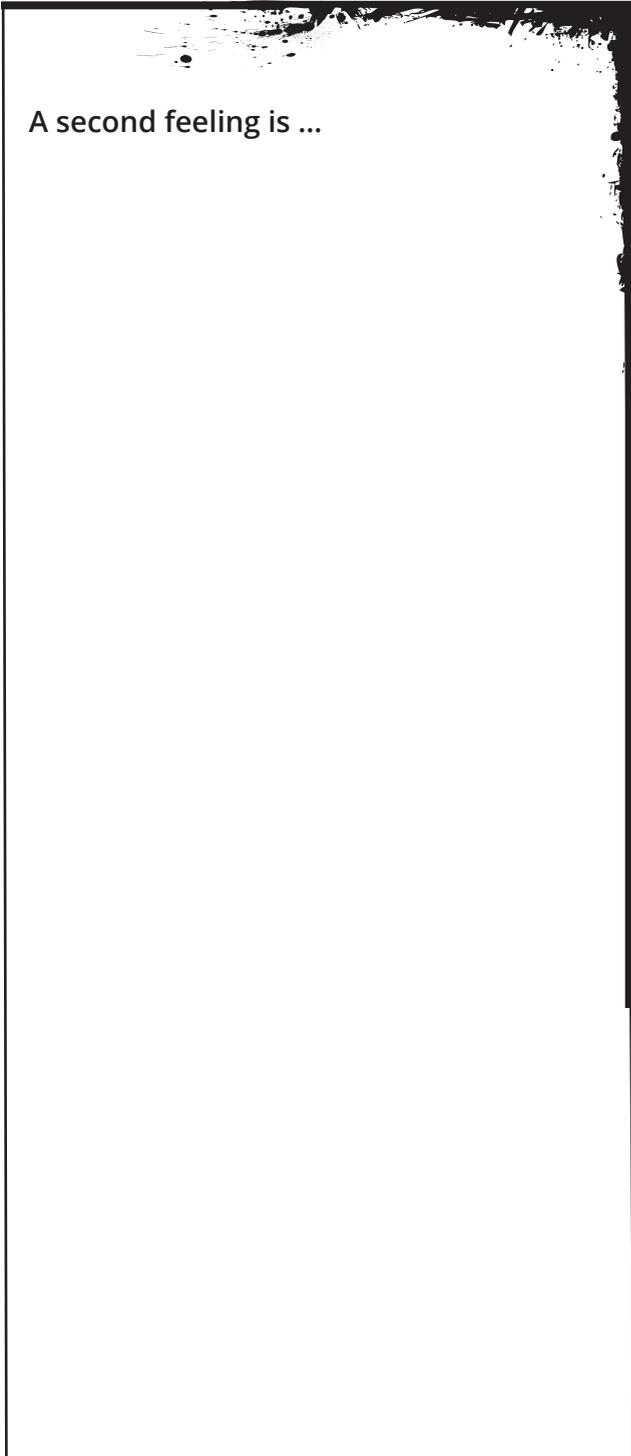


Write down **two feelings** that someone may have during SHARE. You can draw a picture of these feelings instead of writing them if you have time.

One feeling is ...



A second feeling is ...



Feelings Thermometer

Write the number that best describes how you are feeling right now.



10 - STRESSED / TENSE

5

0 - RELAXED / CALM

Write what makes you go up on the Feelings Thermometer here:

Choose two examples of stress reduction skills, from the class list, that help manage strong feelings, especially negative or embarrassing feelings.

1. _____

2. _____

MindUP/Belly Breathing

Write one reason why people may want or need to take deep breaths:

Practice Belly Breathing

Inhale Fully

1. Place one hand on your chest and the other on your belly.
2. Close your mouth and breathe in slowly through your nose.
3. Feel your belly expand first and your chest expand second, like a big balloon.



Exhale Fully

4. Open your mouth or keep it closed, and slowly breathe all of the air out of your lungs.
5. Feel your belly empty and your chest soften, like deflating a balloon.

Try belly breathing at least three times – breathing in and out.

What is your number on the Feelings Thermometer now? _____

Do you feel more relaxed now? Yes or No

Look back at the emotions / feelings chart to help describe how you feel.

Doing this breathing made me feel:



YOU CAN USE BELLY BREATHING ANY TIME YOU FEEL ANXIOUS

Activity 3: Who Are Your Trusted Adults?

Your teacher and other adults are there to help you cope with strong feelings.

Three adults I can go to for help with coping with my feelings are:

1. Name: _____

Relationship: _____

2. Name: _____

Relationship: _____

3. Name: _____

Relationship: _____

If something happens to you, and/or
you want to hurt yourself or someone else, please reach out.

Children and Family Services: (867) 667-3002

Kids help line: 1-800-668-6868 Website: kidshelpphone.ca

RCMP: (867) 667-5555 in Whitehorse. Outside of Whitehorse, dial your community prefix, plus "-5555". For example, in Dawson, you would dial 993-5555.

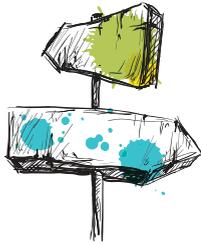
Yukon Sexual Health Info Line: 1-800-SEX-SENSE (1-800-739-7367)

811- Yukon Nurses Line

Self-Assessment:

Step 1: Did you learn "What Counts" for this lesson?

Circle the word that best describes what you have learned.

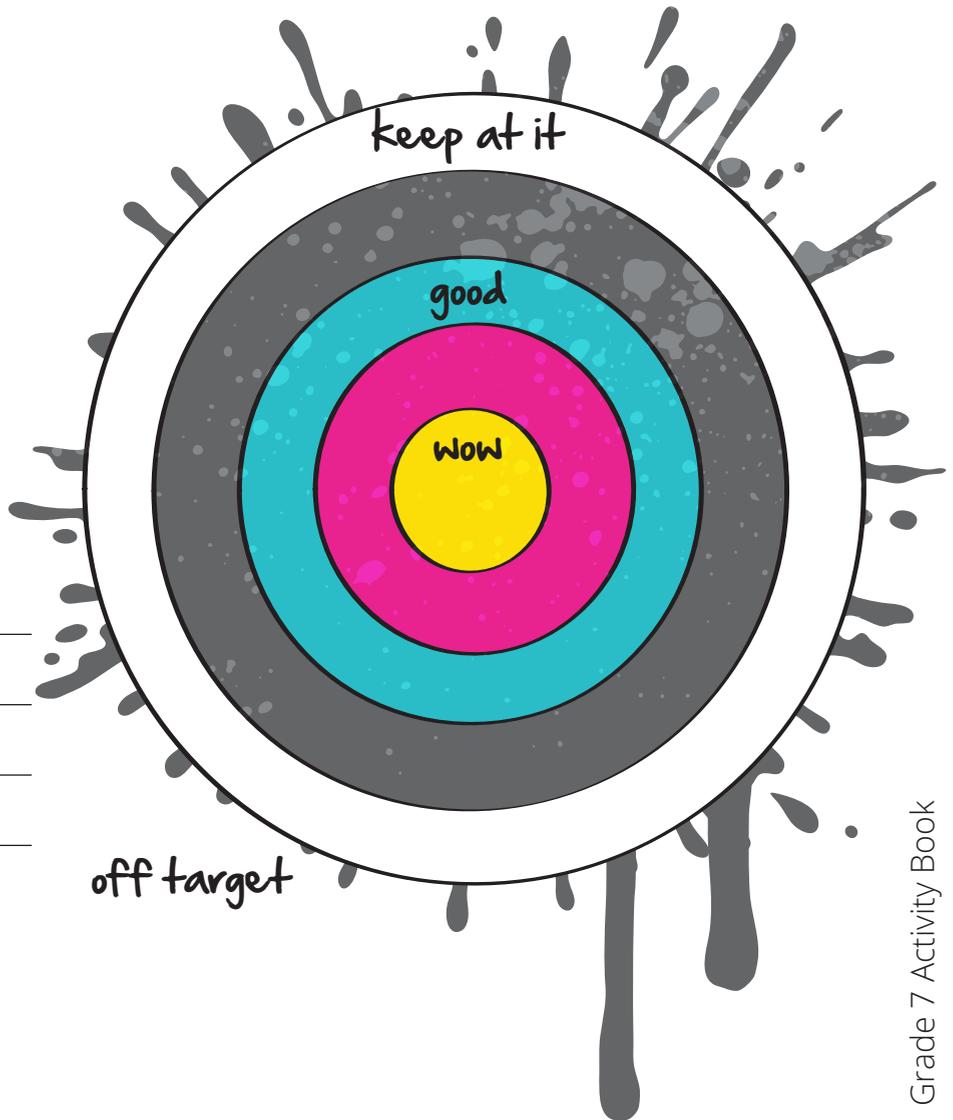


1. I can...identify the ground rules for SHARE.
YES NO KIND OF
2. I can...demonstrate appropriate language use.
YES NO KIND OF
3. I can...demonstrate how to calm strong feelings.
YES NO KIND OF
4. I can...identify at least one trusted person to talk to about my feelings.
YES NO KIND OF

Step 2: Are you on target?
Put an arrow into the target ring that best describes where you are at in your overall understanding of this lesson.

Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.

Describe the purpose of the Question Box.

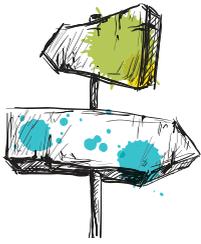




Lesson 2

KNOWING YOUR OWN VALUES

What counts?



1. Demonstrate an understanding of values.
2. Recognize my own values and my reasons for having them.
3. Appreciate that people have different values for different reasons.

Activity 1: Values

What are some things that have value in your life?

Value can have several meanings:

- Monetary worth of an object or item. Everyone understands a similar value because it's on the price tag or written on the bill.
- A personal assessment of how important certain beliefs, principles, ideas, morals, etc., are to someone. Values can be seen as the things that "just feel right" and guide behaviours. How important these things are to you shapes your values which, in turn, shapes your behaviour.
- Moral values are the concepts and principles a person uses to judge their decisions, a situation, or a dilemma.

Make a mind map of things that have value to you. Include things you can't see or hold, like social status, academic success, talent, friendship, love, honesty, etc.

Value Mind Map



Activity 2: Values Voting

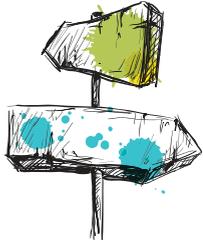
Read through the following values chart with your class. Vote/choose whether you AGREE, are UNSURE, or DISAGREE with each statement.

| Value Statements | Agree | Unsure | Disagree |
|---|-------|--------|----------|
| 1. Seventh and eighth grades should be allowed to have parties at home without adult supervision. | | | |
| 2. Most 13-year-olds are too young to "go out" with someone alone (no group and no adults). | | | |
| 3. Someone who comes to school wearing sexy clothing is asking to be harassed. | | | |
| 4. It's OK to make comments about people's body parts, unless they say they don't like it. | | | |
| 5. Gay, lesbian and bisexual teenagers should be allowed to take their same-sex partners to school dances and other social functions. | | | |
| 6. It's OK for two people of different ethnicities to date. | | | |
| 7. When a girl is out with a guy, it's really up to her to make sure that things don't go too far sexually. | | | |
| 8. Guys should only use condoms when they're having sex with someone who has had many sexual partners. | | | |
| 9. It's irresponsible for a teenager to have sex without using protection against pregnancy and STIs. | | | |
| 10. Talking someone into having sex before they are ready is taking unfair advantage of them. | | | |
| 11. Having sex with someone who you don't really care about is wrong. | | | |
| 12. A girl who carries condoms in her purse is probably "easy." | | | |
| 13. Choosing not to have sex is the best choice for teenagers. | | | |
| 14. If a guy and girl have sex and she gets pregnant, they should get married. | | | |
| 15. Teenagers are too young to be good parents. | | | |
| 16. There should be more restrictions on sexual images and language on the Internet. | | | |
| 17. Teen fathers should be forced to pay child support. | | | |

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?

Circle the word that best describes what you have learned.



1. I know...what values are.

YES NO KIND OF

2. I know...some of my own values and why I have them.

YES NO KIND OF

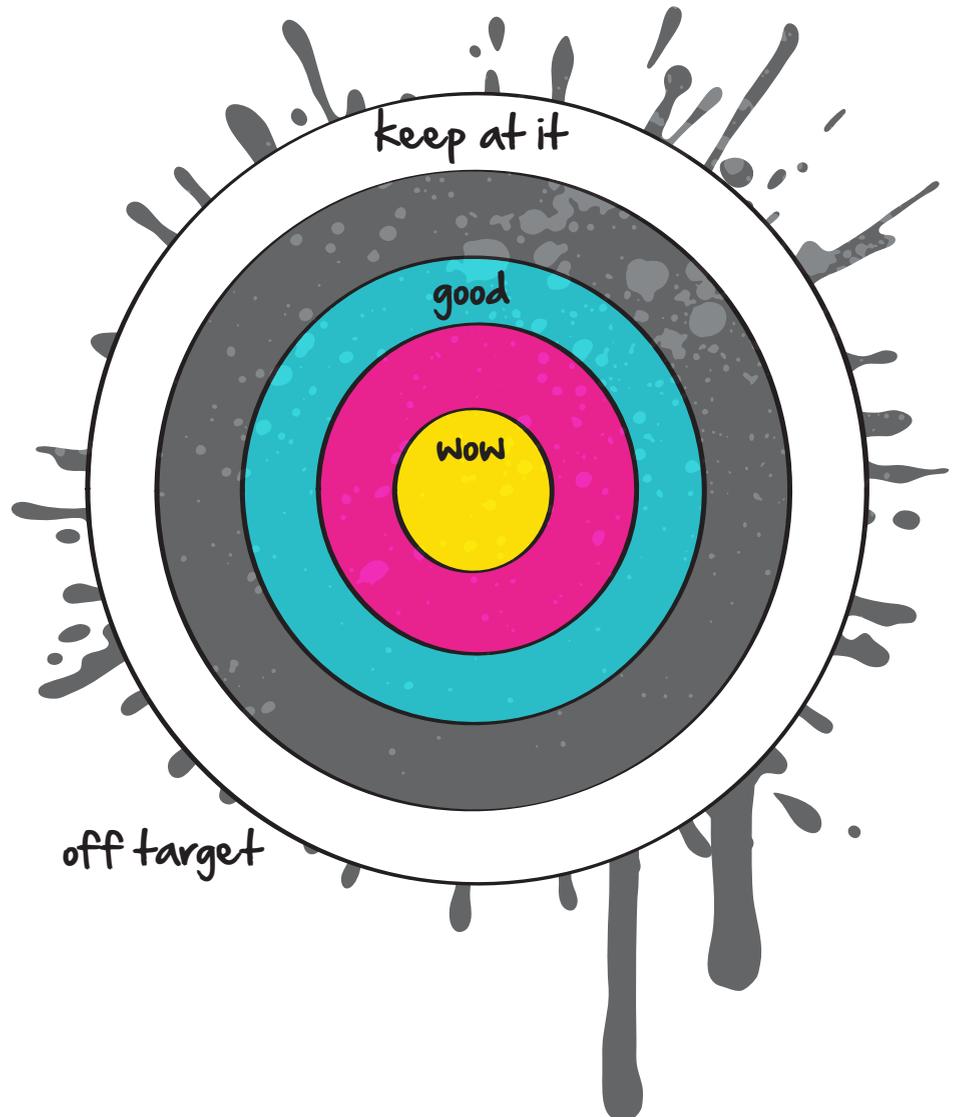
3. I can...appreciate that others have different values for different reasons.

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are at in your overall understanding of this lesson.

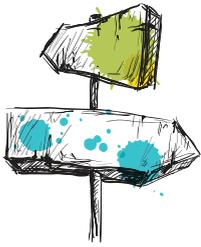
Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.



Lesson 3

GENDER IDENTITY AND
SEXUAL ORIENTATION

What Counts:



1. Explain the difference between biological sex and gender.
2. Identify male and female stereotypes and know my own ideas of what is male and female.
3. Appreciate how it might feel to be different, especially when it comes to gender identity and sexual orientation.

Activity 1: Gender and Sexual Orientation

What's the difference between **biological sex** and **gender**?

Biological Sex is the anatomy someone is born with, which is generally how a person is assigned male or female at birth.

Examples:

- Male = penis, testes, XY chromosomes.
- Female = vagina, ovaries XX chromosomes.

Gender is about what a society or culture says is masculine or feminine—the way men and women are expected to act (based on **biological sex**). A person's gender is made up of many different components, which include their **gender identity** and **gender expression**.

Gender identity is a person's internal sense of being male, female, both of these, neither, or another gender(s). In other words, how they feel about their gender. A person's gender identity may or may not align with their **biological sex**.

Examples:

- Male
- Female
- Trans – someone who identifies with a gender that is different from the one they were assigned at birth, all or part of the time.
- Two-spirit – a person who has both a masculine and a feminine spirit; the term is used by some First Nations people to describe their sexual, gender and/or spiritual identity.
- Agender – someone who doesn't identify with any gender

Gender expression is the external appearance of one's gender identity, usually expressed through behaviour, clothing, haircut or voice, and may or may not conform to socially defined behaviour.

Sexual orientation is your feelings of sexual attraction towards others, for example a person can identify as:

1. **Straight/Heterosexual** – a person who is sexually and emotionally attracted to people of the opposite sex
2. **Queer, Gay or Lesbian** – a person who is physically and emotionally attracted to someone of the same sex
3. **Bisexual** – a person who is attracted physically and emotionally to both males and females
4. **Two Spirit** – a First Nations person who has both a masculine and a feminine spirit; the term is used by some First Nations people to describe their sexual, gender and/or spiritual identity.

LGBTQ is an acronym for Lesbian, Gay, Bisexual, Trans-gender, and Questioning. It is commonly used when referring to people who identify as any of these orientations.

If you need support, remember there are people you can talk to. In the Yukon, the Department of Education has a "Gender Identity and Sexual Orientation policy" to protect students and teachers who are LGBTQ. In Yukon schools it is illegal to discriminate against an individual because of gender.

The Gender Game

Step 1: Divide into small groups.

Step 2: Take the “Gender Game” cards (distributed by your teacher), and rate each one from one to five. Number one means it is very loosely “male” or “female.” Number five means it is very strongly “male” or “female.” If you think the card is completely neutral, give it a 0.

| | | | | |
|---|---|---|--|---|
| 1 | 2 | 3 | 4 | 5 |
| Very loosely “male” or “female” | | | Very strongly “male” or “female” | |

Step 3: Place the cards under the corresponding male or female body outlines. Place the card to the side if it has a 0 rating.

Step 4: Discussion questions:

1. Which statements did you give a 0 rating?
2. What kind of statements got a 1, 2, 3, 4 and finally, a 5?
3. Consider the ratings that you gave to each card as a **gender law ranking**.
4. What might happen to a person who breaks a number 1 gender law versus a 2, 3, 4 or 5? Are there any patterns in these results?
5. Why do the consequences get increasingly severe for any gender offender? For example; being bullied, excluded or targeted for violence and discrimination.

In this space write down or draw your thoughts and feelings about what the world would look like if gender laws did not exist.

Activity 2: Breaking the Binary

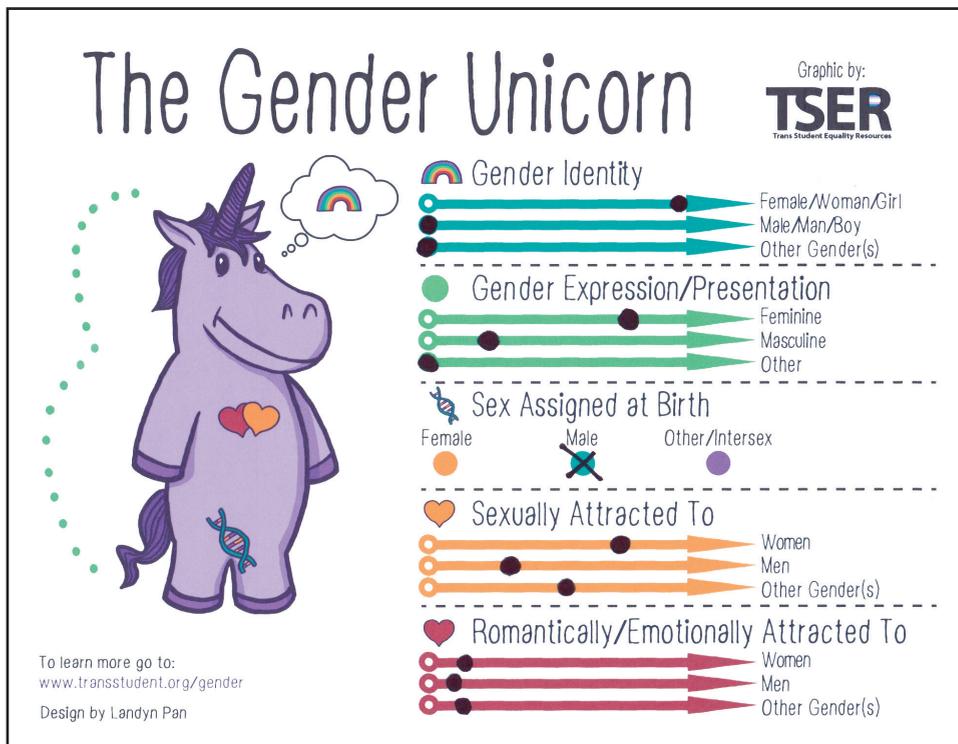
It is helpful to think of the many aspects of gender and sexual orientation as continuum-like timelines, instead of black and white. Remember your gender identity, gender expression, and sexual orientation can change throughout your life.

Next is The Gender Unicorn, which has a set of continuums where you can chart your personal feelings about your:

1. **Gender identity** – internal sense of being male, female, both of these, neither, or another gender(s)
2. **Gender expression** – external appearance of one's gender identity
3. **Biological sex / sex assigned at birth** – classification of people as male, female, etc.
4. **Sexual attraction** – attraction to others sexually
5. **Emotional attraction** – attraction to others emotionally

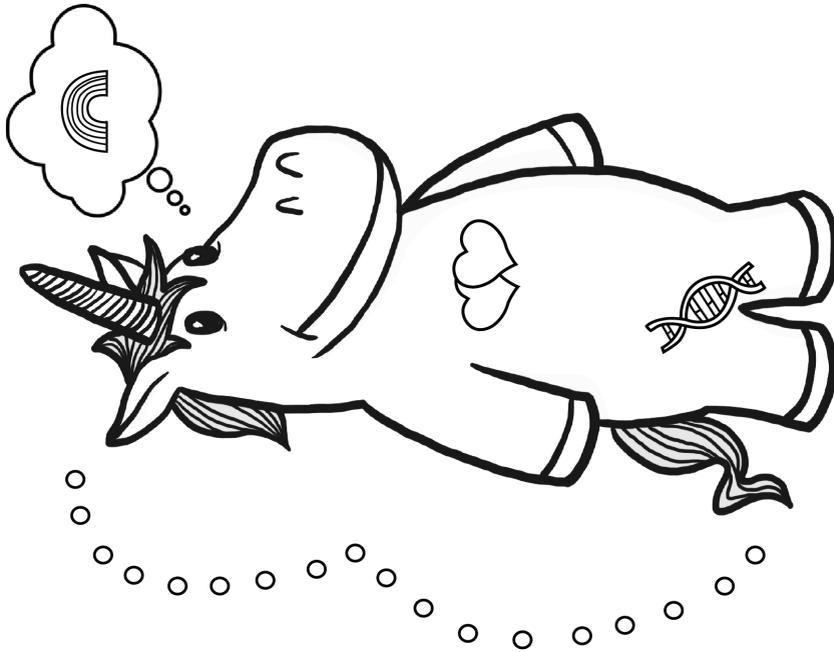
Remember that this is a private activity and you do not have to share your Gender Unicorn.

Below is an example.



The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



 Gender Identity

Female/Woman/Girl
Male/Man/Boy
Other Gender(s)

Gender Expression

Feminine
Masculine
Other

 Sex Assigned at Birth

Female Male Other/Intersex

 Sexually Attracted To

Women
Men
Other Gender(s)

 Emotionally Attracted To

Women
Men
Other Gender(s)

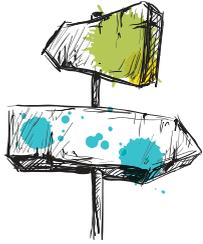
To learn more go to:
www.transstudent.org/gender

Design by Landyn Pan
Illustration by Anna Moore

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?

Circle the word that best describes where you are.

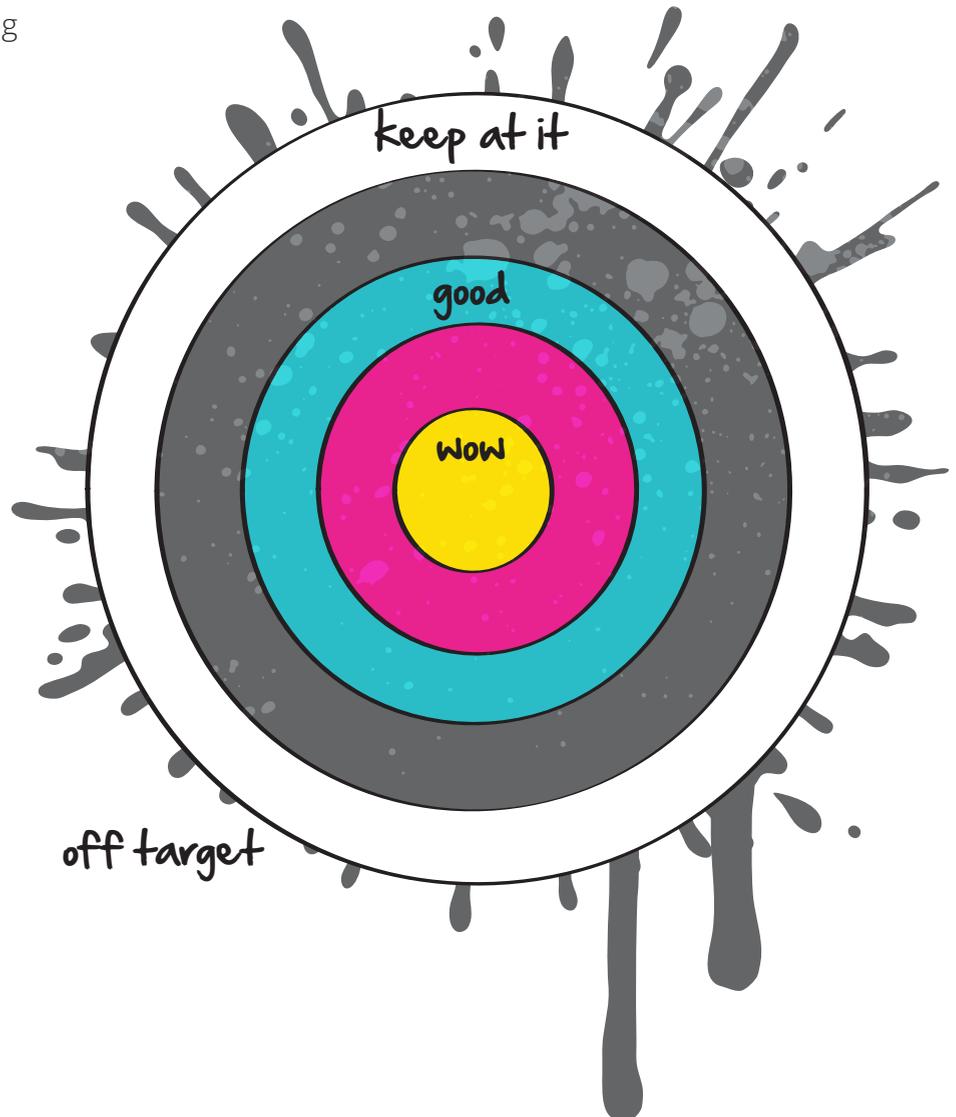


- 1. I can ...** explain the difference between biological sex and gender.
YES NO KIND OF
- 2. I can ...** identify male and female stereotypes and my own ideas of what is male and female.
YES NO KIND OF
- 3. I can ...** appreciate how it might feel to be different, especially when it comes to gender identity and sexual orientation.
YES NO KIND OF

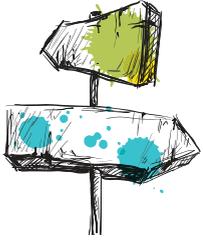
Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).

Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.



What Counts:



1. Know what it means to be assertive.
2. Understand why you should use assertive requests.
3. Demonstrate the four steps to making an assertive request.

Activity 1: The Four Steps to Making an Assertive Request

Asking Assertively For What You Want

It can be difficult to communicate assertively and ask for what you want. However, if you don't ask, people will not know what you want, so its important to practice asking assertive questions. There are four steps to ask an assertive question:

Step 1: State a fact or a feeling.

I feel _____.

I heard that _____.

You once said _____.

I understand that _____.

I get in trouble when you _____.

I don't like it when you _____.

It bothers me when you _____.

I'm feeling _____.

Step 2: Describe what you would like. Be specific and direct.

- I'd like it if you would _____ .
- Would you _____ ?
- Let's _____ .
- Could I _____ ?
- Could you _____ ?
- Would it be OK if _____ ?
- Would you mind _____ ?
- May I _____ ?
- I wish you would _____ .
- How would you feel about _____ ?
- I really wish you would _____ .
- Why don't we _____ ?
- How about if you _____ ?
- Is that OK with you _____ ?

If the answer is "No" ...

Step 3: Ask for your second choice.

If the answer is still "No" ...

Step 4: Accept it gracefully.

Example:

Jackie and Patrick are in the same class. Jackie doesn't feel like walking home from school. Patrick's father is giving him a ride home.

Step 1: State a fact or a feeling.

Jackie states a fact or feeling: "I heard that your father is going to pick you up this afternoon."

Step 2: Describe specifically what you would like.

Jackie asks specifically and directly for what she wants.

"Would you mind if I asked him for a lift as far as my house?"

SUPPOSE Patrick says, "I'd rather you didn't ask. He's in a hurry."

Step 3: Jackie asks for her second best choice.

"What if he dropped me at your house and I walked from there?"

SUPPOSE Patrick says, "I don't think so, Jackie. Not today."

Step 4: Jackie accepts "No" gracefully.

"OK, thanks anyway."

Practice Scenarios: Asking Assertively For What You Want

In pairs, come up with two scenarios where someone asks assertively for what they want.

In scenario one, they do not receive what they want; in scenario two they receive what they want.

Share your scenarios and discuss your observations with the class when you are done.

Scenario 1: No

Character 1: _____ Character 2: _____

Setting: _____

Step 1: State a fact or a feeling.

Step 2: Describe what you would like. Be specific and direct.
They say, "No" ...

Step 3: Ask for your second choice.
They still say, "No"...

Step 4: Accept it gracefully.

Scenario 2: Yes

Character 1: _____ Character 2: _____

Setting: _____

Step 1: State a fact or a feeling.

Step 2: Describe what you would like. Be specific and direct.
They say, "Yes"...skip step three and go to step 4

Step 3: Ask for your second choice.

Step 4: Accept it gracefully.

Activity 2: Communication Analysis

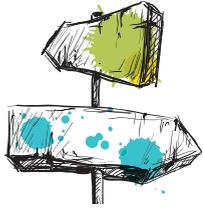
Brainstorm a list and examples of assertive communication examples from TV or social media and fill out the worksheet below.

| Character/Show | Action or Statement | Kind of Behaviour |
|-------------------------|---|-------------------|
| Claire (Modern Family) | Claire tells Phil, "I am having a rough day. I need you to make dinner for me." | Assertive |
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?

Circle the word that best describes what you have learned.



1. **I know...**the meaning of being assertive.

YES NO KIND OF

2. **I know...**why someone should use an assertive request.

YES NO KIND OF

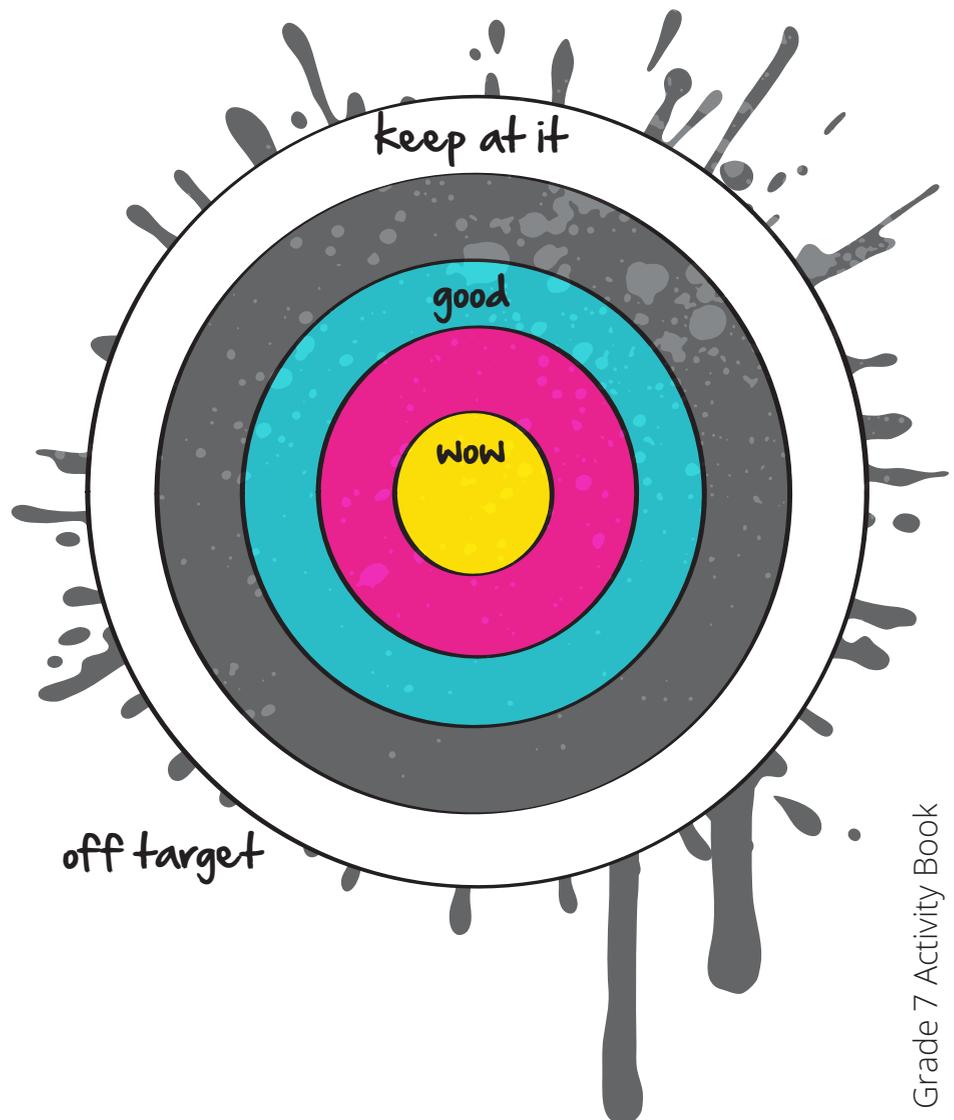
3. **I know...**the Four Steps to Making an Assertive Request.

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are at in your overall understanding of this lesson.

Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.

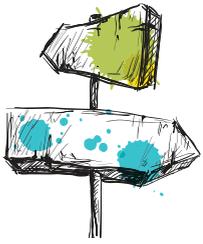




Lesson 5

FRIENDSHIPS AND
PEER PRESSURE

What Counts:



1. Understand in what ways peer pressure can be good and bad.
2. Know the five steps in making decisions.
3. Understand that making decisions means taking either positive or negative risks.

Activity 1: Peer Pressure and Social Pressure

Peer pressure is more than just someone trying to get you to do something. Peer pressure comes from within—inside of ourselves, when we are trying to conform, be liked or fit in. Peer pressure can also be seen as social pressure when people want others to conform to society's wishes.

In life, there are positive peer pressures such as participating on a sports team when everyone is trying their best—pushing each other to do better or go farther.

Also, there are negative peer pressures like when someone is trying to get you to try smoking or break the law.

Write down an example of positive and negative peer pressure.

1. An example of **positive** peer pressure is: _____

2. An example of **negative** peer pressure is: _____

Activity 2: Decision-Making: Being Clear with Your Friends

Think of a situation you have been in with friends who were doing something that you weren't sure if you wanted to participate in.

How did you make your decision about whether or not to go along with the situation?

5 Decision-Making Steps

Decision-making can be difficult. To help make positive decisions, follow the guide below:

1. Define the problem.
2. Identify your choices. Try to think of at least three choices.
3. What are the possible results or consequences of each choice? What will happen if you make each choice?
4. Consider the risks. Are there any dangerous risks?

To find out, answer these questions:

- Does it go against my personal or family values?
- Could it harm my physical or emotional health or the safety of others?
- Is it against the law?

NOTE: **Risks** can be good or bad. A good risk might mean meeting new people or trying a new skill or activity. These risks are a little scary because you might be rejected or fail, but they help you grow.

If the answer to any of these questions is *yes*, it is probably a *bad risk*.

Describe the risks of the situation:

5. Make your decision.

Conflict Scenarios

In small groups, choose one conflict. Use the **5 Decision-Making Steps** to resolve the conflict. Make notes about your answers on the Decision-Making Notes sheet below.

1. Ashley's parents expect her to come home directly from school each day. But today, Sarah wants Ashley to stop by her house after school. Some of the other kids are coming over and Sarah's mother won't be home. What should Ashley do?
2. Joseph has asked Michael if he can borrow his bike to go to soccer practice. Joseph is a friend that Michael just started hanging out with. Michael's bike is brand new and he is a little worried that something might happen to it. What should Michael do?
3. It is a hot day and Clark and Beth have been playing hard. They find several cans of beer in the refrigerator at Beth's house. Clark suggests they have beer instead of water. What should Beth do?
4. Brian invited Evan to come over to his house after school to play with computers and spend time on the Internet. They discover a chat room and start some conversations that make Evan feel pretty uncomfortable. Evan is ready to move on to some other activity, but Brian seems to be really enjoying the chat room. What should Evan do?
5. Twelve-year-old Amy is out with her friend Cassidy, Cassidy's boyfriend, Tony, and another friend, William. After a while, Cassidy and Tony start to kiss. William then starts kissing Amy. This feels pretty good to Amy. But then, William tries to get Amy to go into the bedroom. Amy says no, but her friend Cassidy tells Amy not to be so hard. What should Amy do?
6. Megan's friend Jennifer found her mother's cigarettes on the kitchen table. Jennifer took them and tells Megan to come and smoke one with her. Megan isn't that interested because she thinks cigarettes stink and knows they are addictive, but she wants to support her best friend. What should Megan do?
7. Logan thinks he's very cool. He hangs out with the older guys in his neighbourhood after school. Some of them do drugs. Today one of his friends, Daniel, passes him a joint. Logan doesn't want to smoke it, but he also doesn't want to look like a wuss to his friend. What should Logan do?

5 Decision-Making Steps (notes):

1. Define the problem:

2. Identify your choices. Try to think of at least three choices.

3. What are the possible results or consequences of each choice?
What will happen if you make each choice?

4. Consider the risks. Are there any dangerous risks?

To find out, answer these questions:

- Does it go against my personal or family values?
- Could it harm my physical or emotional health or the safety of others?
- Is it against the law?

If the answer to any of these questions is *yes*, it is probably a *bad risk*.

Describe the risks of the situation.

5) Make your decision.

Decision-Making Summary

1. Think of all your choices/options
2. Think of the most likely results of each choice
3. Think of the risks involved with each choice

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?

Circle the word that best describes where you are.

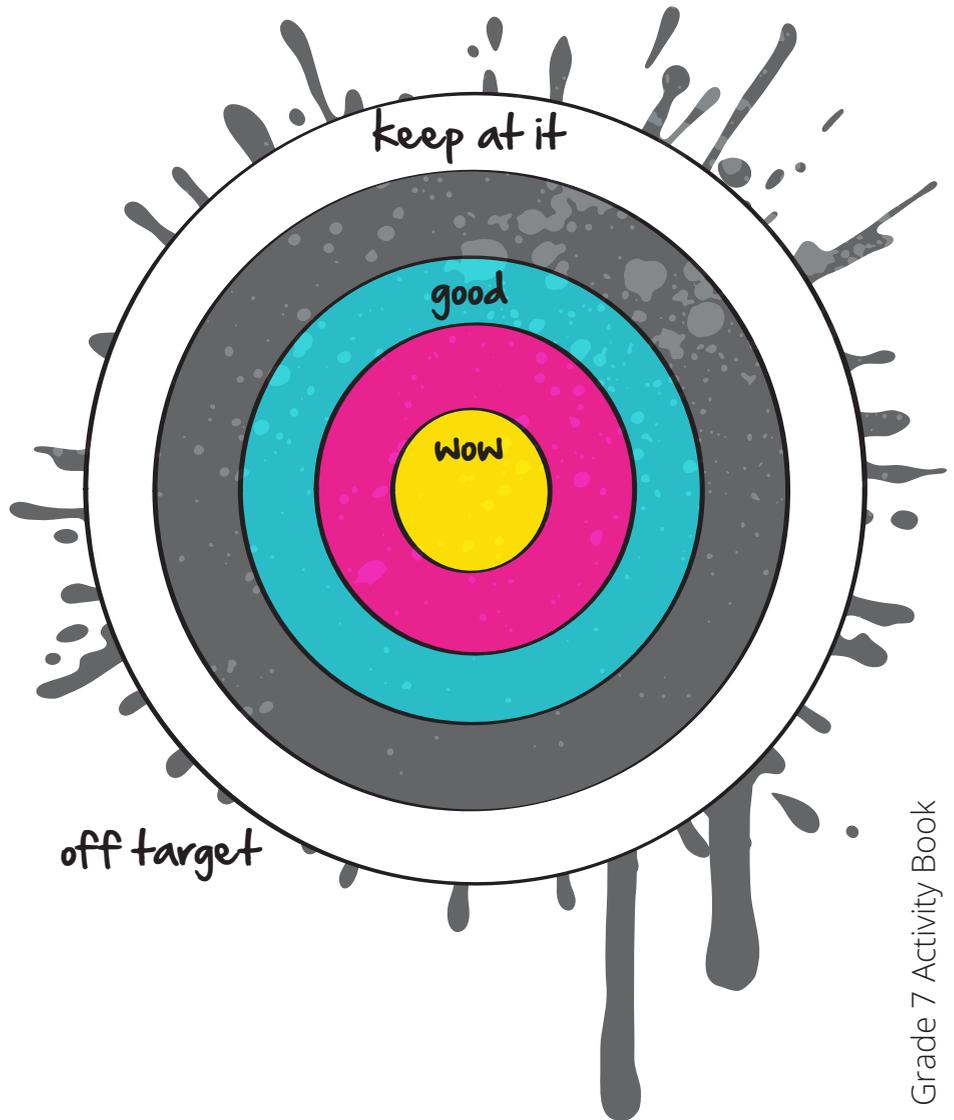


- 1. I know ...** the ways in which peer pressure can be good and bad.
YES NO KIND OF
- 2. I know ...** the five steps in decision-making.
YES NO KIND OF
- 3. I know ...** that making decisions means taking risks.
YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).

Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.

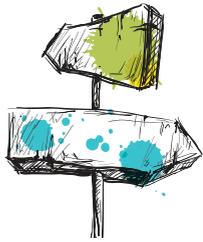




GRADE
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Lesson 6
AFFECTION AND BOUNDARIES

What Counts:



1. Describe various ways to express affection across the physical affection continuum.
2. Define consent according to Canadian law.
3. Identify ways to communicate or ascertain consent.

Activity 1: Affection Is...

Working in a group, come up with ways to show affection and fill in the “Affection is...” heart.

1. Tell the other person that you like/love him/her

2. Give or get a hug

3. Kiss

4. Hold hands

5. Talk on the phone

6. Talk openly about your feelings

7. Snuggle up together

8. Do homework together

9. Write each other letters

10. Give or receive a gift

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

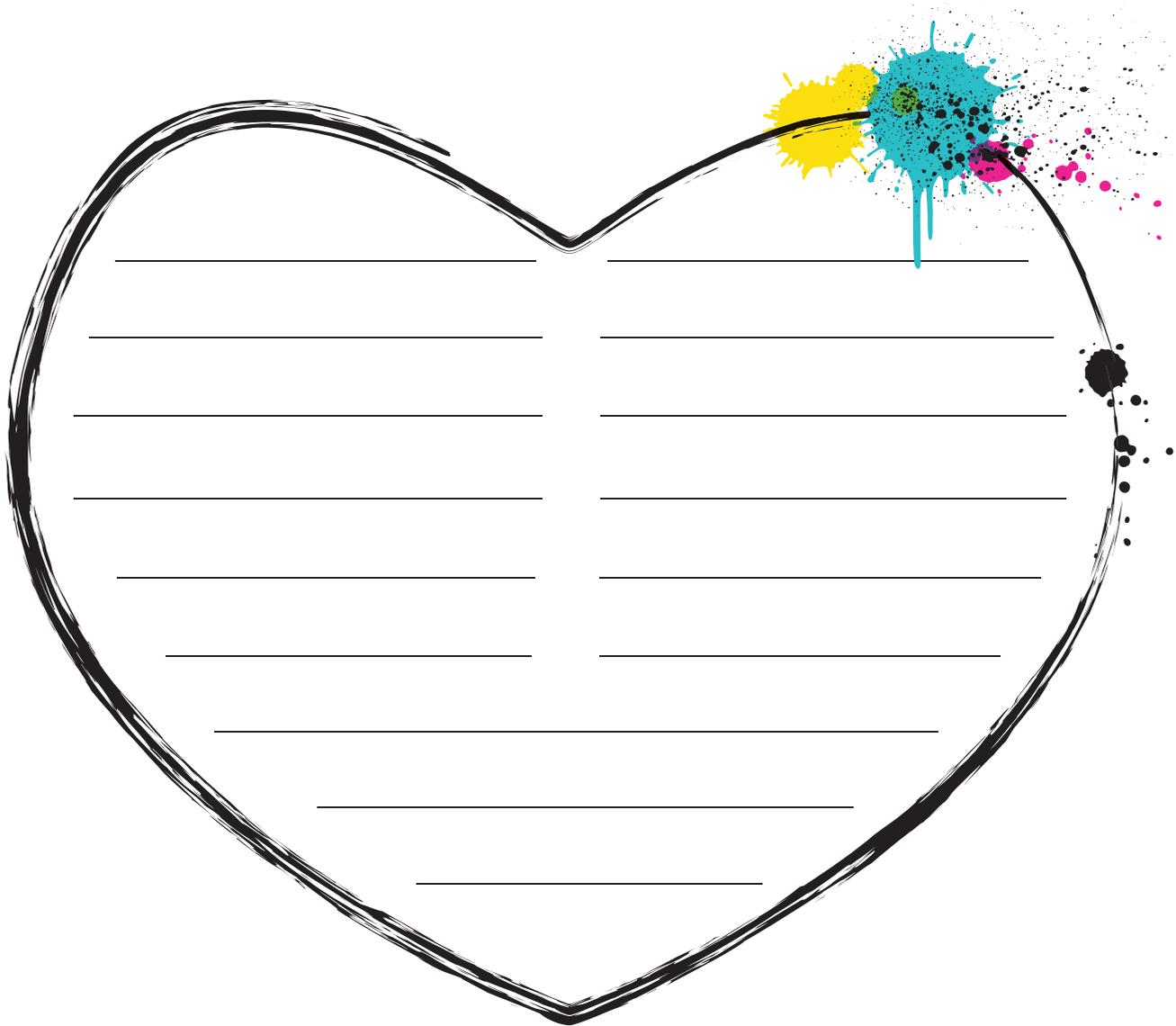
19. _____

20. _____

21. _____

“Affection is...Class Heart”

Write down all of the suggestions that your class comes up with.



A large heart shape with a thick black outline, containing horizontal lines for writing. The top right corner of the heart is decorated with colorful paint splatters in yellow, blue, and pink, and a cluster of black dots on the right side.

Activity 2: Physical Affection Funnel

Decide where on the Physical Affection Funnel you would place each of the following behaviours and write them on the lines provided:

- hugging
- body rubbing with no clothes
- deep (wet) kissing
- dry kissing
- holding hands
- touching breasts and/or genitals on top of clothes

LEAST PHYSICAL

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

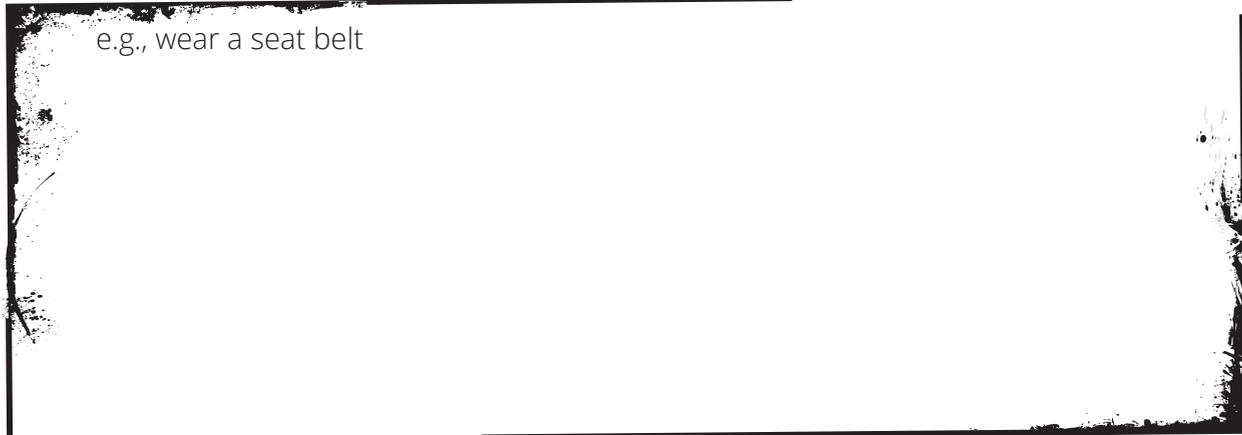
Sexual Intercourse

MOST PHYSICAL

Activity 3: Sexual Decision-Making and Consent

Brainstorm: What steps need to be taken in order to get a driver's license?

e.g., wear a seat belt



Connect: What are the similarities to learning about sexual health and consent.

e.g., wear a seat belt/wear a condom
e.g., road rules/age of consent



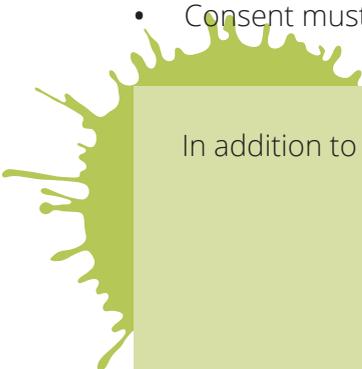
Activity 4: Defining Consent and the Law

Basic legal principles of consent in Canada.

- 16 is the age of consent
- 14-15 year olds have the capacity to consent to sex, as long as their partner is less than 5 years older
- 12-13 year olds have the capacity to consent to sex, as long as their partner is less than 2 years older
- No one under the age of 12 can consent to sexual contact
- Folks must be at least 18 to consent to exploitative sex, namely: sex with someone in a position of power, sex work, or appearing in graphic or sexual photos or films

Additional legal principles, not related to age:

- Consent may be withdrawn at any time, for any reason
- People cannot give consent when they are drunk or high
- Consent must be freely given (not under force, threats, or tricks)

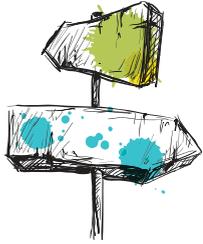


In addition to the legal reasons, why consent is important:

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?

Circle the word that best describes what you have learned



1. I can...describe various ways to express affection across the physical affection continuum.

YES NO KIND OF

2. I can...define consent, according to Canadian Law.

YES NO KIND OF

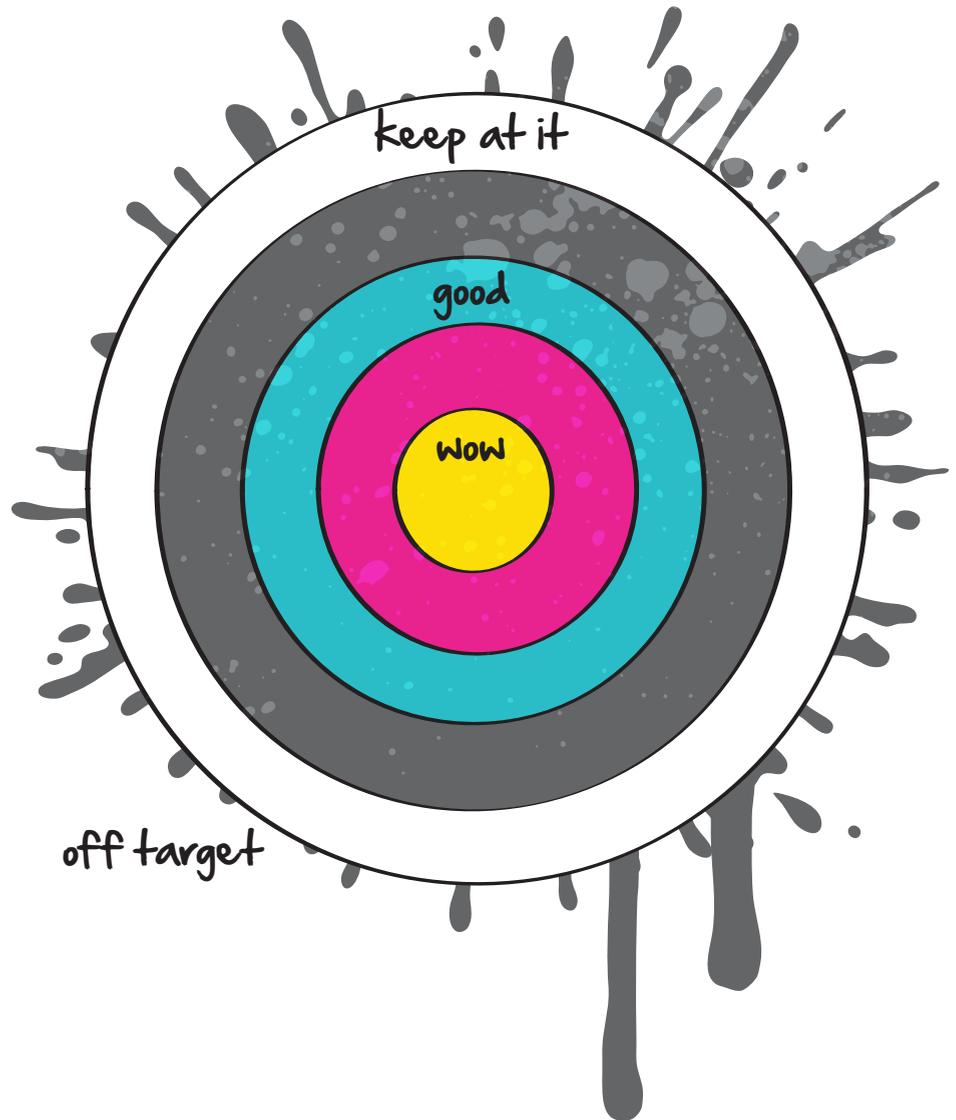
3. I can...identify ways to communicate or ascertain consent.

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are at in your overall understanding of this lesson.

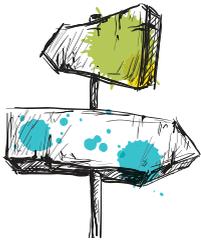
Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.



Lesson 7

VALUES AND SEXUAL DECISION-MAKING

What Counts?



1. Determine personal values in relationships and in sexuality.
2. Appreciate and respect that people have different sexual values for different reasons.
3. Know how a Values-Based Decision-Making Framework works with one's values and sexual decisions.

Activity 1: What I Value in Relationships

Write down the name of people you are in a relationship with (friends, siblings, teachers, parents, etc.). Detail the qualities that you like about the relationship, the qualities you don't like about the relationship, and what this tells you about the qualities you value in a relationship.

| The name of a person you have a relationship with | The qualities you like about this relationship | The qualities you don't like about this relationship | What this tells you about the qualities you value in relationships |
|---|--|--|--|
| | | | |
| | | | |
| | | | |

Activity 2: Values and Sexuality

Write down the sexuality values of your family, friends, religion, and media in each category. How do these values influence your values?

| | The right time to first have sex? | Who should have sex? | What sex means? | Safer sex? |
|---------------|-----------------------------------|----------------------|-----------------|------------|
| Your Family | | | | |
| Your Friends | | | | |
| Your Religion | | | | |
| The Media | | | | |
| My Values | | | | |

Activity 3: Developing Values-Based Decision-making Framework

Use the Values-Based Decision-Making Framework as a reference during the class discussion.

Values-Based Decision-Making Framework

The Values-Based Decision-Making Framework gives you a green, yellow or red depending on the riskiness of the decision or activity.

| | | | |
|---|--|---|--|
| You Feel: | Respected Comfortable Safe Happy Confident Trusting | Guilty Uncertain Stressed Confused Upset Uncomfortable | Afraid Threatened Ashamed Fearful Controlled |
| How It Fits With Your Sexual Limits and Values | In line | Not sure | Violates |
| Decision-Making Traffic Sign | Green Light—GO | Yellow Light— Proceed with CAUTION | Red Light—STOP |

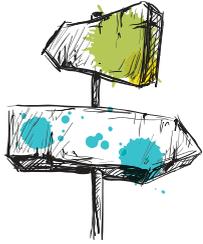
REMEMBER!

Everyone has different sexual limits. It's important to **check in with your partner** about their sexual limits and **respect** their decisions as well as your own.

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?

Circle the word that best describes what you have learned.

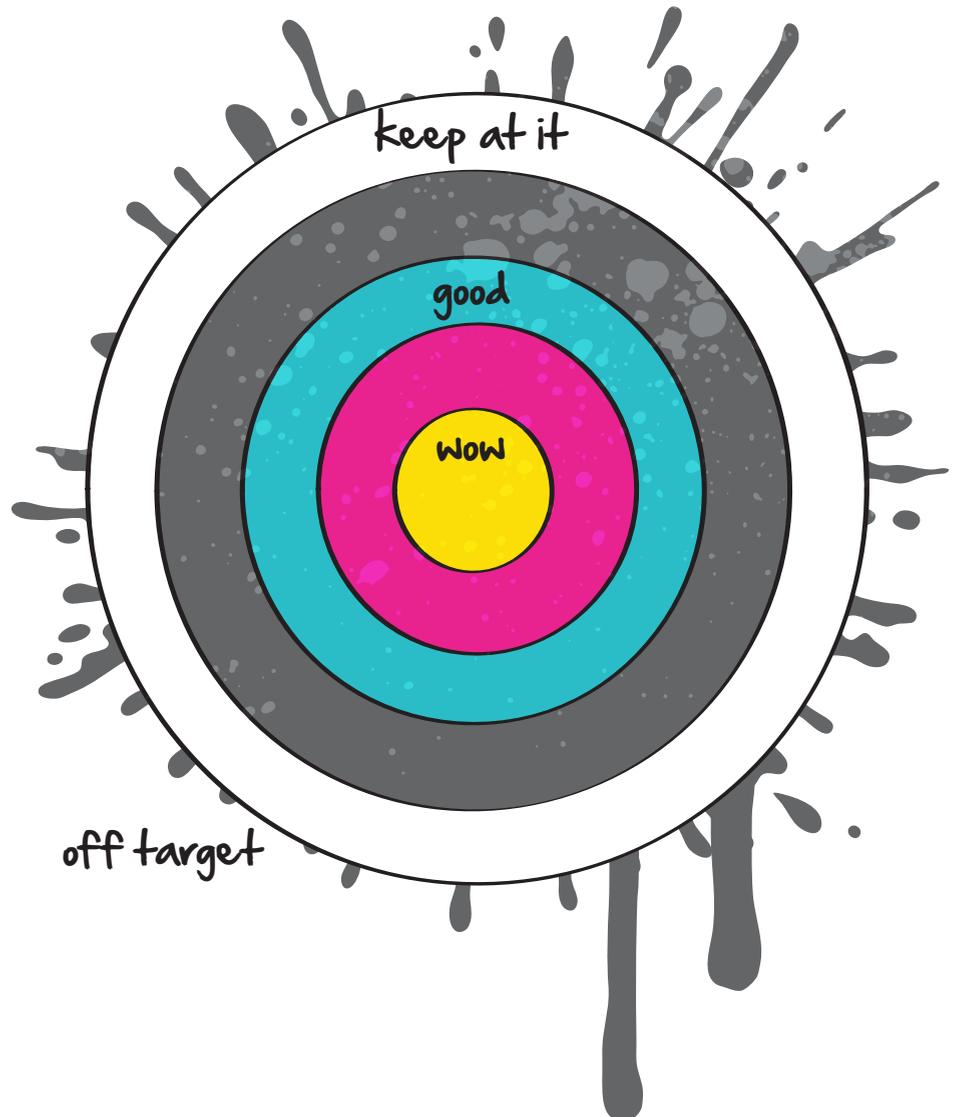


- 1. I know...**my personal values in relationships and in sexuality.
YES NO KIND OF
- 2. I can...**appreciate and respect that people have different sexual values for different reasons.
YES NO KIND OF
- 3. I know...**how the Values-Based Decision-Making Framework works with my own values and sexual decisions.
YES NO KIND OF

Step 2: Are you on target?

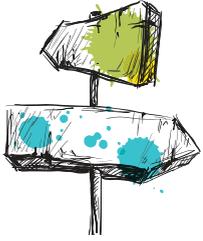
Put an arrow into the target ring that best describes where you are at in your overall understanding of this lesson.

Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.



Lesson 8
TYPES OF ABUSE

What Counts?



1. Be able to define abuse.
2. Be able to name the four different types of abuse.
3. Understand what to do after abuse happens, who to tell, and how to support a friend who may have been abused.

Activity 1: Types of Abuse

Write down the four main types of abuse in the chart along with a brief definition:

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| | | | |

Signs of abuse may include:

- Hinting or talking out rightly about abuse
- Unexplained and/or repeated bruises or injuries in places not normally injured
- Burns that leave a pattern outlining the object used to make the burn (iron, rope)
- Being continually hungry, unsuitably dressed for the weather and/or always dirty
- Being left alone often as a young child
- Being aggressive, angry, hostile, withdrawn or afraid
- Refusing to participate or dress appropriately for physical activities
- Showing unusual knowledge of sexual matters or acting out sexually
- Repeatedly running away from home
- Poor school attendance

The Cycle of Abuse



HELP IS OUT THERE

No one has a right to hit you or harm you, to touch you where or how you don't want to be touched, to threaten you or to make you feel small, stupid or useless.

If this is happening to you—or to someone you care about—help is available:

- Talk to a trusted adult, parent, doctor, teacher, or family friend about your situation. If they don't take you seriously, try again.
- Ask your school counsellor where to go for help.
- In an emergency, if you need help right away, call 9-1-1.

If you have trouble keeping your anger in check, or if you think you might be abusive, get help:

- Talk to a trusted adult, parent, doctor, teacher, or family friend about your situation. If they don't take you seriously, try again.
- Ask your school counsellor where to go for help.
- In an emergency, if you need help right away, call 9-1-1.

Activity 2: Scenarios: Is it Abuse?

Read the following scenarios, discuss, and answer the questions at the end of each scenario.

Is this Abuse? Scenario #1

Joey lived with his mom. No one knew where his dad was. He and his mom moved around a lot. Most of the time, Joey's mom had a boyfriend but boyfriends never stayed with them for very long. Each time a new boyfriend started to come over, Joey's mom would ask Joey to go away. Whenever a boyfriend left, Joey's mom would lay on the couch in front of the TV all day and all night. She would cry and tell Joey that men were no good.

Whether there was a boyfriend on the scene or not, Joey was the one left to make sure that there was food to eat in the cupboards and clothes to wear. If it was during the school year, it was up to Joey to set an alarm clock and get to school on time. Because they moved a lot, Joey was always starting at a new school. Paying attention in class and doing homework wasn't difficult, and Joey usually maintained a pretty good average. Still, sometimes the stress got to him and he would sleep in and miss school. Sometimes he would try to find odd jobs to help with rent or grocery money, and would have to miss school because of that. He was beginning to think that he might as well quit school, move out and get a job.

1. What type of abuse is this? Explain.

2. How do you think Joey feels? Explain.

3. Does Joey's mom have the right to treat him this way? Why or why not?

4. What advice would you give Joey?

Is this Abuse? Scenario #2

Matty was a straight “A” student. School didn’t always come easy, but Matty would work as hard as possible to make sure that assignments were done to perfection and that she was totally ready for any test. Not only was she on the honour roll, but Matty was also the student council secretary and a member of the school band and the basketball team. Matty seemed to love everyone, and everyone seemed to love Matty. At school, it looked as if she had a perfect life.

Things were a bit different at home. No matter how high her grades were, or how many awards she won or activities she was involved with, her parents were never satisfied. They would call Matty stupid if she came home with a grade of less than 90 per cent. They would attend a band concert or basketball game, and then spend the entire car ride home picking apart her performance and suggesting how she could have done better. During the school year, she would have to come right home after school and spend the entire night sitting at her desk in the study. If she was over fifteen minutes late, she wasn’t allowed to eat supper. During the summer, she was expected to attend special science classes at the local university, since it was her parents’ dream that she would become a doctor.

It wasn’t as if Matty didn’t like school. She did. She even thought that being a doctor might be kind of fun. Still, she was finding life stressful. Sometimes, she thought it would be easier if life could just stop.

1. What type of abuse is this? Explain.

2. How do you think Matty feels? Explain.

3. Do Matty’s parents have the right to treat her this way? Why or why not?

4. What advice would you give Matty?

Is this Abuse? Scenario #3

Andrea is 13. A year ago, she started seeing Tom, who is 17 and lives on his own. A few months ago, Tom began pressuring her to have sex with him. Andrea wasn't sure whether she wanted to, but Tom said if she loved him, that she should want to. Sometimes Tom drinks too much and calls her frigid. A few weeks ago Andrea decided to go ahead and do it.

Now she's not sure she did the right thing because Tom wants to have sex all the time. He never wants to go out any more, but instead tells her to come over to his place. Andrea knows that if she does, she will be expected to have sex with him.

Andrea is afraid to talk to anyone about this because her family and friends never really liked Tom. She often tells her mother that she is going out with girlfriends when she is really going to Tom's place. She doesn't talk to her friends about Tom because she believes they will think she is stupid. Andrea loves Tom and doesn't want to hear bad things that are said about him.

1. What type of abuse is this? Explain.

2. How do you think Andrea feels? Explain.

3. Does Tom have the right to treat Andrea this way? Why or why not?

4. What advice would you give Andrea?

Choosing to Disclose

| When to Tell | Who to Tell | What will Happen? |
|---|---|---|
| <ul style="list-style-type: none"> • It is never too late to TELL SOMEONE. You can disclose when you are ready • Remember, the abuse is NEVER your fault. Abuse is NEVER okay • There are people who can help • Be persistent, keep telling | <ul style="list-style-type: none"> • A close friend • A trusted adult (a teacher, a friend's parent, guidance counsellor, coach, relative, neighbour, or someone else you trust) • If you feel you are in immediate danger, contact the police or call 9-1-1 | <ul style="list-style-type: none"> • The person you tell should listen to you and believe you and will want to help you right away |

Call 911 for any emergency or to report an incident
 Kids Help Phone: 1-800-668-6868, toll-free, available 24/7
 SEX-SENSE Sexual Health Information Line: 1-800-739-7367

Supporting a Friend

| | |
|--|---|
| <p>IMPORTANT THINGS TO TELL A FRIEND:</p> <ul style="list-style-type: none"> • I believe you • I'm sorry that happened to you • I'm glad you told me • I understand that telling is difficult to do and am proud of you for asking for help • It's not your fault • I'll help you to get help | <p>IMPORTANT THINGS TO DO FOR YOUR FRIEND:</p> <ul style="list-style-type: none"> • Encourage your friend to tell a trusted adult and offer to help your friend tell • Tell a trusted adult about the disclosure • Respect your friend's privacy; DO NOT tell other friends about the assault • If nothing happens, tell another trusted adult |
|--|---|

A Word about Mental Health

Feeling happy one minute and in tears the next, sometimes for no apparent reason, isn't at all unusual at puberty. The hormones in your blood stream influence how you feel.

Being a preteen and teenager is hard. You're under stress to be liked, do well in school, get along with your family and make big decisions. You can't avoid most of these pressures, and worrying about them is common. But feeling very sad, hopeless or worthless could be warning signs of a mental health problem.

Mental health problems are real, painful and sometimes severe. You might need help if you feel hopeless or worthless or:

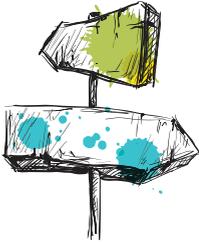
- often feel very angry or very worried
- feel grief for a long time after a loss or death
- think your mind is controlled or out of control
- use alcohol or drugs
- exercise, diet and/or binge-eat obsessively
- hurt other people or destroy property
- do reckless things that could harm you or others

To find help, talk to your parents, school counsellor or health care provider. Mental health problems can be treated.

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?

Circle the word that best describes where you are.

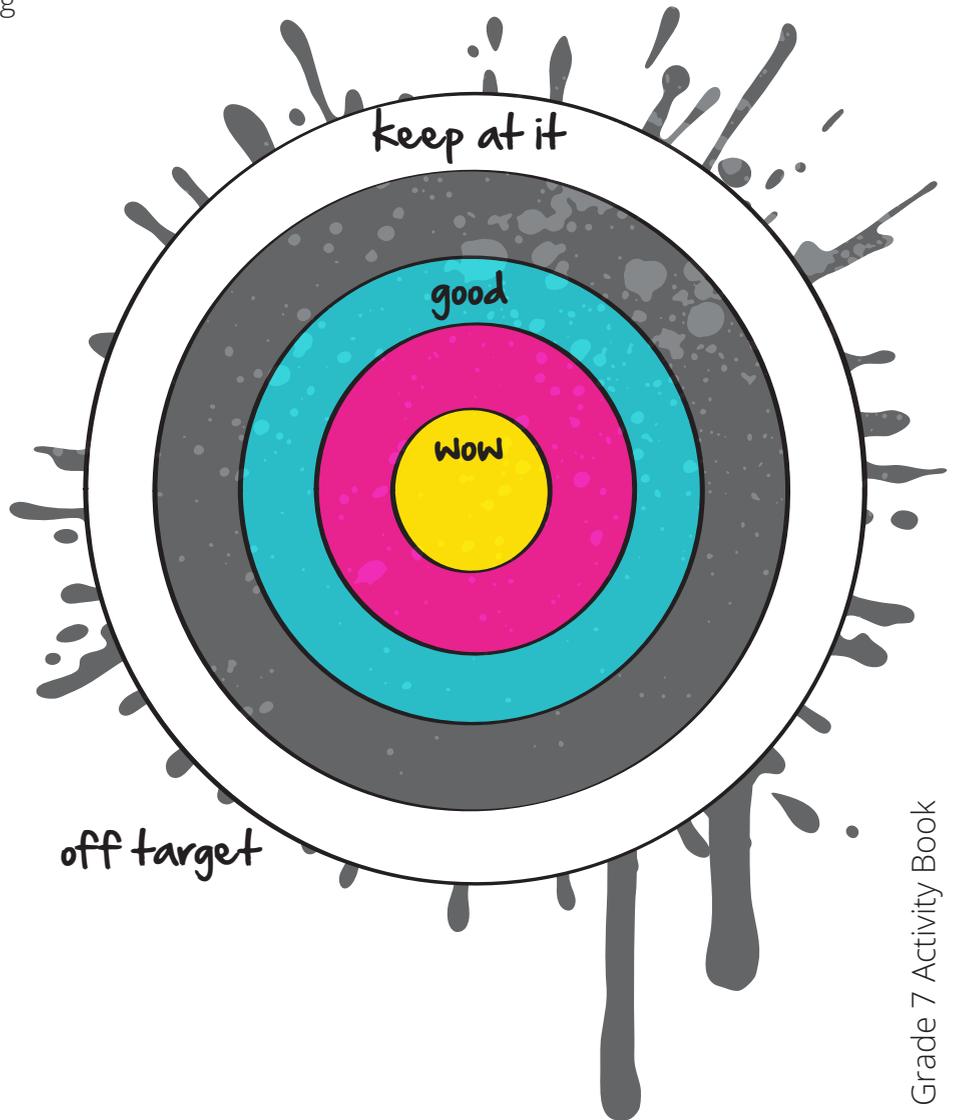


- 1. I can ...** define abuse.
YES NO KIND OF
- 2. I can ...** name the four types of abuse.
YES NO KIND OF
- 3. I can ...** explain what to do after abuse happens, who to tell and how to support a friend.
YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).

Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.

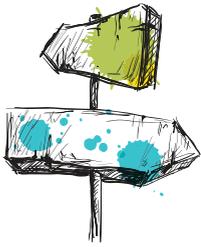




Lesson 9

PUBERTY AND REPRODUCTIVE SYSTEM REVIEW

What Counts?



1. Identify common changes in appearance during puberty for males and females.
2. Identify a trusted person to talk to about their feelings.
3. Be able to explain how the female reproductive system works.
4. Be able explain how the male reproductive system works.
5. Understand the processes of reproduction, menstruation and sperm production.

Activity 1: How Appearance Changes in Puberty

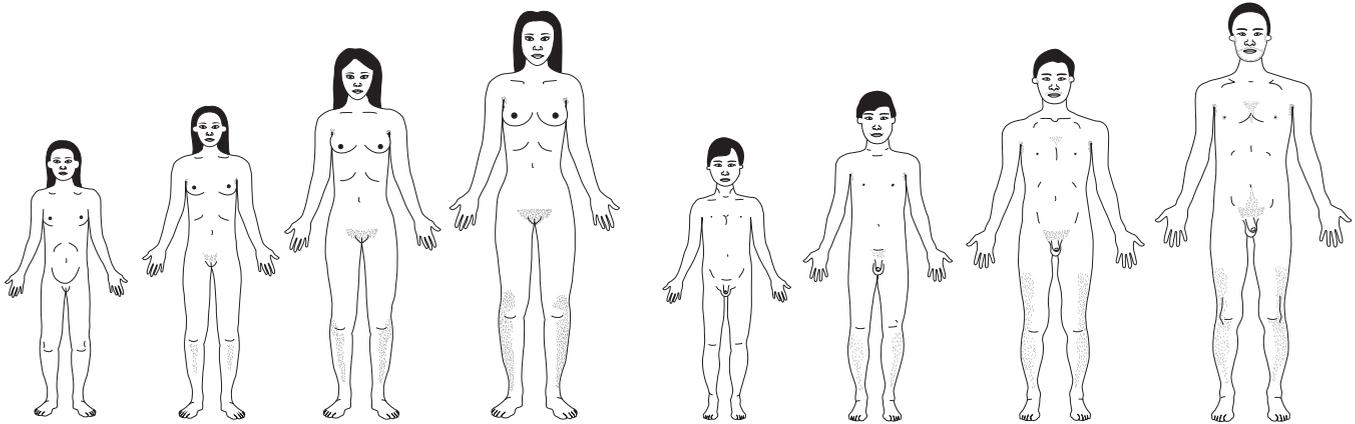
Puberty Facts:

- Puberty is when a child’s body turns into an adult’s body.
- Everyone goes through puberty at a time that’s right for their body.
- There are a lot of physical changes during puberty that happen to everyone and some happen just to boys or girls

Physical Changes During Puberty

In the chart, write down the physical changes that males, females, and both will experience.

| Females | Males | Both |
|---------|-------|------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

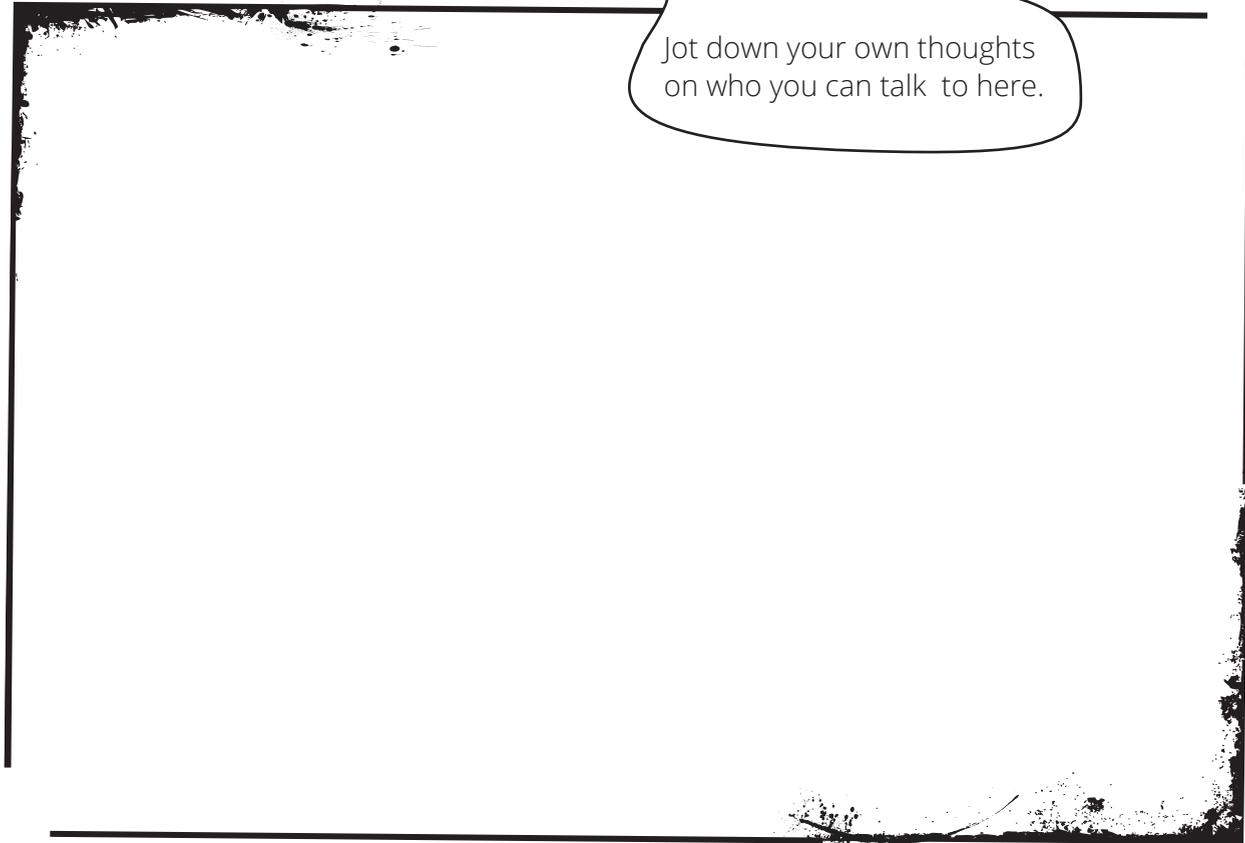


Fact Sheet: Changes During Puberty and Average Ages

| Changes for Females | Changes for Males |
|---|--|
| <p>Average ages 8-11</p> <ul style="list-style-type: none"> • Hormone production begins; ovaries enlarge | <p>Average ages 8-12</p> <ul style="list-style-type: none"> • Hormone production begins |
| <p>Average ages 11-12</p> <ul style="list-style-type: none"> • Breast buds grow • Height and weight increase • Fine pubic hair appears | <p>Average ages 12-13</p> <ul style="list-style-type: none"> • Testicles and scrotum begin to enlarge • Height increases |
| <p>Average ages 12-13</p> <ul style="list-style-type: none"> • Breasts grow • Pubic hair darkens • Vagina enlarges and begins to produce discharge • First menstrual period may occur | <p>Average ages 13-14</p> <ul style="list-style-type: none"> • Penis begins to grow • Pubic hair darkens • Voice begins to deepen • Facial hair and pimples may develop |
| <p>Average ages 13-14</p> <ul style="list-style-type: none"> • Underarm hair appear • First menstrual period is likely; ovulation begins in some girls, but is irregular | <p>Average ages 14-15</p> <ul style="list-style-type: none"> • Penis and testicles continue to grow • Underarm hair appears and facial hair grows • Most boys have first ejaculations |
| <p>Average ages 15 and up</p> <ul style="list-style-type: none"> • Growth is complete • Menstruation and ovulation are well established | <p>Average ages 16 and up</p> <ul style="list-style-type: none"> • Near-full adult heights and physique attained • Shaving may begin |

Activity 2: Who Can I Talk To?

Jot down your own thoughts on who you can talk to here.



Other Helpful Resources

If something happens to you, or if you feel that you want to hurt yourself or someone else, please reach out any time.

Children and Family Services: (867) 667-3002

Kids Help Line: 1-800-668-6868 (free to call)

Website: kidshelpphone.ca

RCMP: (867) 667-5555 in Whitehorse. Outside of Whitehorse, dial your community prefix plus "5555." For example, in Dawson, you would dial 993-5555.

If you have general questions about your body, puberty or relationships, call:

Yukon Sexual Health Info Line: 1-800-SEX-SENSE (1-800-739-7367)

811: Yukon Nurses Line

Activity 3: Female Reproductive System Diagram: How Does it Work?

Read the “The Female Reproduction System: How Does It Work” explanation with your teacher and colour the internal and external organs according to the explanation.

The Female Reproduction System: How Does It Work?

The **labia majora (outer lips)** and **labia minora (inner lips)** sit outside the female body, and together with the clitoris, make up the vulva. Colour the labia two shades of **yellow**.

The **clitoris** is the female sex organ whose function is providing pleasure and sexual arousal. Being highly sensitive, the clitoris becomes larger and firmer during arousal, similar to the penis. The visible parts of the clitoris are the **glans** (head) and the **shaft**, which are located under the **clitoral hood**.

The **clitoral hood** is made of skin similar to the male foreskin and is attached to the labia minora. The clitoris grows and the labia also grow and darken in puberty. The rest of this organ is located inside the female body and makes up a large part of the female arousal network. Colour the whole **clitoris** (outside glans, shaft and inner part) **purple**.

The opening leading up into the internal reproductive system is called the **vagina**.

The **vagina** is a soft, muscular, elastic tube. Its inner lining is soft and moist. During sexual arousal, the walls of the **vagina** secrete a lubricant to assist in intercourse. The vagina also functions as the birth canal for a baby and allows menstrual flow to exit the body from the uterus. Colour the **vagina dark blue**.

The **uterus** is a pear shaped organ about the size of a woman’s fist that stretches to house the baby, placenta and amniotic fluid during pregnancy. It is very strong, muscular and stretchable. Colour the **uterus pink**.

The bottom of the uterus that is nested inside the top of the vagina is the **cervix**.

The **cervix** is slightly open in women who are not pregnant, but is plugged during pregnancy to avoid infection. When a baby is ready to be born, the **cervix** opens to a diameter of ten cm. Colour the **cervix light blue**.

The thick tissue inside the entire uterus is the **uterine lining**.

If **fertilization** and **implantation** do not occur, this **lining** is shed every month. This is called **menstruation**, the process by which the uterus rids itself of its old lining and prepares for the possibility of conception the following month. About 14 days after ovulation, the body begins to shed the uterine lining, which is made up of blood and fluid. This is commonly called a “period.” Colour the **uterine lining red**.

Follow the tubes out of the uterus, they are called the **fallopian tubes**.

Every month one of the **fallopian tubes** carries one ovum (a single egg) from the ovary down to the uterus. This journey usually takes about three days. Usually, conception (joining of the sperm and egg) occurs in the fallopian tube. Colour both **fallopian tubes orange**.

The finger-like structures at the end of the fallopian tube are called **fimbria**.

The internal, very tiny hair-like structures inside the fallopian tube are called **cilia**. The cilia help the ovum move down the fallopian tube from the **ovary**.

Two egg-shaped organs on either side of the uterus are the **ovaries**.

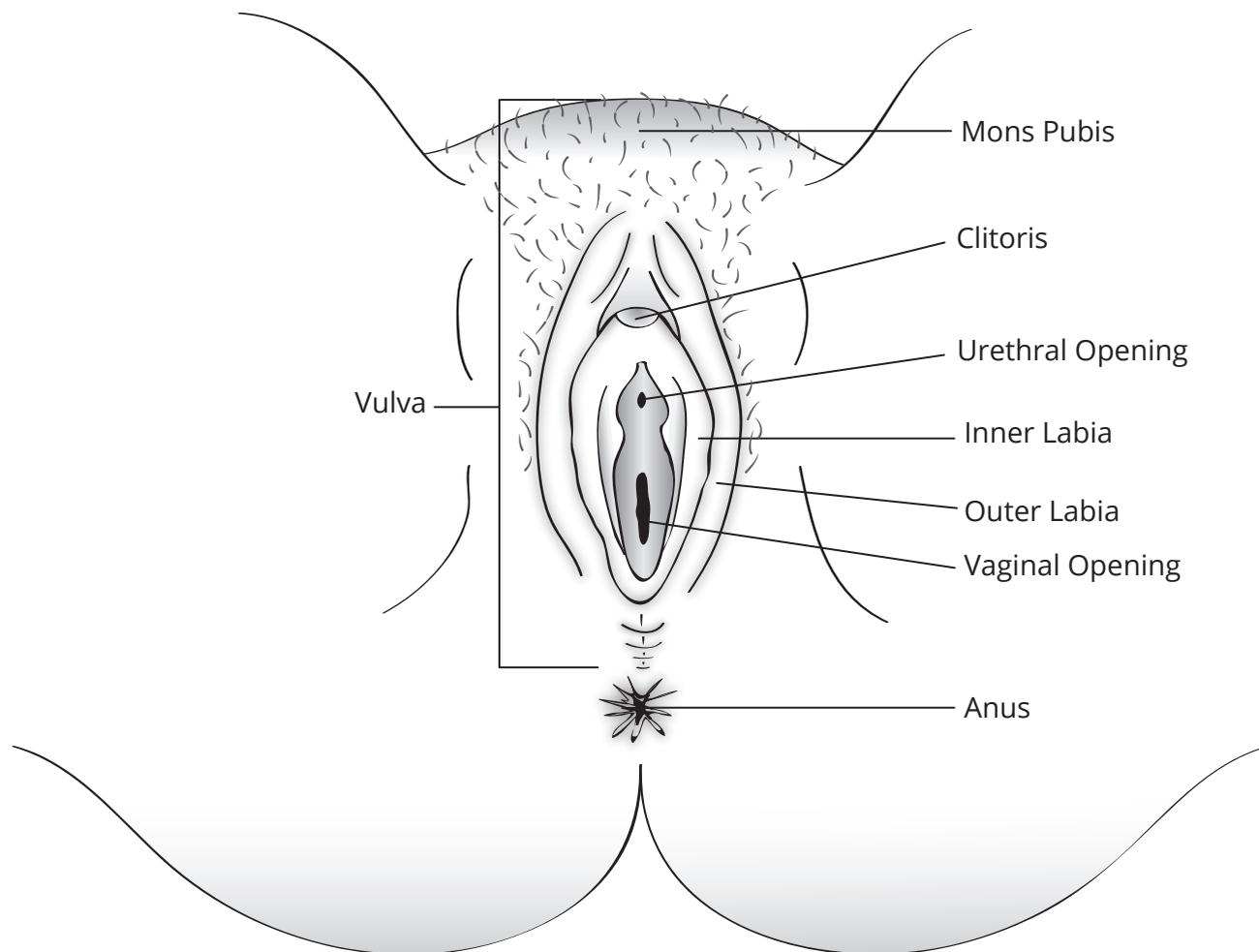
These are the female counterparts to the male testicles. An **ovary** is about the size of an almond. Unlike the testicles, ovaries only house ova. Unlike sperm, which are produced continuously throughout a man's life, a woman is born with ovaries that already contain all the ova (eggs) she will ever release. A female is born with approximately two million eggs in her ovaries.

The **ovary** releases one **ovum** (a single egg) each month. This process is called **ovulation**. When the ovary releases the ovum, it travels down the fallopian tube with help from cilia. If a sperm cell does not fertilize the ovum cell, it will not adhere to the uterus wall. As a result, menstruation will occur. Colour each **ovary dark brown**.

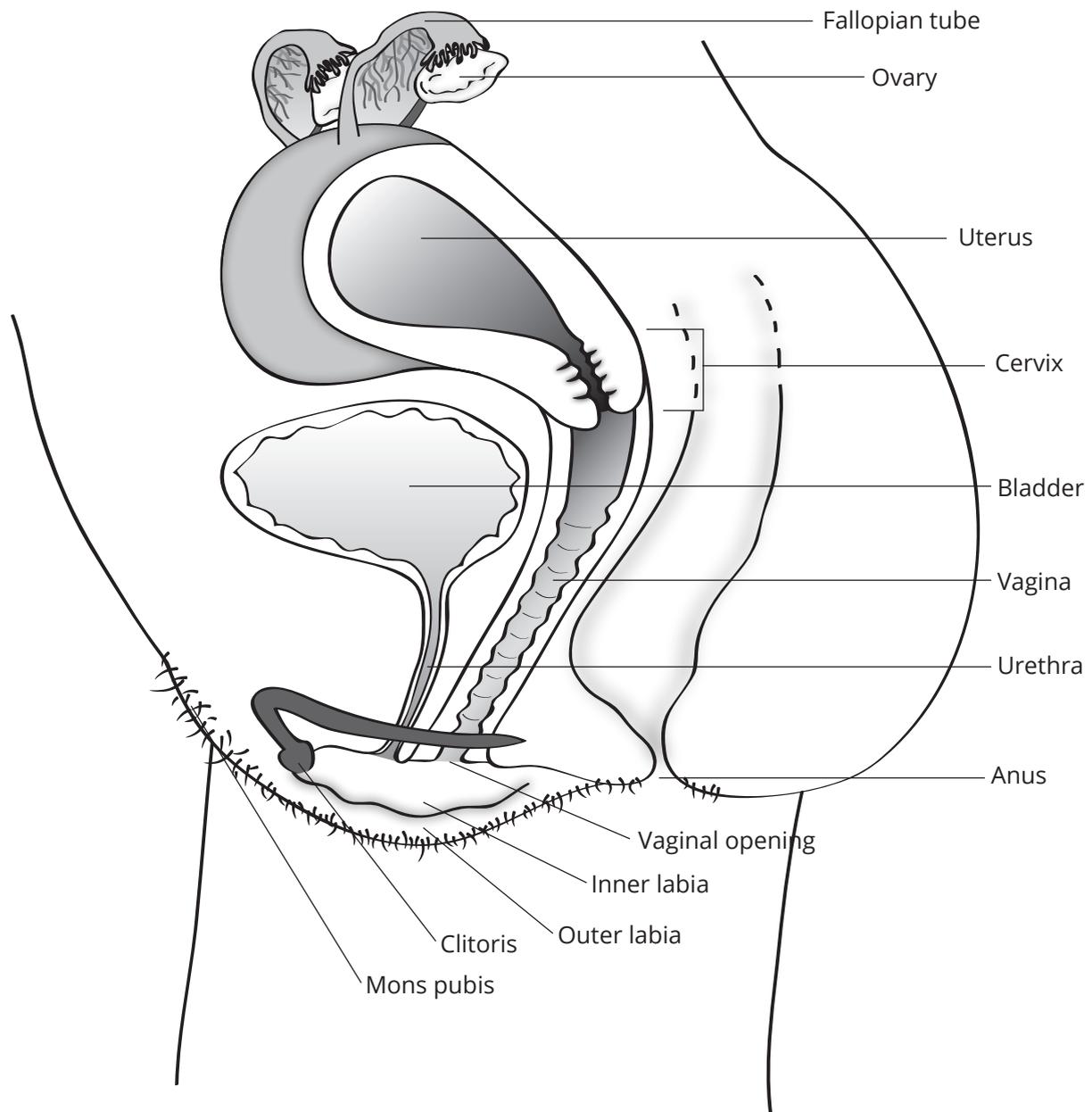
Menstruation

1. Lining of uterus is shed (day one of menstrual flow)
2. Lining of uterus thickens with blood
3. Ovulation occurs (ovum released from ovary)
4. Ovum travels through fallopian tube and enters the uterus within one to two days
5. Ovum dissolves if unfertilized and about 14 days later, the lining of uterus is shed once again

External Female Reproductive System



Internal Female Reproductive System



Activity 4: Male Reproductive System: How Does it Work?

Read the “The Male Reproduction System: How Does It Work” explanation with your teacher and colour the internal and external organs according to the explanation.

The Male Reproduction System: How Does It Work

The special sac of skin that houses the two testicles is called the **scrotum**. Colour the **scrotum blue**.

The **scrotum** is a sac of loose skin divided into two parts. Each part contains a testicle, the **epididymis** (the small kidney shaped gland at the top of the scrotum) and the end of the **vas deferens**.

Colour the **epididymis purple**. Each testicle contains tiny tubes that are continuously creating sperm throughout a man’s life. When puberty occurs, sperm move to the **epididymis** to mature.

The **vas deferens** allows the sperm to move up to the **seminal vesicle**.

Follow the **vas deferens** tube up to the top of the diagram. Colour the entire **vas deferens orange**, (but be sure to stop colouring as the **vas deferens** tube enters the prostate gland).

The large oval-shaped organ in the centre of your diagram is the bladder. This organ stores urine until it can be expelled from the body. It is not considered part of the reproductive system so leave it uncoloured.

As the **vas deferens** curves around the top of the bladder and back down again, it passes the **seminal vesicles**. These glands are oblong-shaped and are located behind the bladder on your diagram. The seminal vesicle produce seminal fluid that store and activate sperm. Colour the **seminal vesicle light blue**.

The **prostate gland** is located just below the bladder.

When a man is sexually aroused to the point of orgasm (the peak of sexual arousal), the fluid from the prostate gland combines with the seminal fluid to create semen, just prior to ejaculation. Strong muscle contractions in and around the **prostate gland** contract rapidly to force the semen out of the urethra. Colour the **prostate gland brown**.

Just under the prostate gland rest very small round glands called **Cowper’s glands**.

The **Cowper’s glands** secrete a neutralizing fluid when a male is sexually aroused. This fluid removes any acidity and urine from the urethra just before ejaculation. This ensures that the sperm have the best chance of living and of moving safely up the urethra. Colour the **Cowper’s glands pink**.

The tube leading from the prostate and bladder that goes down the length of the penis is called the **urethra**.

The **urethra** is the special passageway that allows urine to be voided from the bladder and allows semen to travel out of the body during ejaculation. Both urine and semen cannot exit the urethra at the same time. During an erection, a small valve at the entrance from the bladder seals it off. Colour the **urethra light green**.

The organ in which the **urethra** is housed is called the penis.

The penis has spongy tissues containing small blood vessels and nerves. During sexual arousal, the spongy tissue fills with blood and the penis hardens. This is called an erection.

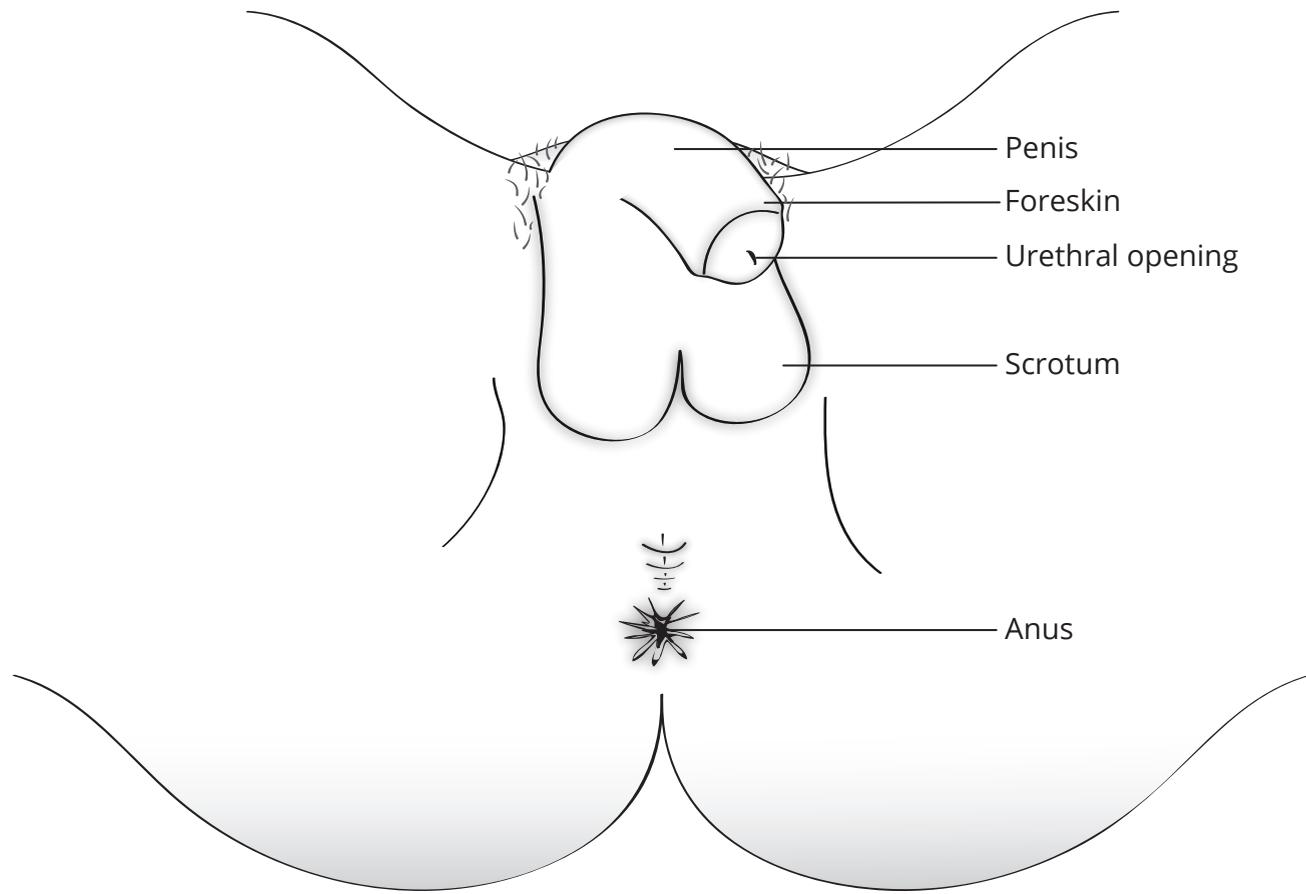
An erection is a necessary part of human reproduction. It allows the male to insert his penis into the female's vagina, which enables semen to reach the ovum inside the woman's reproductive system.

At the very tip of the penis is the **glans**, which is the head of the penis. This part of the male reproductive system may or may not be covered by **foreskin**. If the male is circumcised, the foreskin will have been removed and the glans will be exposed. Some parents may choose not to circumcise their son, while other parents do. Colour the area of the **glans and/or the foreskin yellow**.

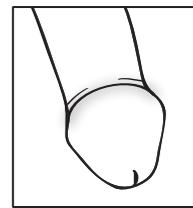
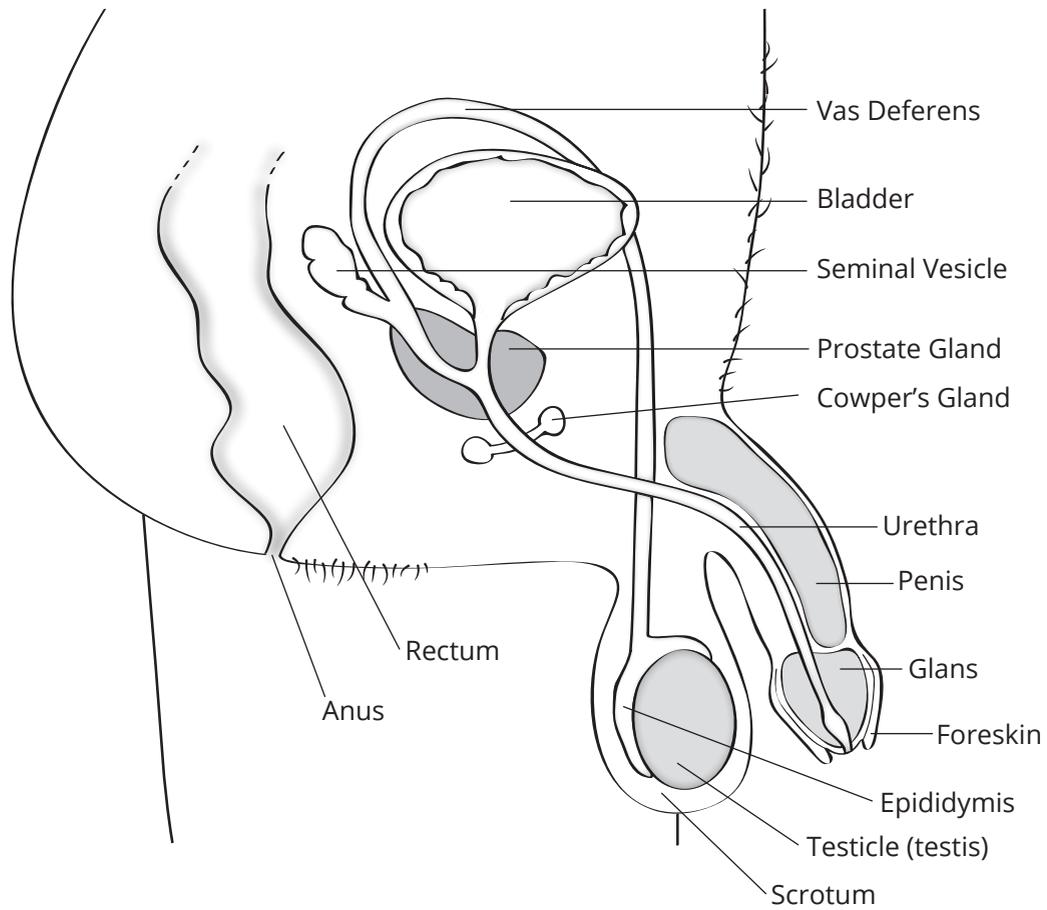
Sperm Production

1. Sperm is made in testicles and matures in the epididymis
2. Sperm travels up vas deferens and mixes with fluid in the seminal vesicles
3. Seminal vesicles store sperm in seminal fluid until ejaculation
4. Seminal fluid mixes with prostate fluid to make semen
5. Semen leaves the penis by ejaculation

External Male Reproductive System



Internal Male Reproductive System



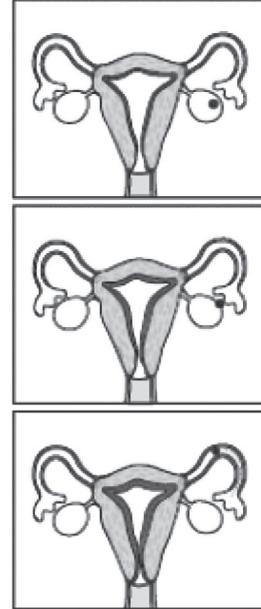
Circumcised Penis

Activity 5: How Reproduction Happens

Four Steps to Pregnancy

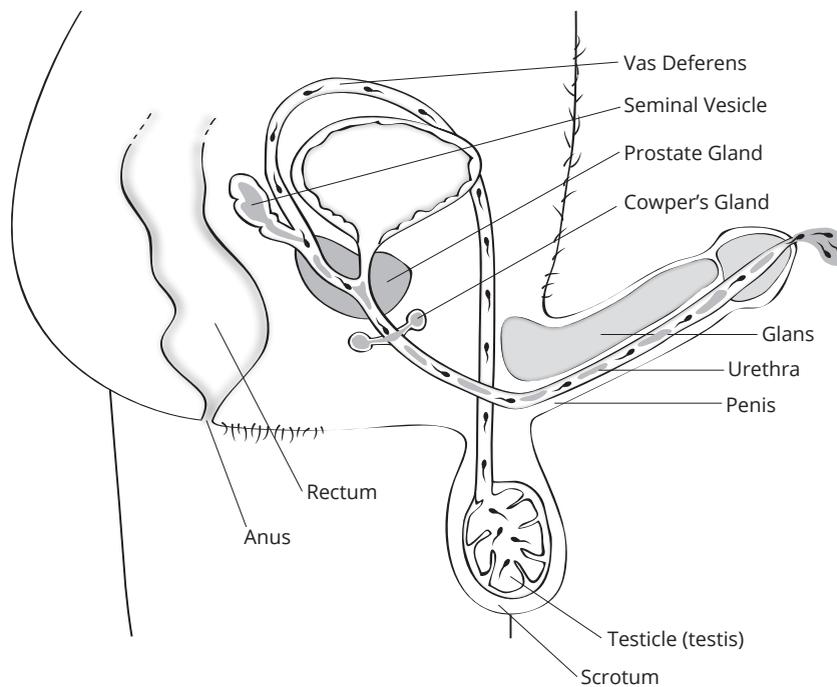
Step 1: Ovulation

One ovary releases one ovum (egg) into the fallopian tube, usually just one time every month. This ovum will travel down the fallopian tube for a few days. This is when a woman is most likely to get pregnant. In young females ovulation is very unpredictable and there is no “safe” time to have unprotected sex.



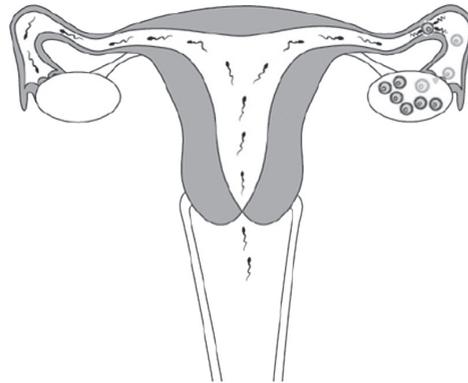
Step 2: Sexual Intercourse

The male penis enters the female vagina. Sperm is released into the female through the process of ejaculation.



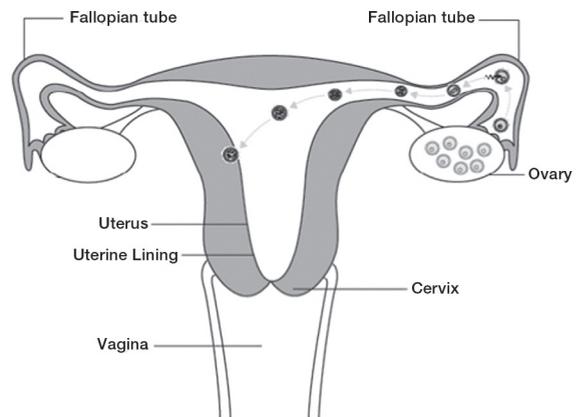
Step 3: Fertilization

This is also called conception. One male sperm connects with the female ovum in the fallopian tube. The sperm swims through the outer shell of the ovum and merges its genetic material with the ovum's genetic material. Then the sperm and ovum start to grow together as one. This is called a zygote. The zygote forms during fertilization, also called conception.



Step 4: Implantation

The zygote spends a few days travelling down the fallopian tube to the uterus, then burrows (implants) into the side of the uterus and spends the next 270 days or so growing into a baby.



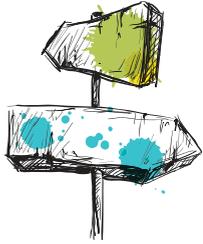
Number the steps of fertilization and conception in the correct order:

| | |
|--|---|
| | Fertilized ovum (zygote) attaches itself to the lining of the uterus |
| | Zygote takes about nine months to grow completely into a full-term baby |
| | Sperm meets ovum in the fallopian tube (fertilization) |
| | Sperm enters vagina |
| | Zygote uses lining of the uterus for nourishment |
| | Fertilized ovum travels down the fallopian tube into the uterus |
| | Sperm travels up the vaginal canal, cervix and uterus |

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?

Circle the word that best describes what you have learned.



1. I can ... identify common change in appearance during puberty for males and females.

YES NO KIND OF

2. I can ... identify a trusted person to talk to about my feelings.

YES NO KIND OF

3. I can ... accurately explain how the male reproductive system works.

YES NO KIND OF

4. I can ... accurately explain how the female reproductive system works.

YES NO KIND OF

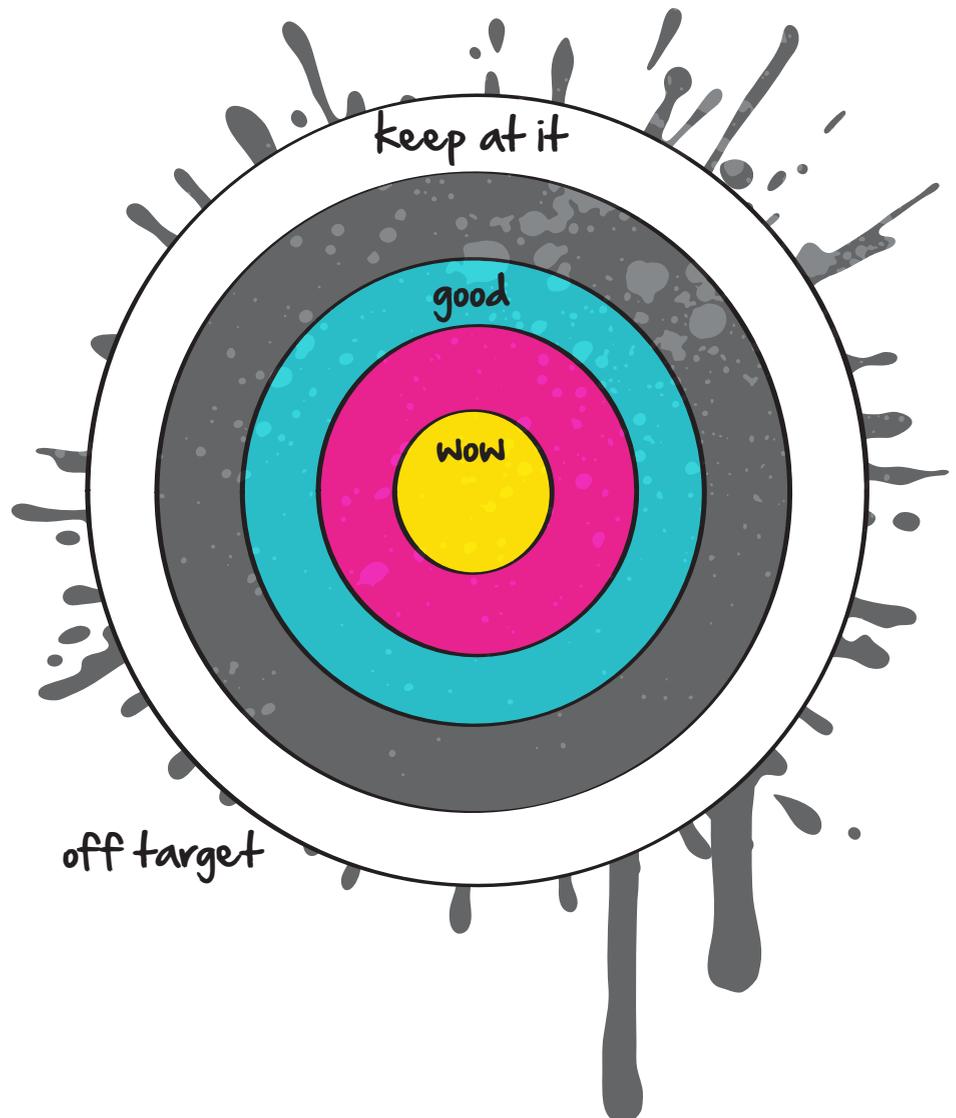
5. I can ... explain the processes of reproduction, menstruation and sperm production.

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are at in your overall understanding of this lesson.

Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.



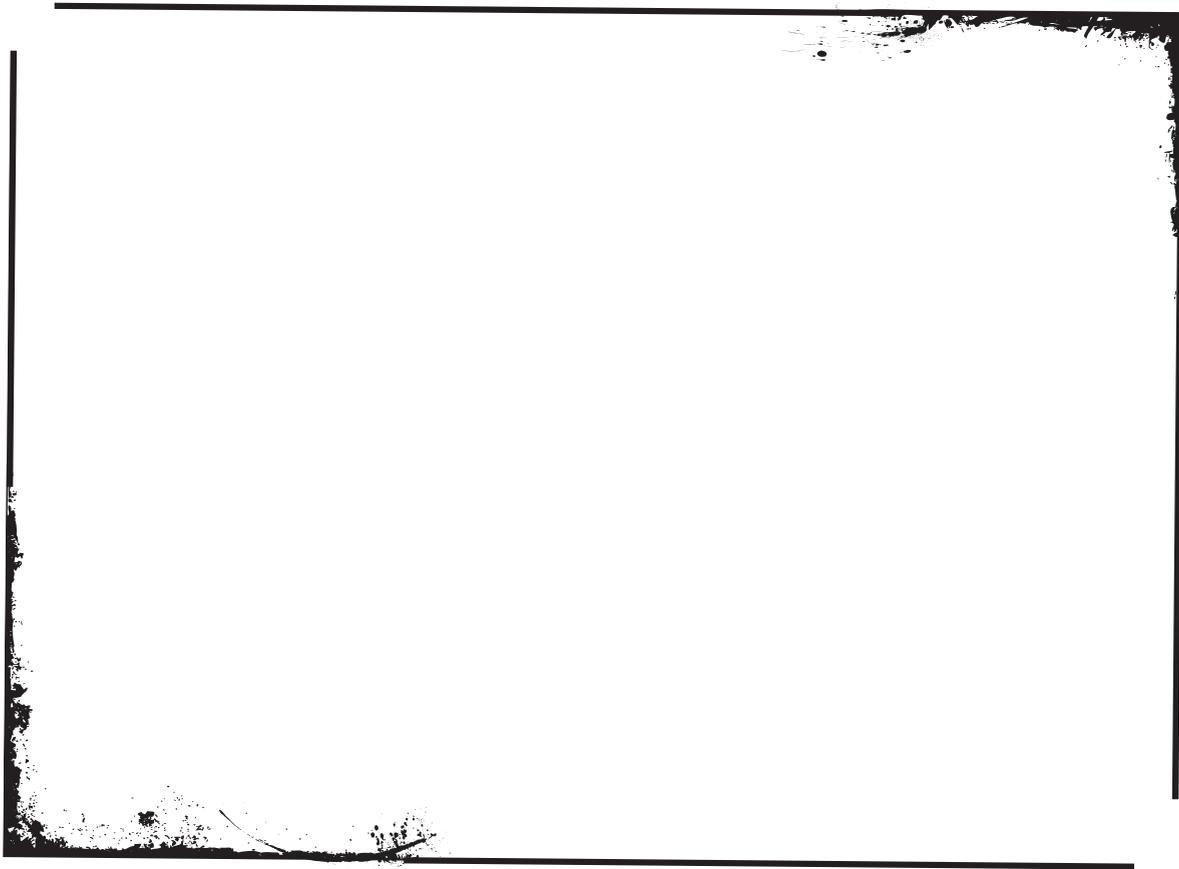
What Counts?



1. Know four different ways to reduce the risk of an unplanned pregnancy.
2. Know at least four different types of available contraceptive methods.
3. Identify who to talk to and how to get more information about preventing pregnancy.

Activity 1: Contraception Methods Including Abstinence

Brainstorm, with your class, different contraception methods.



Birth Control Reference Sheet

| | | |
|---|--|--|
| <p>Abstinence</p> <p>When it's used to prevent pregnancy, abstinence means not having sexual intercourse (not putting the penis in the vagina) and not ejaculating near the opening of the vagina. The only 100% guaranteed way to avoid getting pregnant is abstinence.</p> <p>100% effective in preventing pregnancy and STIs</p>  | <p>Combining two methods</p> <p>For extra protection, couples can combine a condom with another method of birth control (e.g., birth control pills and a condom). A combination like this will help cut down the risk of pregnancy and STIs.</p> <p>Up to 99.9% effective depending on the combination</p>  | |
| <p>Male/External Condom</p> <p>A thin cover worn over the penis during sex. Male condoms prevent pregnancy by blocking sperm from meeting the egg and act as a barrier against sexually-transmitted infections (STIs).</p> <p>86%-97% effective in preventing pregnancy</p>  | <p>Female/Internal Condom</p> <p>Is worn in the vagina during sex. Female condoms prevent pregnancy by blocking sperm from meeting the egg and act as a barrier against sexually-transmitted infections (STIs).</p> <p>79%-95% effective in preventing pregnancy</p>  | |
| <p>Birth Control Pill (The Pill)</p> <p>Contain hormones (like the ones already in the female body) that keep a female's ovaries from releasing eggs as long as she keeps taking them. They must be prescribed by a health care provider. One pill is taken by mouth, daily and at the same time.</p> <p>92%-99% effective in preventing pregnancy; does not protect against STIs</p>  | <p>The Patch</p> <p>The patch is about the size of a matchbook and sticks to your skin. You can attach it to your abdomen, buttocks, upper arm, or anywhere on the front or back of your torso, except for your breasts. It will not wash off or come off while swimming.</p> <p>92%-99.3% effective in preventing pregnancy; does not protect against STIs</p>  | <p>Depo-Provera (The Needle)</p> <p>Is made of hormones. It's given in a female's muscle (in the arm or hip) and lasts 12 weeks (3 months). It keeps the ovaries from releasing eggs. The needle must be prescribed by a health care provider and needs to be given every 12 weeks (3 months).</p> <p>97%-99.7% effective in preventing pregnancy; does not protect against STIs</p>  |
| <p>The Ring</p> <p>The ring is a soft, flexible plastic ring that you insert into your vagina. Once you insert it, the walls of your vagina hold it in place and you don't feel it, even during sex. You insert the ring once a month and leave it in place for 3 weeks. At the end of three weeks, you remove the ring.</p> <p>92%-99% effective in preventing pregnancy; does not protect against STIs</p>  | <p>IUD (Intrauterine Device)</p> <p>An IUD is a small T-shaped device that is put into a person's uterus by a doctor or nurse practitioner. The IUD stays in place for 3 -10 years or until it is removed by a doctor or nurse practitioner. There are two types of IUDs available: Progesterone and Copper.</p> <p>98%-99% effective in preventing pregnancy; does not protect against STIs</p>  | |
| <p>Emergency Contraception (EC)</p> <p>Even if you use birth control, accidents can happen—for example, condoms can break, or you or your partner might miss several birth control pills; however, it is still possible to prevent pregnancy by using an emergency contraception (EC) method. There are two kinds of ECs available: hormonal methods (Plan B) and the copper IUD. If you are already pregnant, they will not cause a miscarriage or hurt the baby.</p>  | | |

Photos above have been downloaded from https://en.wikipedia.org/wiki/Birth_control. There is no copyright protection on these images, see this link for more details: <http://www.webmd.com/about-webmd-policies/about-terms-and-conditions-of-use?ss=ftr#part3>
 STIs = Sexually-transmitted infections

Where else, besides this class, could a person get accurate up-to-date information about contraceptives?

- Parents or guardians are not always the best source of information due to biases or a lack of knowledge but they can be excellent allies.
- Pharmacist—up to date and good to talk to.
- Doctor or nurse—excellent knowledge, can provide a prescription and check-ups.
- Internet—use www.bettertoknow.yk.ca
- Yukon Communicable Disease Control (YCDC) #4 Hospital Road, Whitehorse. 1-800-661-0408 ext. 8323
- Yukon Sexual Health Clinic 406 Lambert Street, Whitehorse, YT. (867) 393-6635
- Community Health Centres located in every rural community
- 1-800-SEX-SENSE sexual health information line—toll-free from anywhere in the Yukon. Sexuality educators are available to answer your questions live by phone Monday–Thursday, from 9am–9pm. Call 1-800-739-7367

Contraceptive Questions

Using the Birth Control Reference Sheet above, answer the following questions:

1. Which method of contraceptive works 100% of the time?

2. Of the kinds of contraceptive on the Birth Control Reference Sheet, name three that are more than 90% effective in preventing pregnancy.

3. Which methods give the most protection from STIs (sexually transmitted infections)?

4. Which methods can teenagers get without parental consent?

5. What contraceptive method can be used to prevent pregnancy following unprotected intercourse or a contraceptive failure (e.g., if a condom breaks)?

6. Why is it good to talk with your parents, guardians or other trusted adults about contraceptives?

7. Why is it good to talk with your boyfriend/girlfriend/partner about contraceptives?

8. Where else, besides this class, could a person get accurate up-to-date information about contraceptives?

Write two questions you still have about contraceptive methods:

1. _____

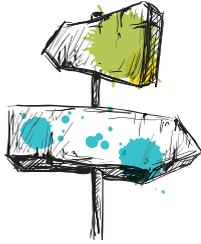
2. _____

Call the 1-800-SEX-SENSE (1-800-739-7367) line to get your questions answered for free.

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?

Circle the word that best describes what you have learned.

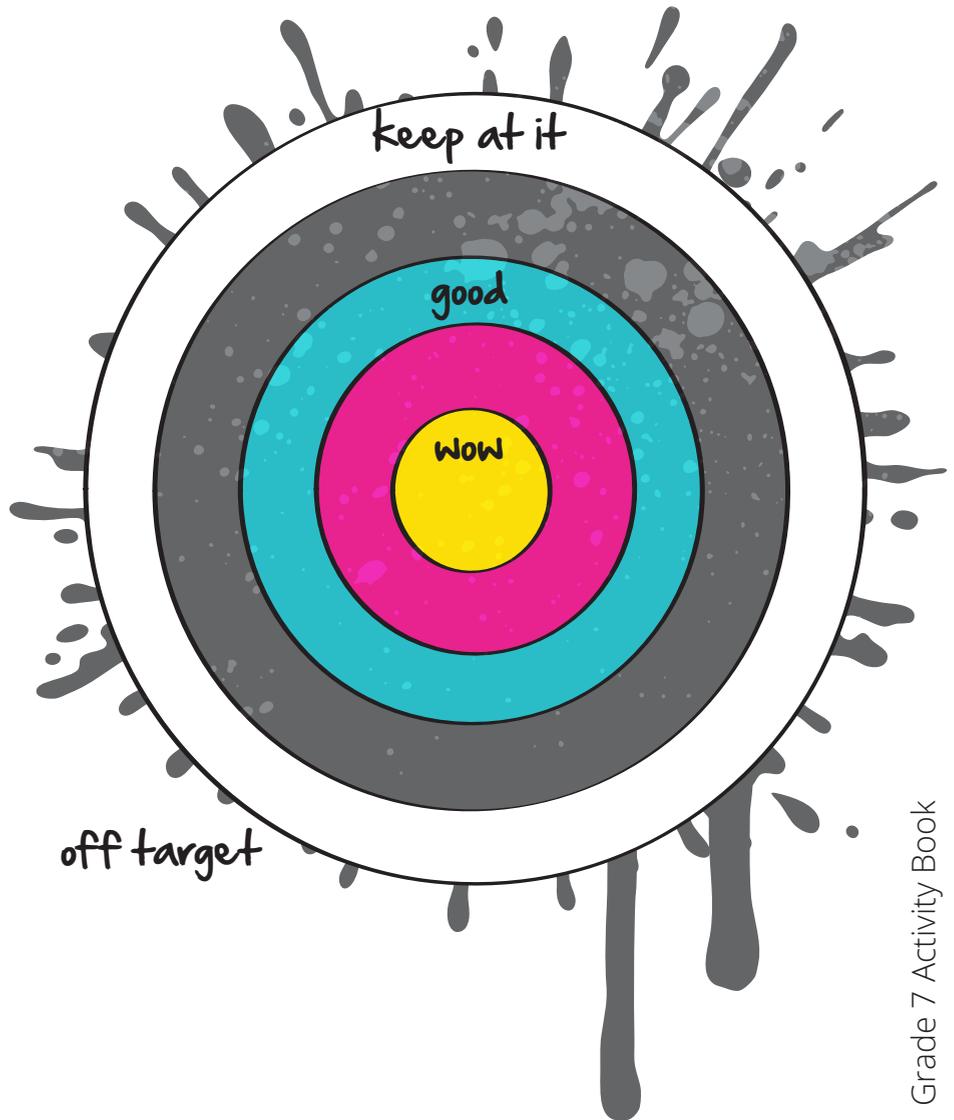


- 1. I can ...** list four different ways to reduce the risk of an unplanned pregnancy.
YES NO KIND OF
- 2. I can ...** list at least four different types of contraceptive methods.
YES NO KIND OF
- 3. I can ...** identify who to talk to and how to get more information about preventing pregnancy.
YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are at in your overall understanding of this lesson.

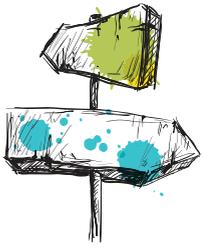
Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.





Lesson 11 SEXUALLY-TRANSMITTED INFECTIONS

What Counts?



1. Explain what STIs are and how they are transmitted.
2. Identify common STIs.
3. Understand the importance of STI testing.

Activity 1: How Bacteria and Viruses are Transmitted

Brainstorm different kinds of illnesses, with your class, and record if they are a virus or bacteria.

| Types of Viruses: | Types of Bacteria: |
|---|--|
| <ul style="list-style-type: none"> • e.g., Chicken Pox | <ul style="list-style-type: none"> • e.g., Strep Throat |

Activity 2: What are STIs and How Are They Transmitted?

Even though STIs are much like the viruses and bacteria humans get in their day-to-day lives, because they're associated with sex we often think of STIs in a more negative way. Shame and stigma can prevent people from taking important steps, like getting tested, getting treated, asking partners to practise safer sex, or disclosing their status to new partners.

1. Write down three bodily fluids that carry STIs:

2. Write down three areas of the body that can transmit STIs:

3. Write down how you can protect yourself against getting an STI:

Activity 3: What are Some Common STIs?

Work with your class to fill out the STI chart below.

| Bacteria | Viruses |
|---|--|
| <ul style="list-style-type: none">e.g., Chlamydia | <ul style="list-style-type: none">e.g., Herpes |

Activity 4: How and Where are STIs Diagnosed and Treated?

SEXUALLY ACTIVE? GET TESTED REGULARLY.



| Whitehorse Clinics In Whitehorse the following clinics provide free and confidential STI tests | | |
|---|--|--|
| Yukon Communicable Disease Control (YCDC) #4 Hospital Road Whitehorse, YT Phone (867) 667-8864 or 1-800-661-0408 ext. 8323 | Yukon Sexual Health Clinic 406 Lambert Street Whitehorse, YT (867) 393-6635 | Yukon's Sexual Health Information line: 1-800-SEX-SENSE (1-800-739-7367) |
| Community Health Centres In the communities all health centres provide free and confidential STI tests | | |
| Beaver Creek Health Centre P.O. Box 3 Beaver Creek, YT Y0B1A0 Phone: (867) 862-4444 | Faro Health Centre P.O. Box 99 111 Bell Avenue Faro, YT Y0B 1K0 Phone: (867) 994-4444 | Ross River Health Centre 14 Kulan Street Ross River, YT Y0B 1S0 Phone: (867) 969-4444 |
| Mayo Health Centre P.O. Box 98 21 Centre Street Mayo, YT Y0B 1M0 Phone: (867) 996-4444 | Haines Junction Health Centre P.O. Box 5369 Haines Junction, YT Y0B 1L0 Phone: (867) 634-4444 | Teslin Health Centre P.O. Box 70 Teslin, YT Y0B 1B0 Phone: (867) 390-4444 |
| Carmacks Health Centre 106 River Drive P.O. Box 230 Carmacks, YT Y0B 1C0 Phone: (867) 863-4444 | Watson Lake Health Centre 5 Hospital Road Whitehorse, YT Y1A 3H7 Phone: (867) 536-5255 | Watson Lake-Parhelion Medical Services P. O. Box 127 403 – 8th Street North Watson Lake, YT Y0A 1C0 Phone: (867) 536-2565 |
| Carcross Health Centre P.O. Box 27 Carcross, YT Y0A 1B0 Phone: (867) 821-4444 | Dawson Medical Clinic 501 6th Avenue Dawson City, YT Y0B 1G0 Phone: (867) 993-5744 | Dawson Health Centre 501 6th Avenue Dawson City, YT Y0B 1G0 Phone: (867) 993-4444 |
| Old Crow Health Centre P.O. Box 92 Old Crow, YT Y0B 1N0 Phone: (867) 966-4444 | Destruction Bay Health Centre General Delivery Destruction Bay, YT Y0B 1H0 Phone: (867) 841-4444 | Pelly Crossing Health Centre P.O. Box 20 Pelly Crossing, YT Y0B 1P0 Phone: (867) 537-4444 |
| Yukon's Sexual Health Information line: 1-800-SEX-SENSE (1-800-739-7367) | | |

STI Quiz

Work in pairs and complete the STI quiz below.

Circle True or False and briefly explain why you chose your answer.

1. A person can have an STI and not know it. True False

2. You can only get any STI once; if it has been cured, you won't ever get it again. True False

3. HIV is mainly present in semen, blood, and vaginal secretions. True False

4. Chlamydia and gonorrhea can cause infertility in women and can prevent a woman from ever having a baby. True False

5. Most STIs go away without treatment if people wait long enough. True False

6. STIs that aren't treated quickly can cause sterility and even death. True False

7. Birth control pills offer excellent protection from STIs. True False

8. Condoms can help prevent the spread of STIs. True False

9. If you know your partner, you can't get an STI. True False

10. Chlamydia is the most common STI. True False

11. The HPV immunization protects me from all STIs. True False

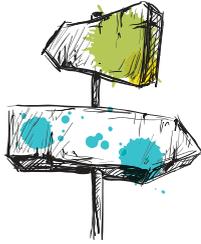
12. You should get tested for STIs after every new partner. True False

13. What are the three bodily fluids that carry STIs?

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?

Circle the word that best describes what you have learned.



1. I can ... explain what STIs are and how they are transmitted.

YES NO KIND OF

2. I can ... identify common STIs.

YES NO KIND OF

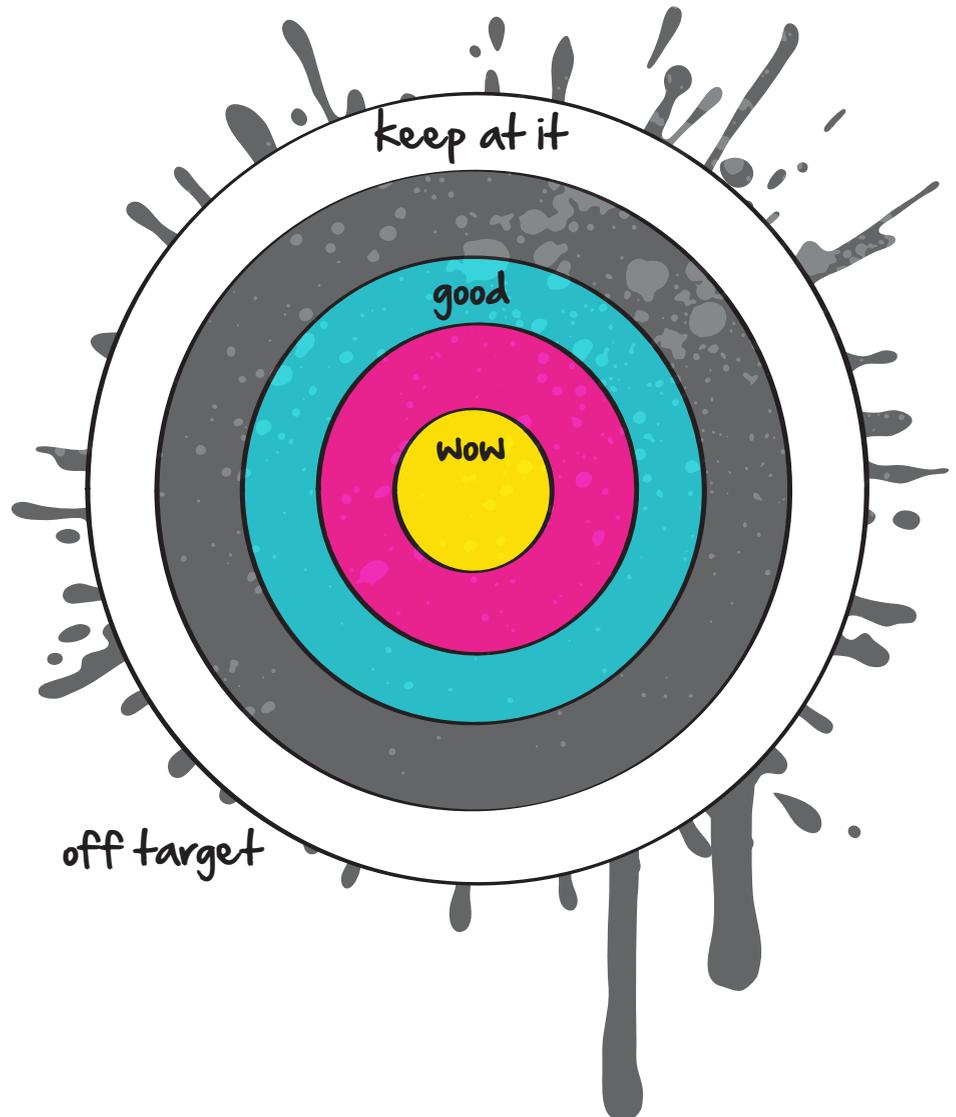
3. I understand ... the importance of STI tests.

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are at in your overall understanding of this lesson.

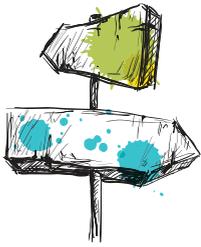
Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.



Lesson 12

PHYSICAL AND EMOTIONAL INFLUENCE OF DRUGS AND ALCOHOL

What Counts



1. Understand the physical and emotional effects of alcohol and drugs.
2. Be able to give at least three reasons why adolescents might use alcohol and/or drugs.
3. Understand how alcohol and drugs impair decision-making.
4. Know at least three healthy alternative activities to using drugs and/or alcohol.

Activity 1: Physical and Emotional Effects of Alcohol and Other Drugs

Under the Influence

Instructions:

- List 5 people **who** influence you and 5 people **you** influence.
- Then, how much do these people influence you and how much do you influence them?
- Rate the influence on a scale from 1 to 3 (1 = rarely, 2 = sometimes, and 3 = always).
- Finally, write P (positive), N (negative), or PN (both) to describe whether the influence is positive, negative, or both. Remember, this list is only for you. No one else will see it.

| Who influences me ? | How much? | Positive or negative? |
|----------------------------|-----------|-----------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

| Who do I influence? | How much? | Positive or negative? |
|----------------------------|-----------|-----------------------|
| 1. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |

What Would You Do?

One of the best ways to deal with peer pressure is to practise what you would do before you ever find yourself in a sticky situation. Read these three scenarios and describe how you would handle each one. Explain how you came to this decision and tell specifically what you might say or do in each scenario.

Scenario #1

Your good friend John asked you to come over to his house after school to work on a science project. John is a straight-A student who has helped you with school projects before. When you get there you see that there are no adults or other kids there. John goes to the refrigerator, gets a bottle of his father's beer, opens it, and takes a sip. He then hands you the bottle and says, "Here, have some. I do it all the time. I never get caught." What would you do?

Scenario #2

You and your best friend, Karen, go on a camping trip with a group of other girls. After the adults go to bed, one of the girls pulls out a marijuana joint from her backpack. The joint is passed around and when it gets to you, you say, "No thanks." The other girls laugh at you and call you a big baby. The joint is now passed to Karen, who is about to try it. What would you do?

Scenario #3

Your best friend has an older brother who's 16. When you go over to your friend's house, you see that this older brother is sitting around with a group of his friends drinking beer with your friend's dad. What would you do?

Activity 2: Healthy Ways to Meet Social and Emotional Needs

It is OK to want to have fun, to fit in and have friends. It is also wonderful to relax and let go of your cares. Everyone needs that. It's part of being human.

Create a list of at least five other activities (e.g., sporting events, dances, community centre activities, museums, etc.) that you and your friends can do for fun, instead of trying alcohol or drugs. Be sure to include locations, times and costs.

| Activity | Location | Hours | Cost |
|-------------------------------------|------------|--|---------|
| 1. Mount Sima – skiing/snowboarding | Mount Sima | Friday – Sunday 10 am-3 pm (winter only) | \$33.00 |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |

Be Your Own Best Friend



Know Yourself

Accept your strengths and weaknesses.
Everyone has both!

Accept Help

Some problems are too big to solve alone.
Confide in someone you trust, and lighten the load.

Go Gently

Don't be hard on yourself. Be careful not to
expect too much, or to overreact
to your mistakes.

Be True to You

Be yourself. Be proud of who you are.
Pay attention to your own thoughts and feelings.
Do what seems right for you.

Increase Positive Self-Talk

Positive self-talk is a way to encourage yourself.
Practise these phrases daily: I am strong, today is a great day,
I am a good friend, I am loved, I am kind, I rock.

Take Time Out

Spend some time alone and enjoy your favourite music,
read a book or magazine, play a musical instrument
or write in your journal.

Stay Active

Try doing your favourite physical
activity for at least 30 minutes
a day. You will feel fit, strong,
and ready for challenges.



Lily and Gino's Story

Read the following story with your class and answer the discussion questions below:

Lily and Gino are in 9th grade. Lily likes Gino a lot. They've gone out a couple of times, and she thinks she might want to try sex. She's not really sure. She has a couple of older girlfriends who've tried it, and she's starting to feel a little weird about waiting. Lily's feeling a little left out, too. Gino has said he didn't think he wanted to have sex.

Lily doesn't want to talk to Gino about it, because she worries what Gino would think. She knows condoms are important, but she's too embarrassed to buy them.

So, Saturday night, at a party, she smokes marijuana, which she doesn't usually do, and drinks some beer. She encourages Gino to do the same. They both get pretty drunk and high and end up having sex before they leave. No condom was used.

The next morning, everything is still a little hazy. Lily can't remember everything exactly, but she doesn't think Gino used a condom. She starts counting the days until her next period.

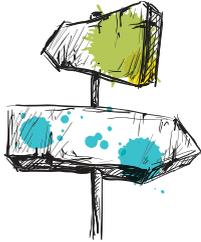
Discussion Questions:

1. Why did Lily use alcohol and other drugs in this situation?
2. Exactly what risks did Lily take?
3. Did Lily consider Gino's feelings about having sex?
4. Did her decision to have sex have any possible benefits?
5. Were the possible benefits worth the risks, in your opinion?
6. What are some steps that Lily could take now?

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?

Circle the word that best describes where you are.

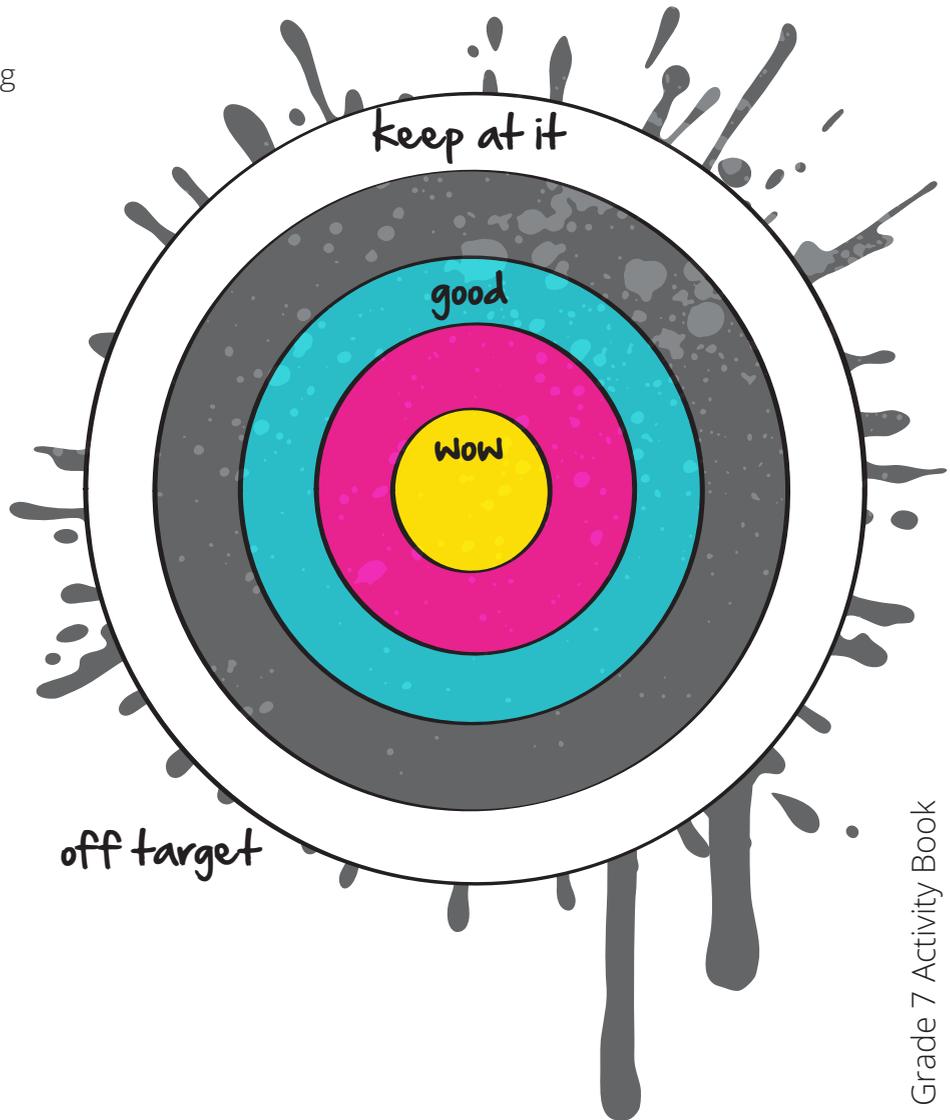


- 1. I can ...** describe physical and emotional effects of alcohol and drugs.
YES NO KIND OF
- 2. I can ...** list at least three reasons why adolescents may use alcohol or drugs.
YES NO KIND OF
- 3. I can ...** describe how drugs and alcohol impair decision-making.
YES NO KIND OF
- 4. I can ...** list at least three healthy alternative activities to using drugs and/or alcohol.
YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are in your progress (overall understanding of this lesson).

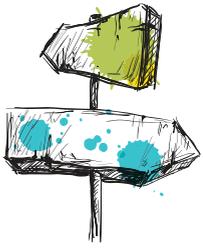
Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.





Lesson 13
VISIONING MYSELF AND MY LIFE

What Counts



1. Understand that a person's attributes are more important than his or her looks.
2. Explain how society and the media can pressure people to look a certain way, which can create negative and limiting self-perceptions.
3. Know healthy ways to create a positive vision for life.

Activity 1: If I Could Be

Complete the statement:

If I could be anyone, I would be _____ because

Write notes in the space below about one new thing you learned or one way you will now see yourself differently, based on the class discussion.

Activity 2: Body Image

Media often influences how we feel about our physical appearance, our self-image, and our behaviour. Based on the images presented in the collages your class created, answer the following questions:

1. What are some standards that are set by the media regarding beauty?

2. How does media influence the image we have of ourselves? Family? Friends?

3. Is the media's ideal image of beauty realistic for most people? Why or why not?

4. What are some attractive qualities people can have that are not based on appearance?
Are these qualities reflected in the collages?

5. Why do you think people might have a self-image that is more critical than reality?

6. What are some ways we can combat negative perceptions we have of ourselves?

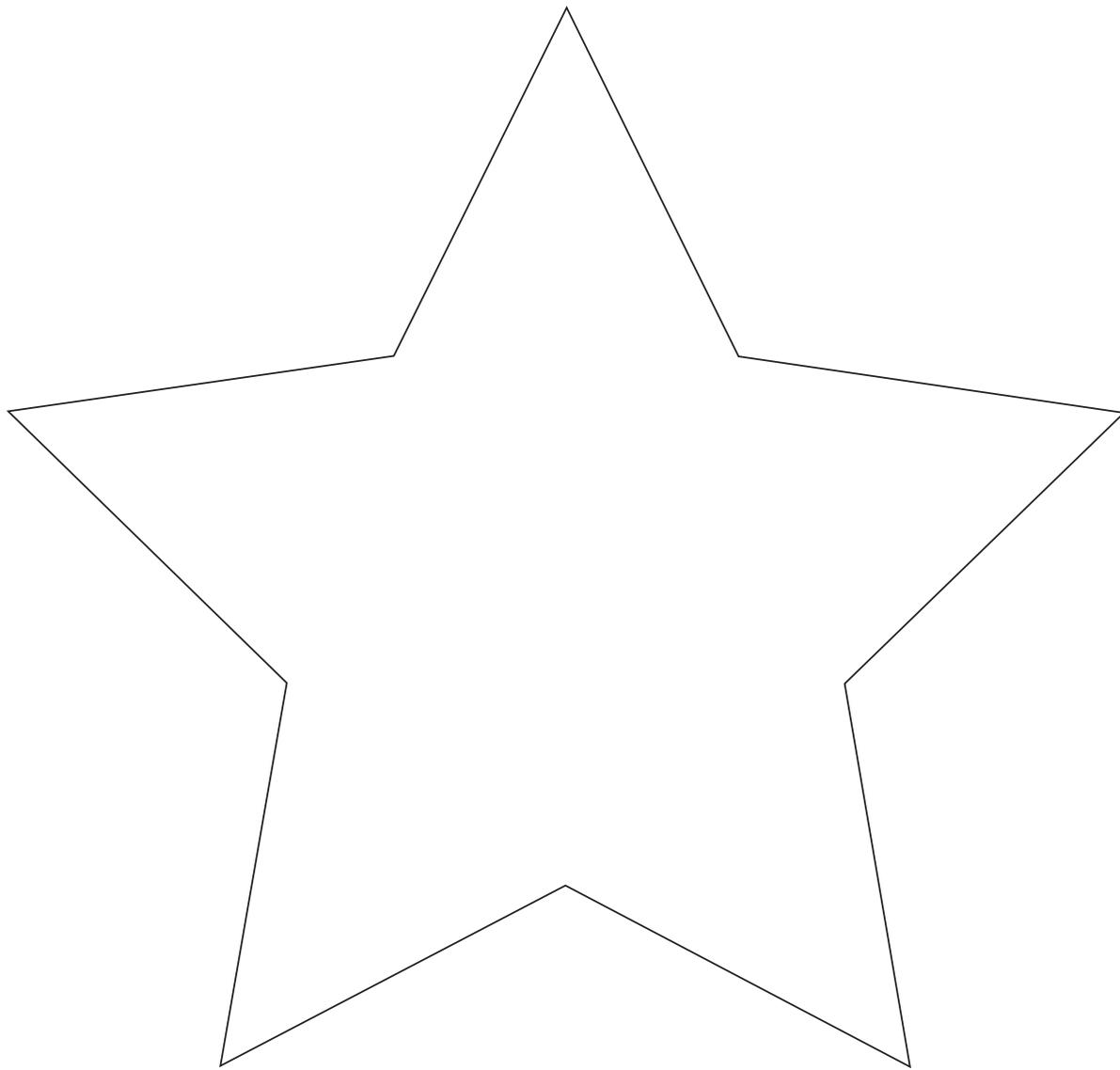
Activity 3: Creating and Living My Vision

Step 1: Create a Vision Mind Map, include information such as who you are, what you love, what you would like to do in your life now and when you grow up. Dream big!

Step 2: Create a Vision Board:

- Using the Vision Mind Map for inspiration and direction, find photos, images, words, phrases, etc., that capture your specific visions or goals.
- Lay the images and words out to create a collage on a piece of poster paper. Once the design is complete, glue images to finish the project. Glue sticks work best.
- Post Vision Boards around the classroom or in the hall to inspire other students.

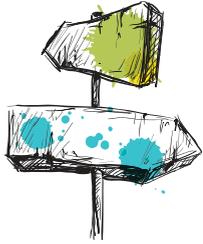
My Vision Mind Map



Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?

Circle the word that best describes what you have learned.



1. I can ... understand that a person’s attributes are more important than his/her looks.

YES NO KIND OF

2. I can ... explain how society and the media can pressure people to look a certain way that can create negative and limiting self-perceptions.

YES NO KIND OF

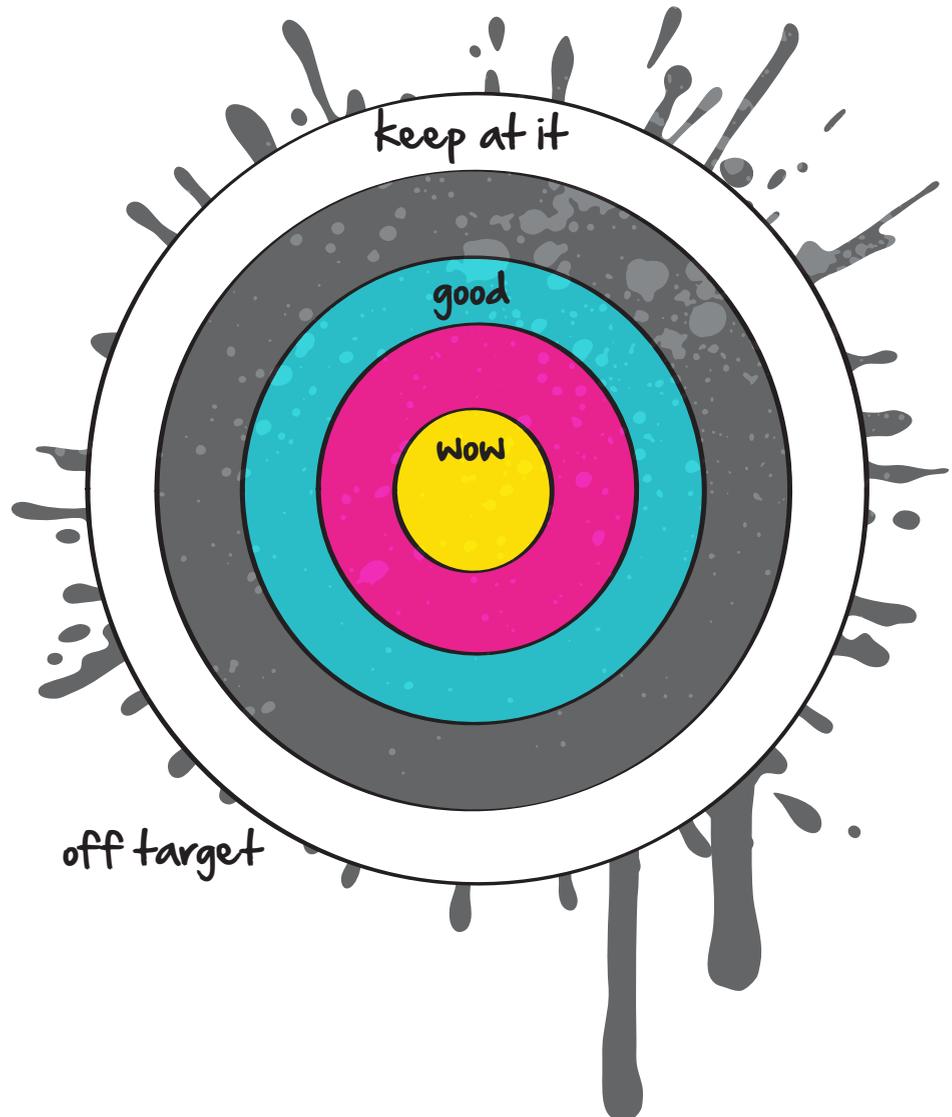
3. I can ... list healthy ways to create a positive vision for myself and my life.

YES NO KIND OF

Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are at in your overall understanding of this lesson.

Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.



Lesson 14

ONLINE AND TEXTING SAFETY

What Counts



1. Be aware of my own level of safety and appropriateness online and when texting.
2. Demonstrate skills that help make good decisions online and when texting.
3. Understand that what is done or said online is never truly anonymous.

Activity 1: My Virtual Life

My virtual conscience:

Write down the names of two people—someone famous who is admired for his/her courage, AND an adult in your life who is trusted and respected.

As of today these people make up your virtual conscience. Each time you intend to do something online or texting that you are not sure about, ask yourself: What would these people think of such an action?

1. _____

2. _____

My Virtual Life Questionnaire

Instructions: Use the following questionnaires to assess your online behaviour, where you interact with others most often (Snapchat, Facebook, chat rooms, etc.). Record your answers on the score card and assess your online behaviour at the end of each section.

Online Profile (e.g., Facebook):

1. This profile has:
 - a. One (or several) recognizable photo(s) of me
 - b. One (or several) unrecognizable general photo(s)
 - c. Personal data that could be used to identify me (e.g., e-mail address, birthday, name, school, reference to a sports team, etc.)
 - d. There is no profile option on this web site
 - e. I have chosen not to complete an online profile on this site

2. Imagine that someone you know in the physical world comes across this online profile. Could this person link this profile to you (either by reading the profile content or by following your e-mail address)?
 - a. Yes
 - b. No
 - c. Not sure

3. Who can see this profile?
 - a. Only people I invite (secret profile)
 - b. Only people I accept (limited profile)
 - c. People in my network: school, town (public profile)
 - d. Everyone
 - e. Not sure

4. Have you ever posted recognizable photos of your friends in your profile?
 - a. Yes, after checking with them to make sure they didn't mind
 - b. Yes, without checking with them
 - c. No

5. Profile content
 - a. I would have no problem showing what I have posted in my profile to my virtual conscience
 - b. I would not want to show my profile to my virtual conscience

My Online Profile

| Answers | Colour Rating |
|---------|---------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

Use the following colour guide to rate your online profile:

Question 1:

- If you answered **b**, **d** or **e**, give yourself a **blue** rating
- If you answered **c**, give yourself a **yellow** rating
- If you answered **a**, give yourself a **red** rating

Question 2:

- If you answered **a** or **c**, give yourself a **red** rating
- If you answered **b**, give yourself a **blue** rating

Question 3:

- If you answered **a**, give yourself a **blue** rating
- If you answered **b**, give yourself a **yellow** rating
- If you answered **c**, **d**, or **e**, give yourself a **red** rating

Question 4:

- If you answered **a**, give yourself a **yellow** rating
- If you answered **b**, give yourself a **red** rating
- If you answered **c**, give yourself a **blue** rating

Question 5:

- If you answered **a**, give yourself a **blue** rating
- If you answered **b**, give yourself a **red** rating

Yellow:

- If you are mostly yellow, you are fairly cautious about your online profile.
- You do tend to include some information and images of yourself or your friends, perhaps on purpose or by accident, but you perhaps try to limit the number of people who can access such data.
- You may understand that information and images that you post may be seen or downloaded and passed on by others, so perhaps you make sure to ask permission before posting images of your friends and you might make sure that nothing you do post would embarrass or hurt you or anyone else.

Blue:

- If you are mostly blue, give yourself a pat on the back.
- You are most likely careful about what you post online and that's a good thing.
- You may be less vulnerable to being cyberbullied or harassed because the footprints you leave online are either not easily traced back to you or are directed only toward a limited group of people who you trust wholeheartedly.
- Perhaps you understand that information and images that you post online may be seen or downloaded and passed on by others, so you post only general images in your profile.

Red:

- If you are mostly red, you may be setting yourself up for a lot of problems.
- You need to be more careful with the access to your personal life—and that of your friends—that you provide to others through your online profile. This may be because you are not very careful, nor is anyone you know. Perhaps it's because no one has really taught you how to be careful online.

Communication and Texting Characteristics (e.g., chat rooms):

1. What are your online/texting characteristics?
 - a. One-way communication (where your audience or the object of your comments has no way of responding directly to you)
 - b. Two-way communication (where your audience or the object of your comments may respond, online or otherwise)

2. Have you ever sent, forwarded or posted an **image** of someone that was intended to put down, make fun of, or embarrass them?
 - a. Yes
 - b. No

3. Have you ever sent, forwarded or posted **comments** about someone that were intended to put down, make fun of, or embarrass them?
 - a. Yes
 - b. No

4. Nature of communication
 - a. I would have no problem showing my chat logs or what I have posted to my virtual conscience
 - b. I would not want to show my chat logs to my virtual conscience

My Communication and Texting Characteristics

| Answers | Colour Rating |
|---------|---------------|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |

Use the following colour guide to rate your communication and texting characteristics:

Question 1:

- If you answered **a** give yourself a **yellow** rating
- If you answered **b** give yourself a **blue** rating

Question 2:

- If you answered **a** give yourself a **red** rating
- If you answered **b** give yourself a **blue** rating

Question 3:

- If you answered **a** give yourself a **red** rating
- If you answered **b** give yourself a **blue** rating

Question 4:

- If you answered **a** give yourself a **blue** rating
- If you answered **b** give yourself a **red** rating

Blue:

- If you are mostly blue, you are probably respectful and ethical in your online and texting communications.
- You may tend to communicate with others, not at others.
- You probably don't behave aggressively or in an intentionally mean way when you are chatting, e-mailing or instant messaging.

Yellow:

- If you are mostly yellow, you are fairly respectful and ethical in your online and texting communications.
- You mostly communicate in a respectful way, with people you know, but sometimes you may not.

Red:

- If you are mostly red, you may be setting yourself up for a lot of problems.
- You need to be more careful with the access to your personal life—and that of your friends—that you provide to others through your online profile. This may be because you are not very careful, nor is anyone you know. Perhaps it's because no one has really taught you how to be careful online.

Passwords (e.g., Facebook):

1. Does anyone else know any of the passwords that you use online?
 - a. Yes
 - b. No

Passwords

| Answers | Colour Rating |
|---------|---------------|
| 1. | 1. |

Use the following colour guide to rate your passwords:

Question 1:

- If you answered **a** give yourself a **red** rating
- If you answered **b** give yourself a **blue** rating

Red:

- If you scored red, watch out!
- There are a lot of people out there who have had their identities stolen and/or misused as a result of sharing their password(s) with too many people or using the same one with many sites or profiles.

Blue:

- If you scored blue, you are password-savvy.
- You don't share passwords even with friends and you don't make up passwords that anyone who knows you could easily guess.

Lifespan of Online Information (e.g., Twitter):

1. What is the lifespan of the images and/or information I have posted or shared in this online environment?
 - a. Temporary
 - b. Permanent
 - c. Don't know

Lifespan of Online Information

| Answers | Colour Rating |
|---------|---------------|
| 1. | 1. |

Use the following colour guide to rate your passwords:

Question 1:

- If you answered **a** give yourself a **red** rating
- If you answered **b** give yourself a **red** rating
- If you answered **c** give yourself a **red** rating

Red:

All these answers score **red**!

- This is something of a trick question since, contrary to what many people think, there is no such thing as temporary data on the Internet.
- It's not uncommon for universities, colleges and prospective employers to check out what people have posted on sites like Facebook to see whether or not they are desirable candidates for programs or positions.
- This may not be that important to you now but it's a good idea to build healthy habits so the "oops!" of "Click Before You Think" syndrome doesn't haunt you indefinitely!

Bonus question

1. Are you ever truly anonymous when you are online?
 - a. Yes
 - b. No

Remember to **THINK** before putting something online or telling others:

- T** – Is it TRUTHFUL?
- H** – Is it HONEST?
- I** – Is it IMPORTANT?
- N** – Is it NECESSARY?
- K** – Is it KIND?

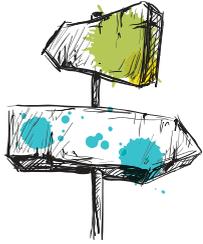
However careful we may be about privacy, whenever we go online our computer leaves a digital footprint or record (IP address) that tells Internet Service Providers exactly who we are.

Texts can easily be read by anyone who can access your phone and passed on to anyone, anywhere, anytime.

Self-Assessment:

Step 1: Did you learn “What Counts” for this lesson?

Circle the word that best describes what you have learned.



1. I am ... aware of my own level of safety and appropriateness online and when texting.

YES NO KIND OF

2. I have ... skills to help make good decisions online and when texting.

YES NO KIND OF

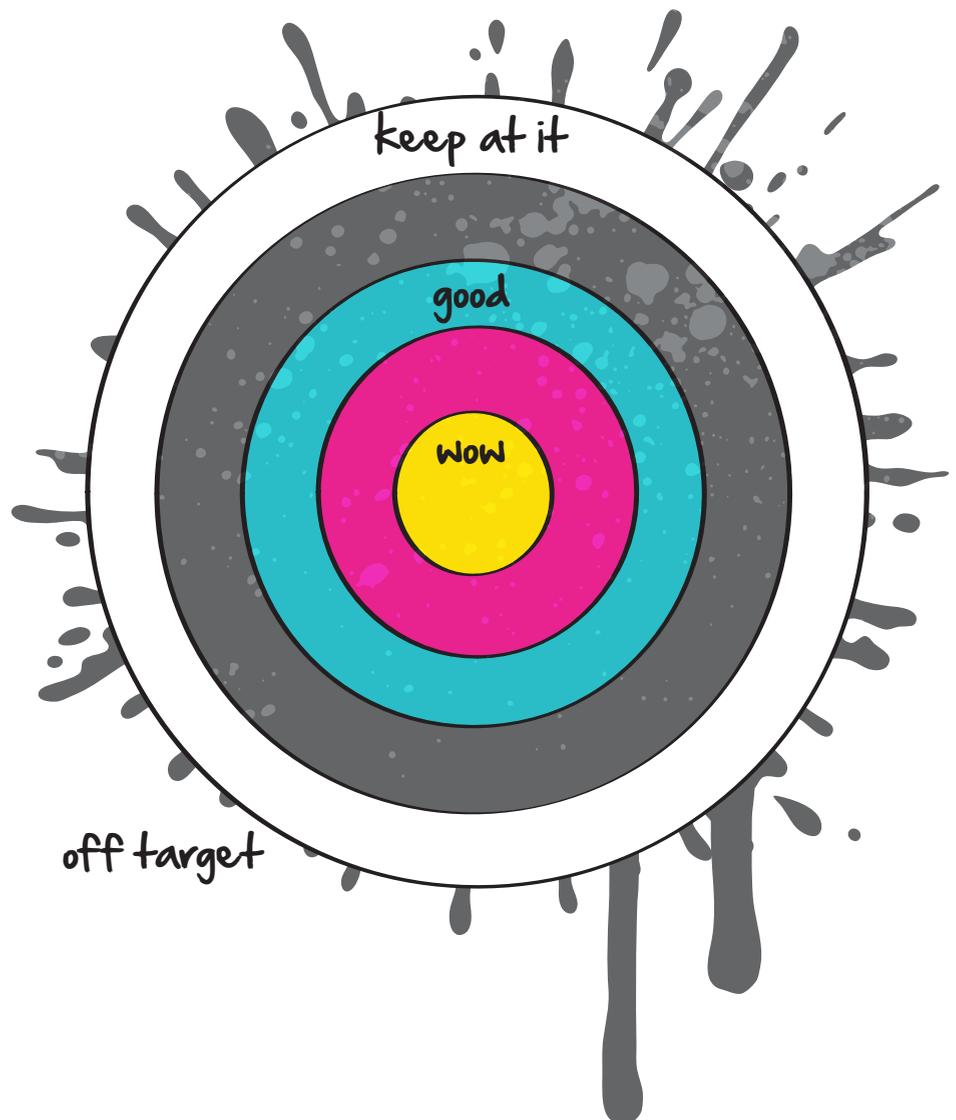
3. I can ... understand that what is done online is never truly anonymous and that data stays online forever.

YES NO KIND OF

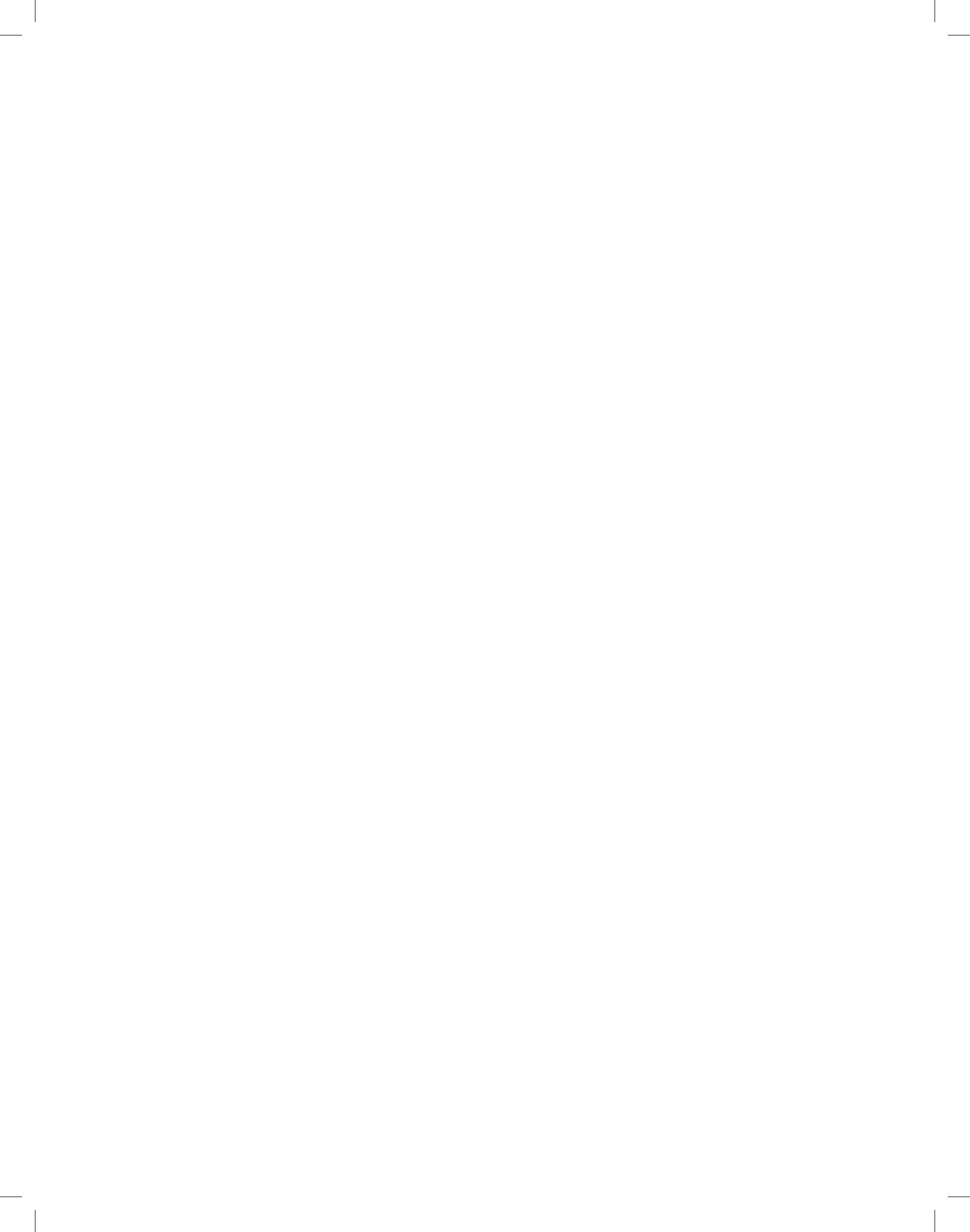
Step 2: Are you on target?

Put an arrow into the target ring that best describes where you are at in your overall understanding of this lesson.

Step 3: Write a question or new fact you learned in this lesson and put it in the Question Box.









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