Chapter 6

Course PRS-5201-3
Sexuality in All Its Dimensions

6.1   Introduction

The aim of the course *Sexuality in All Its Dimensions* is to encourage adult learners to reflect on the topic of sexuality as a whole and help them to adopt safe and responsible sexual behaviour, as well as maintain sexual health and well-being.

Only too often, sexuality is associated with its biological dimension. However important this may be, it is not the only dimension that should be taken into account when defining sexuality. As a result, this course addresses five dimensions of sexuality: the biological dimension; the psychological, affective and relational dimension; the sociocultural dimension; the moral, spiritual and religious dimension; and the ethical and legal dimension. These dimensions are mutually inclusive and interrelated. Adult learners are encouraged to reflect on their sexuality by creating connections between the five dimensions. The connections they create are complementary and essential for the consideration of sexuality as a whole and for harmonious sexual and relational development.

Appendix 1, *Comprehensive Approach to and Dimensions of Sexuality*, contains a definition of each dimension.

6.2   Subject-Specific Competencies

This course targets the development of the program's three subject-specific competencies. The table below presents an overview of the subject-specific competencies, along with their key features and manifestations.

Overview of the Subject-Specific Competencies, Key Features and Manifestations

Competency 1	Competency 2	Competency 3
Examines situations involving sexuality	**Establishes a relationship between factors influencing the adoption of safe and responsible sexual behaviour**	**Makes healthy lifestyle choices with regard to sexuality**
• **Identifies issues pertaining to sexuality** – Recognizes the social changes that have occurred since the sexual revolution – Updates his/her frame of reference for sexuality – Broadens his/her knowledge about issues pertaining to sexuality • **Locates resources in the community that provide assistance in sexual matters** – Recognizes the field of intervention of each resource providing assistance in sexual matters	• **Analyzes issues involving the adoption of safe and responsible or risky sexual behaviour** – Identifies the issues raised – Establishes connections between factors influencing the issues – Identifies causes and consequences • **Considers solutions to promote the adoption of safe and responsible sexual behaviour** – Examines plausible solutions in light of the context – Chooses the best solution with all its implications	• **Considers his/her potential for action with respect to sexuality** – Examines points of view concerning human rights and civil and collective responsibility in sexual matters – Determines his/her responsibility for his/her own body, health and sexuality, as well as for respecting himself/herself and others • **Takes a position concerning safe and responsible sexual choices** – Establishes a relationship between self-respect and respect for others, values, needs and limits for safe and responsible sexual choices – Discusses the benefits of healthy lifestyle choices with regard to sexuality • **Considers the role and preventive actions of resources providing assistance in sexual matters** – Assesses the effectiveness of the methods made available to the public in the field of sex education and prevention

6.3   Research Process

To progress in their learning, mobilize resources and develop competencies, adult learners use a research process that encourages them to reflect on and examine issues in order to make safe, responsible choices in connection with sexuality.

The research process is divided into five interrelated, complementary steps. Adult learners must:

- become familiar with a sexual issue
- plan their research
- gather and organize information
- process and analyze information
- communicate the results

Appendix 2, *Research Process*, sets out the steps in this process.

6.4   Cross-Curricular Competencies

Although the course draws on all the cross-curricular competencies in the program, to varying degrees, it is important to identify those that best meet the requirements of the tasks to be carried out in each learning situation developed by the teacher.

For example, the learning situation *Sarah's Crush* in section 6.8 makes use of three cross-curricular competencies: *Uses information, Exercises critical judgment* and *Communicates appropriately.*

When adult learners *use information*, they find information on sexuality and ensure that their sources are credible. They compare this information and determine whether or not it is valid or relevant, before organizing, synthesizing and using it.

When adult learners *exercise critical judgment*, they form, express and qualify their opinion by answering the questions raised as they debate and confirm their healthy lifestyle choices with regard to sexuality.

When adult learners *communicate appropriately*, they express ideas, emotions and intuitions, but also raise questions, reason and argue their position concerning sexuality. They also use specific terms, rules, and communication conventions and codes.

6.5   Subject-Specific Content

The subject-specific content for the course *Sexuality in All Its Dimensions* includes categories of knowledge and their content as well as cultural references.

The prescribed elements of the course are the subject-specific competencies, key features and manifestations; the categories of knowledge and their content; the families of learning situations and the cultural references. Although the use of cultural references is prescribed, the examples provided are not.

> **Categories of Knowledge**

There are eight categories of knowledge: social changes; concepts integral to the frame of reference; the biological dimension; the psychological, affective and relational dimension; the sociocultural dimension; the moral, spiritual and religious dimension; the ethical and legal dimension; and public and community support services (concerning sexuality).

The following table presents the categories of knowledge and their content under two separate headings: prescribed knowledge and suggested knowledge. Teachers must take the prescribed knowledge into account when preparing learning situations, and all these elements will, where appropriate, be evaluated at the end of the course. Suggested knowledge can be used as examples to help adult learners research a subject in more depth or examine a subject of interest in more detail. Suggested knowledge is optional and will not be evaluated at the end of the course. All the elements shown between parentheses are also given as examples or to clarify the scope of the subject-specific content. They are not prescribed.

The numbering given to the categories of knowledge does not reflect any particular sequence. They may be addressed in any order.

Appendix 3 presents examples of the connections between the dimensions of sexuality. These connections must be taken into account when developing learning situations in order to promote the development of a comprehensive view of sexuality.

1. Social changes Changes in the field of sexuality	
Prescribed knowledge	**Suggested knowledge**
1960s	
• The sexual revolution	• Access to contraception • Development of a hedonistic culture (focused on pleasure and the present) • Breakdown of traditional institutions (single-parent and blended families, celibacy, widowhood) • Protest movements (e.g. hippies, free love, birth control)
• Recognition by the State of the private nature of sexual acts between consenting adults (*Criminal Law Amendment Act, 1968-69*)	• Decriminalization of homosexuality • Emergence of gay and lesbian movements
1970s	
• Examination of and responsibility for personal sexual health	• Denunciation of violence, abuse and harassment • Perception of the dark side of sexuality
• Sex education from a health and prevention perspective	• Establishment of programs for groups most at risk, such as teenage girls facing unwanted pregnancy • Programs in schools to prevent the transmission of STIs (formerly STDs) and early pregnancies • Nurse-led campaigns to raise awareness of contraception
1980s and 1990s	
• Compulsory sex education in elementary and secondary schools	• Personal and Social Education (PSE) - 1984
• HIV/AIDS epidemic	• More explicit discussion of risky sexual behaviour; sex education based on health • Fears about sexual encounters • Sexuality associated with death
• Sex education addressed openly, denunciation of violence and sexism in the media and on the Internet	
• Legalization of abortion in Canada	

2000s	
• Focus on comprehensive approach to sex education, taking all dimensions into account, while emphasizing its positive value	• Prevention and awareness-raising campaigns • Reform of sex education in schools, PSE abolished • Nondenominational school system
• Pervasive presence of human sexuality in all social and educational spheres	• Media discourse about the sexualization of the public sphere
• Increase in STBBIs	• Chlamydia, gonorrhea, syphilis • Success of triple therapy in treating HIV: trivialization of the epidemic

• Legal changes
  – Gay marriages recognized legally, but not by the Catholic Church
  – Age of consent raised	

2. Concepts integral to the frame of reference	
Prescribed knowledge	**Suggested knowledge**
Dimensions of sexuality: Appendix 1	
• Biological dimension • Psychological, affective and relational dimension • Sociocultural dimension • Moral, spiritual and religious dimension • Ethical and legal dimension	
Motivation cycle: Appendix 6	
• Knowledge of the problem • Awareness of the problem (risk) • Emotion (being affected) • Information search • Motivation • Decision to change • Assessment of gains and losses • Adoption and maintenance of preventive behaviour • Eventual relapse	

3. Biological dimension	
Prescribed knowledge	**Suggested knowledge**
Male and female anatomy and physiology	
• Sex organs	• Erogenous zones (genitals and other parts of the body) • Body and genital hygiene • Breast and testicle self-examination
• Reproductive system	• Gynecological and urogenital examinations • Aging of the body (andropause and menopause)
Physical reactions to sexual stimulus	
• Sexual arousal, orgasm, sex drive	• Sexual dysfunctions (e.g. sexual desire disorders, erectile dysfunction, orgasm disorders)

• Changes in the body's reactions under the influence of substances or circumstances	• Under the influence of:
	  – drugs and alcohol
	  – disease
	  – medication
	  – age
	  – stress
	  – emotions
	  – aphrodisiacs

Family planning	
• Fertility cycle	• Pregnancy and trimesters of pregnancy
• Contraception: methods and use	• Obstacles to contraception (e.g. compliance) • "Morning-after" pill • New methods of contraception to improve compliance by younger girls (e.g. Nuvaring, Mirena) • Elective abortion (termination)
STBBIs	
• Modes of transmission and preventive measures – Types of infection, symptoms and absence of symptoms	• Double protection (STBBIs and contraception) • Medical examinations and regular screening tests

4. Psychological, affective and relational dimension	
Prescribed knowledge	**Suggested knowledge**
Gender identity	
• Distinction between "gender identity" and "sexual orientation"	
• Formation of gender identity (male and female)	• Gender identity disorders: transsexualism, transvestism
Sexual orientation	
• Sexual orientation: homosexuality, bisexuality, heterosexuality	• Kinsey scale (attraction, fantasy and behaviour)
• Development of sexual orientation and coming out (revealing or disclosing of sexual orientation)	• Lifestyles of homosexuals, bisexuals, transvestites and transsexuals (e.g. affirmation, gay community, sexual relations, family, couple, parenthood, consequences of homophobia and stigmatization)
Body image	
• Construction of body image	• Importance of body image for self-esteem, self-confidence and assertiveness
Feelings, emotions and affects related to sexuality	
• Impact of feelings, emotions and affects on sexuality	• Emotion management strategies
Sensuality, genitality, eroticism and pornography	
• Distinction between "sensuality," "genitality," "eroticism" and "pornography," based on their characteristics	
• Emotional and sexual intimacy	• Role of foreplay, use of all five senses • Desire, pleasure, satisfaction • Fantasies • Use or non-use of erotic or pornographic materials • Management of desire
Communication in interpersonal relations and assertiveness	
• Communication, assertiveness and negotiation strategies	• Characteristics of effective communication (e.g. speaking, listening, answering, asking questions, making requests, expressing criticism, accepting criticism, saying "no") • Management of risky situations

• Obstacles to communication and assertiveness	

Commitment, couple relationships and family	
• Expression of sexual attraction, ways of establishing a relationship	• Methods of expressing sexual attraction • Established codes for men and women • Contexts in which seduction occurs
• Development of life as a couple	• Passion, love, romantic relationship, development of intimacy • Forms of intimate relationships (e.g. being single, common-law union, marriage, couple)
• Management of couple relationships	• Management of conflict, routine, projects and obligations, reconciliation of life as a family and as a couple • Difficulties in love life (e.g. jealousy, emotional dependency, unfaithfulness, breakup, separation, divorce) • Parenthood (e.g. desire to have or not to have children, consequences of having a child, role as parents, adoption)

5. Sociocultural dimension	
Prescribed knowledge	**Suggested knowledge**
Media and sexuality	
• Representations of men and women, love and sexuality in the media	• Types of media (e.g. television, radio, movies, songs, music videos, newspapers, magazines, journals, the Internet, advertising) • Representations of men and women in the fashion and beauty industries • Sex education and prevention and awareness campaigns
• Social consequences of messages in the media	• Examples: pornography, hypersexualization, trivialization of sexuality, performance anxiety
Significant persons with regard to sexuality	
• Identification of significant persons and their influence	• Types of significant persons (e.g. family, peers, spouse, sexual partner) • Sex education, messages conveyed • Strategies to deal with pressure from peers and other significant persons

Gender roles and stereotypes	
• Sociocultural representations of male and female gender roles and sexual stereotypes	

Rites of passage linked to the body and sexuality	
• Rites of passage connected with the body and sexuality	• Rites of passage (e.g. puberty [first menstruation, first ejaculation], first sexual relations with or without vaginal penetration, fellatio, homosexual and bisexual behaviour by heterosexuals, kissing, tattoos, body piercing, circumcision, female genital mutilation)
• Sociocultural meaning of rites of passage connected with the body and sexuality	

Commercialization of sexuality	
• Different types of commercialization of sexuality	• Types of commercialization (e.g. dancing, prostitution, pornography)
• Sociocultural perceptions of different types of commercialization of sexuality	

Cybersexuality	
• Types of virtual relationships	• Virtual *versus* real identity (e.g. abusers, false identity, disappointment when meeting a person in reality)
• Sociocultural perceptions of cybersexuality	

6. Moral, spiritual and religious dimension	
Prescribed knowledge	**Suggested knowledge**
Personal values, principles, beliefs and myths regarding sexuality	
• Clarification of personal values	• Reference values and preferred values • Personal *versus* collective choices • Mores, conventions, codes, personal *versus* collective taboos • Search for meaning

Personal responsibility with regard to sexuality in general and one's own sexuality in particular	
• Personal responsibilities, respect for oneself and for others	• Respect for oneself, one's body, needs and health; respect for others
• Shared responsibilities	• Examples: family planning, pregnancy, STBBIs, sexual relations, couple, family

7. Ethical and legal dimension	
Prescribed knowledge	**Suggested knowledge**
Acceptable sexual behaviour	

• Conditions for acceptable sexual behaviour
  – Consent
  – Free choice
  – Legal age
  – Outside a relationship of authority	

Reprehensible sexual behaviour	
• Conditions for reprehensible sexual behaviour • Lack of consent • Pressure, intimidation, threats • Power	• Use of substances with disinhibiting or violence-inducing effects, date-rape drugs
• Forms of sexual violence	• Examples: incest, pedophilia, spousal abuse, domestic violence, violence in intimate relationships, sexual harassment, sexual assault, child pornography, cybercrime
Civil and collective responsibility with regard to sexuality	
• Victims, witnesses, perpetrators	• Report (unveiling), complaint and denunciation • Duty to report sexual abuse or situations in which the security or development of children or adolescents is compromised (*Youth Protection Act*) • False accusations

Human rights in matters related to sexuality	
• Human rights and freedoms	• *Canadian Charter of Rights and Freedoms* and *Québec Charter of Human Rights and Freedoms* (e.g. gender equality, non-discrimination on grounds of sexual orientation, partner choice, consent to union, consent to sexual relations, physical integrity, respect for a person's body, respect for a person's choices and opinions, protection against all forms of violence, protection against sexual exploitation) • Declaration of the Rights of the Child (e.g. physical integrity, respect for a child's body, protection against all forms of violence, protection against sexual exploitation, responsibilities of parents and adults, right to health and education) • Age at first sexual relations • Responsibilities relating to relationships (e.g. physical integrity, respect, sharing of property, responsibilities in the event of separation or divorce)
• Ethics and confidentiality in sexual matters	• Example: right to consult a physician confidentially from the age of 14, consultation with a professional

8. Public and community support services (concerning sexuality)
In this course, the teacher will propose support services available to adults and help adult learners acquire the skills they need to access these services (e.g. explore Web sites with adult learners, visit organizations, bring magazines and other publications to class, go to the library to consult reference books, invite guest speakers, etc.). **Although the consultation of resources providing assistance is prescribed, the examples provided are not.**
The list of resources proposed here is by no means exhaustive and should be completed by a list of the resources available in the region concerned. These resources may be useful in referring teachers and adult learners to regional resources. In this program, other resources are listed for the course *Prevention of Sexually Transmitted and Blood-Borne Infections (STBBIs)* and for the *Preventing Dependency on Substances* course of the Preventing Dependency program.

• Québec's health and social services network
 	
  ❖ Health and social service centres (CSSS)
 	
  ❖ Info-Santé hotline of the CSSS in the region: 811
 	
  ❖ The SexEducator (magazine): http://www.casexprime.gouv.qc.ca/en/accueil
	• Examples of organizations providing assistance, support and information
	
	  ❖ Tel-jeunes: 1-800-263-2266 http://teljeunes.com
	
	  ❖ Line for parents: 1-800-361-5085
	
	  ❖ Centre de référence du Grand Montréal 514-527-1375

- Health Canada
  - ❖ http://www.hc-sc.gc.ca/
- Adult education
  - ❖ Centre de documentation sur l'éducation aux adultes et la condition féminine http://catalogue.cdeacf.ca
- Professional associations
  - ❖ Association des sexologues du Québec http://www.associationdessexologues.com/
  - ❖ Regroupement professionnel des sexologues du Québec http://www.rpsq.org/accueil.php
  - ❖ Association des intervenants en toxicomanie du Québec (see the list of prevention tools, activities and programs for sexuality and STBBIs) http://www.aitq.com/
  - ❖ Ordre professionnel des travailleurs sociaux du Québec http://www.optsq.org/fr/index.cfm?month=11-05-2009&suiv=10-04-2009
  - ❖ Ordre des psychologues du Québec http://www.ordrepsy.qc.ca
  - ❖ Association des obstétriciens et gynécologues du Québec http://www.gynecoquebec.com/gynecologie/
- Community organizations in the region and internal resources
  - ❖ Spousal abuse, sexual abuse and family violence (perpetrators or victims, men or women, heterosexuals, bisexuals and homosexuals), support, shelters with or without children
  - ❖ Family planning, (contraception, pregnancy, abortion) and parenthood
  - ❖ STBBIs and HIV/AIDS
  - ❖ Condom distribution
  - ❖ Homosexuality and bisexuality
  - ❖ Prostitution
  - ❖ Emotional dependency
  - ❖ Anorexia and bulimia
  - ❖ Material needs, support, homelessness
  - ❖ Mourning, loss of a child

- ❖ Gai Écoute 1-888-505-1010 http://www.gai-ecoute.qc.ca/
- ❖ Centre d'aide et de lutte contre les agressions à caractère sexuel (CALACS) in their own region: http://www.rqcalacs.qc.ca/
- ❖ Crime Victims Assistance Centre (CAVAC) http://www.cavac.qc.ca/english/index.html
- ❖ S.O.S Violence conjugale: 1-800-363--9010 http://www.sosviolenceconjugale.ca/
- ❖ Suicide Action Montréal (SAM): 1-866-APPELLE (277-3553) http://suicideactionmontreal.org/index.php?page=home
- ❖ S.O.S Grossesse 1-877-662-9666 http://www.sosgrossesse.ca/
- ❖ Agressions sexuelles 1-888-933-9007 http://www.agressionssexuelles.gouv.qc.ca/en/index.php
- Québec Native Women Inc. http://www.faq-qnw.org/old/about.html
- General Web sites for information and answers to questions
  - ❖ http://www.msss.gouv.qc.ca
  - ❖ http://sexualityandu.ca/en/
  - ❖ http://www.youngandhealthy.ca/caah
  - ❖ InfoSexoWeb http://blaf.ntic.qc.ca
  - ❖ Élysa http://elysa.uqam.ca/elysa.htm
  - ❖ web sexo uqam http://elysa.uqam.ca/websexo.htm
  - ❖ Media Awareness Network http://www.education-medias.ca

❖ Suicide, support and prevention ❖ Drug abuse, rehabilitation, syringe exchange, mobile units	

> ➢ **Cultural References**

The examples of cultural references help adult learners examine social issues related to sexuality. These examples address different problems, involve people in a variety of contexts, and make reference to myths and beliefs in order to fuel the process of reflection, help adult learners understand the issues in question and highlight the importance of adopting safe and responsible sexual behaviour.

The examples of cultural references used in this course are:

- Unwanted pregnancy
- Seduction and first sexual relations
- Breaking up
- Cybersexuality
- Gay marriage
- Sexual harassment

The examples given are fictional, which allows adult learners to address the issues studied without making them too personal. Thus, adult learners will be able to transfer their learning and apply it in real-life situations.

Although the use of cultural references in the classroom is prescribed, the examples provided in this course are not.

Example of a cultural reference: Unwanted pregnancy

Roxanne's Choice

Roxanne is pregnant. She has been to see the nurse because her period was late. She has been going out with Andrew for almost a month, but they have only made love twice. Both times they had sex, they didn't use any protection because their desire for each other was so strong they weren't able to stop long enough to use a condom. In fact, Roxanne doesn't even know if Andrew had any condoms with him.

Roxanne has been taking the pill since the age of 14. She doesn't understand how she can be pregnant because she thinks that, even if she forgets to take the pill, her body is so used to the contraception that it should work anyway. Also, she was right at the beginning of her menstrual cycle, and it seems to her that the only time there's a risk of getting pregnant is when she's ovulating!

When she went to see the nurse, she was asked to take an STBBI screening test. She agreed even though she didn't see the need, because Andrew swore to her that he was safe. He loves her and she trusts him completely. In addition, she's not used to choosing sexual partners who don't look clean! While she was waiting for the screening test results, she was confident, but she has just learned that she has a chlamydia infection. She is very upset and doesn't know what to think of Andrew any more. She doesn't know if she wants to keep the baby. She hasn't talked to Andrew about it yet. Roxanne is against abortion, but she's still at school and doesn't have much money. Her own mother got pregnant in similar circumstances, and Roxanne knows that she did not have an easy time. Her grandmother never accepted that her daughter got pregnant while still a student and didn't want to help her. Roxanne has always promised herself that she won't go through what her mother went through.

She wonders about various things. Will her mother agree to let her stay at home to help her during her studies? Should she go to live with Andrew? Will Andrew want to keep the baby, or will he ask her to have an abortion? Will he abandon her? Does he love her enough to have a child with her? Should she talk to him about the chlamydia infection? Is it dangerous for someone who's pregnant? Roxanne is confused and doesn't know what to think.

Example of a cultural reference: Seduction and first sexual relations

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Sarah's Crush

Sarah has a crush on Gabriel, a funny, straightforward, attentive and charming boy who's always been nice to her. Physically, he doesn't conform to current standards of male beauty—he's not very muscular and not very athletic. However, Sarah is not that concerned about physical appearance. She herself is pretty, driven, ambitious and even-tempered. She is very popular. She often gets approached by physically attractive boys, but she never finds them as interesting as Gabriel.

On Friday, her best friend Karine is having a party. She knows that Gabriel will be there. She thinks that Gabriel is interested in her, but she's not sure, and she doesn't really know how to behave with him. She thinks maybe she should try to kiss him at the party, to see how he reacts, but she's afraid of being rejected.

At the party, she discusses the situation with Karine and some other girls. Karine and the others encourage her to seize the opportunity to try something with Gabriel. But she's a girl—can she really take the first step? She's too shy and afraid of rejection, and so she decides to wait for Gabriel to show his interest—which he does.

They start talking and get closer and closer to each other during the party. She's certain now that he feels attracted to her, but she still wonders if Gabriel is just interested in her for the same reason as all the other boys, in other words, for sex? She feels ready, but she doesn't just want to have sex, because she has feelings for him. Also, she doesn't want people to think she's easy, a girl who agrees to sex on the first date. On the other hand, if she says no, she might appear too straight. She doesn't know what to do, and she wonders what the "rules" are in this type of situation. She decides to drink another beer: maybe alcohol will help her decide!

The next day, Sarah can't remember anything. She's wondering about a lot of things: did she have sex with Gabriel? Did they use protection? Why can't she remember anything? Did someone put drugs in her drink? What does Gabriel think of her now? How does she feel about the situation? What will happen to her relationship with Gabriel?

Example of a cultural reference: Breaking up

Steven's Separation

Steven recently started divorce proceedings. He has been married to Annabelle for two years and they have two children: William, three, and Jasmine, five. Their relationship has been quite difficult for the last year. They often argue, do not agree on certain aspects of their children's education, and even have sexual difficulties. Steven no longer feels like making love with Annabelle, because the tension in their relationship has reduced his desire. In fact, at a party a few months ago, Steven cheated on his wife. He tried to talk about this to Annabelle, but it only made things worse. Steven can no longer live like this and has asked for a divorce.

Annabelle really resents Steven for being unfaithful, but can't imagine life without him. In fact, she's terrified… She would agree to anything if only he would come back, and would even forgive him for being unfaithful. She's also frightened about looking after the children on her own, about not having enough money, and about not being able to finish her high school diploma at the adult education centre as she has planned. Annabelle consulted a caseworker at the CSSS in the region to help her get through this difficult period. She realizes that she is very emotionally dependent and finds it difficult to manage.

Despite Steven's decision to ask for a divorce, he feels lost. First of all, he doesn't feel competent to bring up the couple's children, but he doesn't want to lose custody. He doesn't even know if he will be able to answer all their questions about life. For example, the other day, Jasmine asked him where children come from and he didn't know what to answer. He doesn't know if he will be a good role model and if he will be able to support his children financially.

He still loves Annabelle, but is no longer happy to be with her. He knows that Annabelle wants to forgive him for his unfaithfulness. Steven feels guilty about having enjoyed being with another woman. At the same time, he thinks that he needed it, given the circumstances. He would like Annabelle to understand what he's feeling, and to understand that his unfaithfulness is perhaps the trigger, but not the only reason for their separation. Did he make a mistake when he talked about it to Annabelle? If they separate, what will happen to the children? Will he be able to find someone else to love? And what about Annabelle? Will she have enough money to live alone with the children? And Steven? He doesn't know what to do or what to think.

Example of a cultural reference: Cybersexuality

Charles' Cyber Encounter

Charles works in a convenience store, hoping to earn enough money to leave his parents' home. He goes to classes at an adult education centre but is not sure about what trade he would like to learn. For now, he's trying to finish Secondary V. In terms of his love life, Charles does not have a lot of experience. . . . He has been out with a few girls, but nothing serious. For the last few months, though, he has been going out with Caroline and is really in love. Charles is a bit of a loner and has only one close friend, Alex.

Alex is single and a computer genius. He spends most of his time chatting or playing games online with Charles. Alex is also addicted to pornography and cybersex. Even his parents are open about their use of pornography.

Charles has a computer in his bedroom. His parents bought it for him to encourage him to finish his secondary school diploma at the adult education centre. He chats online every evening until late at night. He has sometimes tried to flirt with girls online but nothing more. Recently, Alex told him he had found a great site where girls posed naked in front of their webcams. Charles has read a few pornographic magazines, but he's never seen a girl posing for a webcam!

One evening, when his parents are out, Charles and Alex check out the Web site. They're sure they won't be caught and decide to explore some of the possibilities. A 32-year-old named Camelia attracts their attention—an experienced older woman. They think she's beautiful and sexy and decide to see if she will respond to their requests. . . . Charles thinks about Caroline, but for him, using the Internet is not the same as being unfaithful. He's not touching, just looking! Camelia seems willing to spend some virtual time with the two friends. First, she asks them their names and ages, saying that she likes younger boys. Alex and Charles decide to tell her they are both 21, so they don't seem like beginners! They ask her to show them some of the sex acts she likes best… Charles is surprised at how easy it has been to make contact with Camelia and for him and Alex to pass themselves off as older and, most importantly, single. He decides to try it again, but without Alex, to have more privacy with his virtual partner, because he got an erection when he saw Camelia undress.

The next day, Caroline comes over and says that, during a sex education course, the students discussed the influence of music videos, magazines, TV and the Internet on young people's sex lives. She explains that, for her, a guy who looks at pornographic Web sites or magazines is being unfaithful. She considers that faithfulness and trust are essential in a couple and asks him if he has ever had any cyber experiences. . . . What should Charles say? What will Caroline think about his actions?

Example of a cultural reference: Gay marriage

The Story of David and Justin

David has always known he's gay. When he "came out," his parents were very understanding and gave him a lot of support at a crucial stage in his life. His close friends also reacted well and remained present in his life. But at school, he suffered a lot because he was teased and beaten up. He felt very alone and soon dropped out of school. Today, he feels more comfortable with himself and has decided to finish his secondary education at the adult education centre. He would like to become a social worker to help young people through difficult times in their lives.

Justin had a homosexual encounter at a party after winning a hockey match in his city's hockey championship. It was an initiation, and he quickly realized that he was attracted by the other boys on the team. He first announced that he was gay to his parents. The experience was a disaster. His father, who said he could not live with a "faggot," threw him out, and his mother did not even try to get him to stay. She still thinks that her son is "sick" because she was not a good enough mother to him. Today, Justin works in a garage and has never told his coworkers that he is gay. He is very tall and has an athletic build; he also has a very masculine attitude. He knows that he does not look gay in the way that most people imagine.

David and Justin met at a friend's house for a birthday party. They swapped phone numbers and saw each other a few times. Quickly, they discovered that they got on really well and started living together in David's apartment.

They have been a couple for three years now and want to solidify their relationship by getting married. Today, they are drawing up their guest list. Although Justin is sure of his decision, he is wondering how certain people around him will react. The thought of the wedding makes him a little nervous, because he knows that nobody from his family will be there for him. He also realizes that he has never introduced his parents to David, because they do not agree with his chosen lifestyle. Religion plays an important role in the life of Justin's parents, and they think that Justin's way of living goes against all their beliefs.

Justin realizes that David and he have taken different paths through life and that preparing to get married will not be as simple as he had hoped. He doesn't feel like talking to David about it.

David knows that Justin is uneasy with the wedding preparations and wonders how to broach the subject and offer help. He wonders why Justin doesn't want to talk about what he's feeling. How can Justin remedy the situation with his parents and family? David, too, has concerns about the wedding: how will the people around him react to the announcement of a marriage between two people of the same sex? Does getting married in a nonreligious ceremony, when you are religious, mean going against your values? Will the commitment they are about to make change their relationship in any way?

Example of a cultural reference: Sexual harassment

Rose's Misfortune

Rose recently became single again. She went through a difficult breakup and found it hard to get over it. Sometimes she still thinks about Arnold, her ex. Physically, she is very attractive and boys at the adult education centre often flirt with her. Martin, who is in her math class, is attracted to her. Rose is Asian, and Martin has always been attracted to Asian women, who are both pretty and delicate. Rose thinks that Martin is good-looking and interesting, but she is not ready to commit to someone new right away. She's afraid of getting hurt again.

In the classroom, Martin sits behind Rose, who feels that he is looking at her all the time. He often tries to talk to her, even though the teacher has warned him repeatedly to keep quiet. She tries to concentrate more on her class work and forget that he's there.

However, Martin has started trying to pass notes to Rose in class. One day, Rose decides to read one of the notes: it's an invitation to go with Martin to a party at a friend's house. The note also says that he thinks she's really pretty and that he'd like to get to know her better. Since the message is friendly, she accepts the invitation, telling herself that she is just going to a party, not making a commitment.

At the party, Martin wants to get closer to Rose, but doesn't know how to go about it. He is so attracted to her that he knows he wouldn't be able to accept it if she rejected his love. He believes she must also feel something for him, because she looks at him often during class and she accepted his invitation. Martin decides to take a little cocaine that a friend offers. This small dose gives him the confidence he needs to get closer to Rose. First, he tries to kiss her, but she resists. He tries to kiss her again later but she ends up leaving, upset that he doesn't understand that she's not interested in kissing him. Martin tells himself that she is too shy and that she just needs a bit of time. Rose tells herself that she should never have accepted the invitation and that she shouldn't have worn such a low-cut top and short skirt.

Martin sends Rose several e-mails over the next few days. He also writes her a love letter. When he runs into her at the adult education centre, he often winks at her and smiles. Rose finds all this invasive. She tells him so in an e-mail, but he doesn't seem concerned about what she thinks. He has also started calling her and often passes in front of her house. It appears that he has even told his friends that he managed to kiss Rose, that they had sex and that they've been going out ever since. Rose is tired of Martin harassing her and wonders what she can do to make it stop. She also wonders how Martin will react.

6.6   Families of Learning Situations

Learning situations that are related to each other or share common characteristics are grouped together into families, which present contexts that give meaning to adults' learning. In this course, the families of learning situations are:

- Risky sexual behaviour
- Relationships and dating
- Media and the Internet
- Sexual rights and prohibitions

The learning situation provided as an example for this course is from the family *Relationships and dating*.

6.7   Broad Areas of Learning

The course *Sexuality in All Its Dimensions* has connections with all the broad areas of learning in the program. Each area raises a number of questions that can be used to develop learning situations.

The learning situation proposed for this course, *Sarah's Crush,* is related to the educational aim of the broad area of learning Health and Well-Being, which is to *encourage adult learners to take responsibility for adopting good living habits*. The focus of development *Knowledge of the impact of his/her choices on health and well-being* helps adult learners understand the importance of adopting safe, responsible behaviour with respect to their sexuality, for their own well-being and for the well-being of others.

6.8   Example of a Learning Situation

Learning situations place adult learners at the heart of the action and help them develop competencies, construct knowledge and mobilize a wide variety of resources. Each situation is based on a pedagogical aim that is connected to different elements of the program and course.

The learning situation presented below, *Sarah's Crush,* includes:

1) a reference to the elements of the program and course

2) the context: initial situation and situational problem

3) the pedagogical aim, activities and connection with the subject-specific competencies

1) Reference to the elements of the program and course	
Broad area of learning	Health and Well-Being
Cross-curricular competencies	Uses information Exercises critical judgment Communicates appropriately
Family of learning situations	Relationships and dating
Cultural reference	Seduction and first sexual relations
Categories of knowledge	Social changes Concepts integral to the frame of reference Biological dimension Psychological, affective and relational dimension Sociocultural dimension Moral, spiritual and religious dimension Ethical and legal dimension Public and community support services
Subject-specific competencies	Examines situations involving sexuality Establishes a relationship between factors influencing the adoption of safe and responsible sexual behaviour Makes healthy lifestyle choices with regard to sexuality

2) The context: initial situation and situational problem

Sarah's Crush

Sarah has a crush on Gabriel, a funny, straightforward, attentive and charming boy who's always been nice to her. Physically, he doesn't conform to current standards of male beauty—he's not very muscular and not very athletic. However, Sarah is not that concerned about physical appearance. She herself is pretty, driven, ambitious and even-tempered. She is very popular. She often gets approached by physically attractive boys, but she never finds them as interesting as Gabriel.

On Friday, her best friend Karine is having a party. She knows that Gabriel will be there. She thinks that Gabriel is interested in her, but she's not sure, and she doesn't really know how to behave with him. She thinks maybe she should try to kiss him at the party, to see how he reacts, but she's afraid of being rejected.

At the party, she discusses the situation with Karine and some other girls. Karine and the others encourage her to seize the opportunity to try something with Gabriel. But she's a girl—can she really take the first step? She's too shy and afraid of rejection, and so she decides to wait for Gabriel to show his interest—which he does.

They start talking and get closer and closer to each other during the party. She's certain now that he feels attracted to her, but she still wonders if Gabriel is just interested in her for the same reason as all the other boys, in other words, for sex? She feels ready, but she doesn't just want to have sex, because she has feelings for him. Also, she doesn't want people to think she's easy, a girl who agrees to sex on the first date. On the other hand, if she says no, she might appear too straight. She doesn't know what to do, and she wonders what the "rules" are in this type of situation. She decides to drink another beer: maybe alcohol will help her decide!

The next day, Sarah can't remember anything. She's wondering about a lot of things: did she have sex with Gabriel? Did they use protection? Why can't she remember anything? Did someone put drugs in her drink? What does Gabriel think of her now? How does she feel about the situation? What will happen to her relationship with Gabriel?

3) Pedagogical aim, activities and connection with the subject-specific competencies Pedagogical aim: Help adult learners reflect on sexuality in all its dimensions	
Activities	**Subject-Specific Competencies**
Preparation To understand Sarah's situation, adult learners begin by identifying the issue. They do this by recognizing social changes related to the expression of sexual attraction, ways of establishing relationships between men and women, and established codes and sexual stereotypes in society from the sexual revolution to the present day. They also update their frame of reference for the dimensions of sexuality and their connections, and extend their knowledge about flirting, communications in interpersonal relationships, gender roles and stereotypes in a flirting context, rites of passage, acceptable and unacceptable sexual behaviour and the prevention of pregnancy and STBBIs. Next, they identify resources providing assistance in the community, based on their field of intervention. To do this, adult learners: ● gather information ● process a variety of relevant, credible documents ● present a description of the situation, either orally or in writing	**Examines situations involving sexuality**

Performance
 	
Adult learners then analyze Sarah's situation in more detail, from the standpoint of safe, responsible or risky sexual behaviour: by identifying the issues raised, establishing connections between the influencing factors, and identifying causes and effects. Next, they consider solutions that promote the adoption of safe and responsible sexual behaviour by examining plausible solutions in the context and selecting the best solution on the basis of probable results. To do this, adult learners:
 	
● list the issues involved, taking into account the context and people concerned:
   – expression of sexual attraction (methods, contexts, codes)
   – managing desire in a situation like Sarah's
   – rites of passage (connected with flirting, kissing, first sexual relations with a new partner)
   – STBBIs and pregnancy prevention in a context like Sarah's
   – responsibility for one's body, health, needs and personal limits
 	
● look for credible information on the factors involved in a situation like Sarah's:
   – role stereotypes linked to methods of expressing sexual attraction and ways of establishing relationships with members of the opposite sex; established codes among men and women
   – the feelings and emotions involved (e.g. love, shyness, fear of rejection)
   – significant individuals (the influence of these individuals on Sarah's choices and behaviour)
	Establishes a relationship between the factors influencing the adoption of safe and responsible sexual behaviour

3) Pedagogical aim, activities and connection with the subject-specific competencies Pedagogical aim: Help adult learners reflect on sexuality in all its dimensions	
Activities	**Subject-Specific Competencies**
- communication, in a flirting context, to establish a relationship with a member of the opposite sex (characteristics of effective communications, obstacles to communication, risk management strategies) - personal values, principles, beliefs and myths involved in Sarah's situation - use of disinhibiting substances to establish a relationship in a context of seduction • provide an explanation for the causes and effects involved in the situation experienced by Sarah: - management of desire in connection with flirting and establishment of a relationship with Gabriel - use of disinhibiting substances to establish a relationship in a context of seduction - questions about rites of passage (in connection with seduction, kissing, first sexual relations with a new partner) and possible acting out - Sarah's responsibilities with regard to her body, health, needs and personal limits - lack of prevention of STBBIs and pregnancy - possibility of reprehensible sexual behaviour (date-rape drug) • justify the relevance of the solutions proposed for Sarah's situation • present critical arguments to support the solution proposed	**Establishes a relationship between the factors influencing the adoption of safe and responsible sexual behaviour**
Integration and application of learning Lastly, adult learners consider their own potential for action by expressing their opinion concerning human rights and civil and collective responsibility in sexual matters, and determining their responsibility for their own body, health and sexuality, as well as their responsibility to respect themselves and others. They take a position on safe and responsible sexual choices by establishing a relationship between self-respect and respect for others, the needs to be met and the limits that must not be exceeded, and by discussing the benefits of a healthy sexual lifestyle. They also consider the role played by resources providing assistance in the community, and assess the effectiveness of the methods made available to the public in the field of sex education and prevention. To do this, they: • explain their understanding of human rights and civil and collective responsibility with regard to sexuality • give their opinion about their responsibility for their body, health, sexuality and respect for themselves and for others • give examples of limits that must not be exceeded to maintain safe, responsible behaviour in a seduction context • explain the benefits of a healthy sexual lifestyle	**Makes healthy lifestyle choices with regard to sexuality**

3) Pedagogical aim, activities and connection with the subject-specific competencies Pedagogical aim: Help adult learners reflect on sexuality in all its dimensions	
Activities	**Subject-Specific Competencies**
• present their personal position on seduction (methods, contexts), gender roles and stereotypes for men and women in a seduction context, communications in a seduction context and the establishment of a relationship with a member of the opposite sex, rites of passage in connection with flirting, kissing, first sexual relations with a new partner, the prevention of pregnancy and STBBIs in a situation like Sarah's, and the effectiveness of the methods made available to the public in the field of sex education and prevention • formulate a critical point of view on flirting and sexuality • take stock of what they have learned • recognize situations in which they could transfer their learning	

6.9   End-of-Course Outcomes

The end-of-course outcomes describe what is expected of adult learners at the end of the course for each subject-specific competency. The subject-specific competencies complement one another and are developed in connection with one another.

By developing the competency *Examines situations involving sexuality,* adult learners learn to demonstrate interest, curiosity and intellectual rigour. They identify issues pertaining to sexuality and gather information to consider their various aspects. They recognize various social changes by exploring the world of sexuality from the sexual revolution to the present day. Then, to update their frame of reference for sexuality, they establish a relationship between the five dimensions of sexuality, distinguish between them and present their connections. They also learn about the motivation cycle, in order to adopt or maintain safe and responsible sexual behaviour. They broaden their knowledge about sexual issues, and locate resources in their community that provide assistance in sexual matters, identifying the specific field of intervention of each resource. They consider sexuality using a comprehensive, interdimensional approach.

By developing the competency *Establishes a relationship between factors influencing the adoption of safe and responsible sexual behaviour,* adult learners learn to use rigorous research and information-processing techniques. They find answers to their questions by supporting their observations with formal arguments. They use credible data to support their reflection and justify their ideas using critical arguments. They analyze sexual issues by identifying the questions raised, establishing connections between the dimensions of sexuality and the influencing factors, and identifying causes and effects. They consider ways to promote the adoption of safe and responsible sexual behaviour by examining plausible solutions in light of the context and selecting the best solution with all its implications.

By developing the competency *Makes healthy lifestyle choices with regard to sexuality,* adult learners learn to exercise critical judgment. They take into consideration their own frame of reference to take a position. They form an opinion, express it, qualify it, put it in perspective and consider the situation as a whole. In addition, they learn to manage how they communicate, use language that is appropriate to the context, and apply appropriate communication techniques in every circumstance. They also use strategies that promote self-assertiveness, negotiation and the presentation of arguments concerning their own sexuality. They consider the possibility of having a safe and enjoyable sex life, without coercion, discrimination or violence. To do this, they consider their potential for action by examining various credible points of view concerning human rights and civil and collective responsibility in sexual matters, and by determining their responsibility for their own body, health and sexuality and their responsibility for respecting themselves and others. Adult learners take a position concerning safe and responsible sexual choices, establishing a relationship between self-respect and respect for others, values, needs and limits. They discuss the benefits of a healthy sexual lifestyle and also consider the role and preventive actions of resources providing assistance in sexual matters, assessing the effectiveness of the methods made available to the public in the field of sex education and prevention.

6.10 Evaluation Criteria

To support the learning of adult learners and evaluate subject-specific competencies at the end of the course, the teacher bases his or her judgment on the evaluation criteria.

Competencies	Evaluation Criteria
Examines situations involving sexuality	Appropriate treatment of information gathered on situations involving sexuality
Establishes a relationship between factors influencing the adoption of safe and responsible sexual behaviour	Establishment of appropriate relationships among the information on sexuality in order to draw conclusions
Makes healthy lifestyle choices with regard to sexuality	Relevant, coherent arguments to support his/her position, using a range of credible sources of information on sexuality