

Compass Centre’s Healthy Sexuality Presentations: Supporting Educators in Achieving Curriculum Outcomes – Junior High

Compass Centre for Sexual Wellness is one of the organizations in Edmonton that provide workshops to support teachers in covering Curriculum Outcomes in areas of human sexuality. The chart below contains the Curriculum Outcomes for Health and Life Skills, the program of study that includes sexual health education in Junior High, and indicates the Curriculum Outcomes included in Compass Centre’s presentations for Grade 7, 8, and 9.

✓ indicates outcomes included in the presentation

***Note:** *Boldfaced and italicized* outcomes are those listed by Alberta Education as outcomes that contain topics related to human sexuality, and for which parents may exempt their children from instruction. While Compass Centre’s Healthy Sexuality presentations cover many of these outcomes, our presentations may also include material that fits within non-*boldfaced and italicized* outcomes.

Alberta Education Grades K-9 Health and Life Skills - General Outcomes:

Wellness Choices: “Students will make responsible and informed choices to maintain health and promote safety for self and others.”

Relationship Choices: “Students will develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.”

Life Learning Choices: “Students will use resources effectively to manage and explore life roles and career opportunities and challenges.”

Grade / Outcome Category	Specific Outcomes	Included in Healthy Sexuality presentation
Grade 7 Wellness Choices	W-7.1 Compare personal healthy choices to standards for health; e.g., physical activity, nutrition, relaxation, sleep, reflection	
	W-7.2 Examine personal grooming/cleanliness, and evaluate the impact of grooming/cosmetic advertisements on personal grooming habits/choices	
	<i>W-7.3 Examine the human reproductive process, and recognize misunderstandings associated with sexual development</i>	✓
	W-7.4 Analyze the messages and approaches used by the media to promote certain body images and lifestyle choices	
	W-7.5 Relate the factors that influence individual food choices to nutritional needs of adolescents; e.g., finances, media, peer pressure, hunger, body image, activity	
	W-7.6 Analyze social factors that may influence avoidance and/or use of particular substances	
	W-7.7 Analyze the definition, effects and possible consequences of various forms of harassment	
	W-7.8 Analyze and appreciate differing personal perspectives on safety; e.g., physical, emotional, social safety	
	W-7.9 Identify basic workplace safety procedures	
	W-7.10 Identify and examine potential sources of physical/emotional/social support	
	W-7.11 Identify characteristics of resiliency; e.g., problem-solving skills, positive self-esteem, social bonding	

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Relationship Choices	<i>W-7.12 Identify the effects of social influences on sexuality and gender roles and equality</i>	✓
	<i>W-7.13 Examine the influences on personal decision making for responsible sexual behavior</i>	✓
	<i>W-7.14 Examine abstinence and decisions to postpone sexual activity as healthy choices</i>	✓
	R-7.1 Analyze how thinking patterns influence feelings; e.g., positive thinking, all or nothing thinking, overgeneralization, perfectionism	
	R-7.2 Analyze the need for short-term and long-term support for emotional concerns; e.g., family, friends, schools, professionals	
	R-7.3 Identify sources of stress in relationships, and describe positive methods of dealing with such stressors	
	R-7.4 Analyze and practice constructive feedback; e.g., giving and receiving	
	R-7.5 Examine the characteristics of healthy relationships, and develop strategies to build and enhance them	
	R-7.6 Explore and evaluate the impact of media violence on relationships	
	Life Learning Choices	R-7.7 Evaluate and personalize the effectiveness of various styles of conflict resolution
R-7.8 Analyze the potential effects of belonging to a group, team, gang		
R-7.9 Develop group goal-setting skills; e.g., collaboration		
L-7.1 Develop improved organizational and study strategies/skills by analyzing the different ways individuals learn; e.g., determine learning styles, personal learning style		
L-7.2 Practice ways to extend personal capacity for learning; e.g., positive self-talk, affirmations		
L-7.3 Differentiate between choice and coercion in decision making for self and others; e.g., demonstrate a willingness to accept “no” from others		
L-7.4 Revise short-term and long-term goals and priorities based on knowledge of interests, aptitudes and skills; e.g., personal, social, leisure, family, community		
L-7.5 Create a personal portfolio showing evidence of interests, assets and skills; e.g., certificates of participation		
L-7.6 Examine factors that may influence future life role/education/career plans; e.g., technology, role models		
L-7.7 Determine and use knowledge and skills of class to promote school and community health		
L-7.8 Apply effective group skills to design and implement a school-community health enhancement plan; e.g., plant trees in playgrounds to provide future shade		
Grade 8	Specific Outcomes	
Wellness Choices	W-8.1 Examine the relationship between choices and resulting consequences; e.g., how choosing to smoke affects how one looks, feels and performs	
	W-8.2 Analyze the impact of positive and changing choices on health throughout the life span; e.g., need for varying amounts of sleep, calcium	
	<i>W-8.3 Recognize and accept that individuals experience different rates of physical, emotional, sexual and social development</i>	✓
	W-8.4 Develop personal strategies to deal with pressures to have a certain look/	

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Relationship Choices	lifestyle; e.g., accept individual look	
	W-8.5 Evaluate personal food choices, and identify strategies to maintain optimal nutrition when eating away from home; e.g., eating healthy fast foods	
	W-8.6 Analyze possible negative consequences of substance use and abuse; e.g., fetal alcohol syndrome, drinking and driving	
	W-8.7 Determine the signs, methods and consequences of various types of abuse; e.g. neglect, physical, emotional, sexual abuse	
	W-8.8 Identify potentially unsafe situations in the community and begin to develop strategies to reduce risk; e.g., dark parking lots, lack of railway crossing lights	
	W-8.9 Describe rights and responsibilities of employers and employees in relation to workplace safety	
	W-8.10 Develop strategies to effectively access health information and health services in the community; e.g., health hotline, family doctor, public health unit	
	W-8.11 Identify and develop personal resiliency skills; e.g., planning skills, social competence	
	W-8.12 Identify and describe the responsibilities and consequences associated with involvement in a sexual relationship	✓
	W-8.13 Describe symptoms, effects, treatments and prevention for common sexually transmitted diseases; i.e., chlamydia, HPV, herpes, gonorrhea, hepatitis B/C, HIV	✓
	W-8.14 Identify and describe basic types of contraceptives; i.e., abstinence, condoms, foam, birth control pills	✓
	R-8.1 Describe characteristics of persistent negative feeling states; e.g., depression, mood disorders	
	R-8.2 Describe signs associated with suicidal behavior; and identify interventional strategies	
	R-8.3 Evaluate the relationship between risk management and stress management; e.g., managing risks effectively reduces stress, managing stress can reduce impulsive behaviours	
R-8.4 Analyze the effects of self-concept on personal communication		
R-8.5 Develop strategies for maintaining healthy relationships		
R-8.6 Describe and provide examples of ethical behavior in relationships; e.g., integrity		
R-8.7 Develop and demonstrate strategies for promoting peaceful relationships; e.g., find common ground in conflicts		
R-8.8 Describe and explain the positive and negative aspects of conformity and dissent as they relate to individuals in a group or on a team		
R-8.9 Describe the characteristics of, and demonstrate skills of, an effective leader and group member		
Life Learning Choices	L-8.1 Determine and develop time management strategies/skills to establish personal balance; e.g., the use of time and energy in family, school, leisure and volunteer activities, rest	
	L-8.2 Examine learning priorities, and implements a learning plan	
	L-8.3 Identify components of ethical decision making, and apply these concepts to personal decision making	
	L-8.4 Begin to develop goals and priorities related to learning and future career paths, based on personal interests, aptitudes and skills	
	L-8.5 Update a personal portfolio to show evidence of a range of interests, assets	

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	and skills; and relate evidence to knowledge and skills required by various career paths	
	L-8.6 Investigate, interpret and evaluate career information and opportunities, using a variety of sources; e.g., Internet, informational interviews, mentors, media	
	L-8.7 Relate personal knowledge and skills to potential opportunities for volunteering and providing services to others in the community	
	L-8.8 Investigate the characteristics of a mentor, and practice mentorship in a group setting	
Grade 9	Specific Outcomes	
Wellness Choices	W-9.1 Use knowledge of a healthy, active lifestyle to promote and encourage family/peer/community involvement	
	W-9.2 Analyze how positive health habits can be supported by a variety of approaches to health practices and treatments; e.g., acupuncture	
	W-9.3 Apply coping strategies when experiencing different rates of physical, emotional, sexual and social development; e.g., positive self-talk	
	W-9.4 Analyze and develop strategies to reduce the effects of stereotyping on body image; e.g., health risks of altering natural body size/shape to meet media ideal	
	W-9.5 Develop strategies that promote healthy nutritional choices for self and others; e.g., adopt goals that reflect healthy eating, encourage the placement of nutritious food in vending machines	
	W-9.6 Analyze addictions; e.g., stages, kinds, and resources available to treat addictions	
	W-9.7 Evaluate implications and consequences of sexual assault on a victim and those associate with that victim	
	W-9.8 Develop strategies to promote harm reduction/ risk management; e.g., differentiate between choosing personal challenges or acting impulsively, encourage others to evaluate risks	
	W-9.9 Analyze and evaluate laws and policies that promote personal, community and workplace safety; e.g., driving, boating, employment standards	
	W-9.10 Assess the quality and reliability of health information provided by different sources; e.g., on the Internet	
	W-9.11 Use personal resiliency skills; e.g., seek out appropriate mentors, have a sense of purpose, have clear standards for personal behavior	
	W-9.12 Determine “safer” sex practices; e.g., communicate with partner, maintain abstinence, limit partners, access/use condoms/contraceptives properly	✓
	W-9.13 Identify and describe the responsibilities and resources associated with pregnancy and parenting	
	W-9.14 Develop strategies that address factors to prevent or reduce sexual risk; e.g., abstain from drugs and alcohol, date in groups, use assertive behaviour	✓
Relationship Choices	R-9.1 Identify appropriate strategies to foster positive feelings/attitudes	
	R-9.2 Analyze why individuals chose not to express or manage feelings in situations; e.g., using anger to manipulate others, avoid others, feel powerful	
	R-9.3 Analyze, evaluate and refine personal strategies for managing stress/ crises	
	R-9.4 Analyze, evaluate and refine personal communication patterns	

Grade / Outcome Category	Specific Outcomes	Included in Healthy Sexuality presentation
Learning Choices	R-9.5 Describe and analyze factors that contribute to the development of unhealthy relationships, and develop strategies to deal with unhealthy relationships	
	R-9.6 Model integrity and honesty in accordance with ethical principles; e.g., develop strategies to behave in an ethical manner	
	R-9.7 Refine personal conflict management skills; e.g., negotiation, mediation strategies	
	R-9.8 Analyze skills required to maintain individuality within a group; e.g., self-respect, assertiveness, refusal skills	
	R-9.9 Evaluate group effectiveness, and generate strategies to improve group effectiveness; e.g., develop skills in facilitating discussions or meetings	
	L-9.1 Apply personal time management skills to a variety of learning opportunities; e.g., develop strategies to overcome procrastination	
	L-9.2 Relate the value of lifelong learning to personal success and satisfaction	
	L-9.3 Use decision making skills to select appropriate risk-taking activities for personal growth and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices	
	L-9.4 Refine personal goals and priorities relevant to learning and career paths; e.g., investigate education programs including senior high school programs and those related to potential careers	
	L-9.5 Extend and improve a personal portfolio; e.g., include sample application form, personal resume, answers to typical interview questions	
	L-9.6 develop strategies to deal with transitional experiences; e.g., create a learning plan for transition to senior high school, keeping future career plans in mind	
	L-9.7 Analyze the potential impact of volunteerism on career opportunities	
	L-9.8 Investigate personal safety procedures for working as a volunteer; e.g., work in pairs	