

A Framework for Effective Health Education

Age Group: Ages 5-8
Primary Concept: Relationships between Individuals
1.1 Family
Objectives:
<ul style="list-style-type: none"> • Main Idea: Family members have different needs and roles.
<ul style="list-style-type: none"> • Recognize the different roles of family members and their needs. (Knowledge) • Identify the various ways family members show care towards each other. (Attitude) • Understand the roles within the family and express them. (Skill)
<ul style="list-style-type: none"> • Main Idea: Family members' roles and responsibilities often reflect gender inequality within society.
<ul style="list-style-type: none"> • Understand the differences in roles and responsibilities between genders within the family. (Knowledge) • Recognize the impact of these differences on individual empowerment. (Attitude) • Adjust misconceptions about roles, responsibilities, and gender within the family. (Skill)
<ul style="list-style-type: none"> • Main Idea: Family members play a significant role in transmitting values to children.
<ul style="list-style-type: none"> • Define personal and family values. (Knowledge) • List important values for themselves and their family. (Knowledge) • Recognize the influence of family values on children. (Attitude) • Develop a personal character consistent with shared values agreed upon in their social environment. (Skill)
1.2 Relationships between Individuals
Objectives:
<u>Main Idea:</u> Friendship has different patterns.
<ul style="list-style-type: none"> • Define friendship. (Knowledge) • Appreciate that regardless of gender, color, health status, or disability, friendships can be formed. (Attitude) • Establish different friendships. (Skill)
<u>Main Idea:</u> Friendships are based on trust, communication, respect, empathy, solidarity, and participation.

<ul style="list-style-type: none"> • Identify the main foundations of friendship (such as mutual trust, respect, support, empathy, and solidarity). (Knowledge) • Name their friends based on the main components of friendship. (Attitude) • Demonstrate how to express trust, respect, and understanding towards a friend and how to exchange ideas, feelings, etc. (Skill)
<p><u>Main Idea:</u> Relationships between individuals express various types of love (such as love between friends, affection between relatives, love between parents and different family members, etc.).</p>
<ul style="list-style-type: none"> • Recognize different types of love and forms of expression. (Knowledge) • Understand that love can be expressed in different ways. (Attitude) • Show affection towards others (friends, family members, etc.). (Skill)
<p><u>Main Idea:</u> Relationships between individuals can be equal or unequal.</p>
<ul style="list-style-type: none"> • Describe the characteristics of equal and unequal relationships and differentiate between them. (Knowledge) • Acknowledge the presence of equal friendships and understand unequal friendships. (Attitude) • Form equal friendships and maintain them. (Skill)
<p>1.3 Tolerance, Inclusion, and Respect</p>
<p>Objectives</p>
<p><u>Main Idea:</u> Each individual has a contribution to their community, and it is their right to be respected in it.</p>
<ul style="list-style-type: none"> • Describe what treating someone with dignity, kindness, and respect means. (Knowledge) • Provide examples of how individuals can contribute to society regardless of their differences. (Knowledge) • Identify reasons why mocking someone is wrong. (Knowledge) • Understand that every person is unique, valuable, and entitled to be treated with dignity and respect. (Attitude) • Recognize how to demonstrate tolerance. (Attitude) • Demonstrate tolerance, acceptance, and respect towards others. (Skill)
<p>1.4 Family and Parental Relationships</p>
<p>Objectives:</p>
<p><u>Main Idea:</u> There are different family structures.</p>

- Explain the concepts of "family" and "marriage." (Knowledge) *Focuses on core concepts*
- Understand that family dynamics (attachment, divorce, death, etc.) can impact an individual's well-being. (Attitude) *Uses "well-being" for a more neutral term*

Main Concept II: Values, Rights, and Culture
1-2 Relationships, Values, and Rights:
Objectives:
<u>Main Idea:</u> Values are important beliefs held by individuals, families, and communities.
<ul style="list-style-type: none"> • The Main Idea is that values are beliefs that individuals, families, and groups hold about important issues. (Knowledge) • The learner learns about individual values and rights, such as equality, respect, acceptance of others, and tolerance, which are dedicated to social peace. (Knowledge) • The learner explores how values and beliefs guide decisions about life and relationships between individuals. (Knowledge) • The learner understands that individuals, peers, families, and groups can have different cultures. (Attitude) • Adopts and defends values. (Skill)
Main Concept III: Understanding the Concept of Gender Discrimination
1-3 Gender Discrimination Standards
Objectives:
<u>The Main Idea</u> is the difference between the concept of sex, which is a biological fact, and the social roles assigned to genders. (6/5 years)
<ul style="list-style-type: none"> • The learner learns and distinguishes between the concepts of biological sex and social roles assigned to genders. (Knowledge) • Analyzes stereotypes. (Knowledge) • The learner recognizes stereotypes and their impact on the distribution of roles in the family and society (Attitude)
<u>The Main Idea:</u> Sources of Information on Biological Sex and Social Roles (8/7 years)
<ul style="list-style-type: none"> • The learner distinguishes between sources of information about the concept of sex, a biological concept, and the social roles assigned to genders. (Knowledge)

- The learner distinguishes between perceptions of biological sex and social roles assigned to genders and their sources (Knowledge)
- The learner understands that perceptions of biological sex and social roles are influenced by many different sources of information (Attitude)

2-3- Gender Equality, Prevailing Ideas and Prejudices (8/6 years)
Objectives
<u>The Main Idea</u> is that individuals are equal in humanity regardless of their gender.
<ul style="list-style-type: none"> • The learner identifies how individuals are susceptible to unfair treatment based on gender discrimination. (Knowledge)
<ul style="list-style-type: none"> • The learner shows the ways that make relationships between the sexes more fair and equitable at home, at school, and within the group (Knowledge) • The learner understands that unfair treatment of people based on gender is a form of abuse and a violation of human rights (attitude) • The learner respects the fundamental rights of everyone, regardless of gender (attitude)

Main Concept III: Gender-Based Violence
3-3- Gender-Based Violence
Objectives
<ul style="list-style-type: none"> • The learner understands the meaning of gender-based violence and that it can occur in different places such as home, public spaces, and school (knowledge) • The learner learns about different forms of gender-based violence that can occur in different places such as home, public spaces, and school (knowledge) • The learner understands that our perceptions of social roles and stereotypes can influence the way we treat others (attitude) • The learner understands that all forms of gender-based violence are harmful to the individual and society, and the victim is never responsible in any way (attitude) • The learner identifies a trusted person and how to contact them if they or someone else experiences gender-based violence (skill)

Main Concept IV: Violence and Safety
1-4- Violence
Objectives

- The Main Idea is to identify harassment and violence, and the harm they cause (knowledge)
- The learner distinguishes between bullying (teasing/annoying/harassment/peer pressure) and harassment and violence (knowledge)
- The learner understands the harm caused by harassment and violence, regardless of the source, and that victims of violence are never responsible for it (attitude)
- The learner develops the ability to confront harassment and violence in safe and legal ways (skill)

Main Idea: Identifying Sexual Assault on Minors and Understanding the Harm It Causes

Learners will:

- Identify types of sexual abuse and exploitation (knowledge)
- Recognise that sexual abuse and exploitation is wrong and harmful (attitude)
- Develop skills to protect themselves from sexual abuse and exploitation (skill)

The Main Idea: is that violence has a profound impact on minors, and recognizing its harm is crucial.

- The learner identifies violence on minors, including sexual violence and the sexual exploitation of children through the internet.
- The learner identifies various forms of armed assault on minors.
- The learner understands that any violence against minors, regardless of the perpetrator, constitutes a violation of children's rights, particularly sexual assault, and that the victim is never responsible for the assault. (Attitude)
- The learner makes the appropriate decision if someone attempts to sexually assault them. (Skill)
- The learner chooses a trusted adult to turn to in case of abuse or assault. (Skill)

The Main Idea: Violence among family members is unacceptable.

- The learner identifies the types of violence that can occur among family members. (Knowledge)
- The learner understands that violence among family members is harmful. (Attitude)
- The learner demonstrates how to respond to forms of violence within the family. (Skill)

2- 4 Personal safety and well-being

Objectives

Main Idea: Everyone has the right to protect the sanctity of their body.

- The learner understands that every person has the "right to bodily integrity" and the rights associated with it. (Understanding)
- The learner recognizes and respects the "right to bodily integrity" of others. (Attitude)
- The learner develops the ability to confront any violation of their bodily integrity. (Skill)
- The learner acquires an appropriate way to express and report any violation of their bodily integrity (specifically touching) to a parent, guardian, or trusted adult. (Skill)
- **Skill:** The learner makes appropriate decisions to deal with an annoying behavior issued by him or herself or others while browsing the Internet. (Skill)

3 - 4 Using Technologies Safely

Objectives

Main Idea: The Internet, despite its many benefits, can pose risks to its users, especially children.

- The learner enumerates the benefits and potential risks of the Internet and social networks. (Understanding)
- The learner appreciates the benefits of the Internet and social networks and rejects their risks. (Attitude)

Main Concept V: Skills for Health and well being

1-5 Influence of Peers on Behavior and Attitudes

Objectives

Main Idea: Peers influence each other positively or negatively in different ways.

- The learner will be able to identify the good and bad influences of peers and give examples of each. (Understanding)
- The learner will be able to define peer pressure (Understanding)
- The learner will take a stand against the positive and negative behaviors of peers. (Attitude)
- The learner will be able to develop the ability to confront and resist peer pressure. (Skill)

2-5- Decision Making
Objectives
Main Idea: Everyone has the right to make their own decisions, and every decision has consequences.
<ul style="list-style-type: none"> • The learner will give examples of decisions they or others have made that had positive or negative consequences. (Understanding) • The learner will describe a decision they made that they are proud of. (Understanding) • The learner will acknowledge that children often need help from their parents or a trusted adult to make some decisions. (Attitude) • The learner will choose the right time and person to help them make good decisions. (Skill)

3-5 Communication and Negotiation
Objectives
Main Idea: Communication is important in all relationships, especially between parents or trusted adults and children on the one hand, and between friends and the social environment on the other hand.
<ul style="list-style-type: none"> • The learner will identify different communication styles (verbal communication, nonverbal communication...). (Understanding) • The learner will distinguish between healthy and unhealthy communication (Understanding) • The learner will list the advantages of healthy communication between parents or trusted adults and children on the one hand, and between friends and the social environment on the other hand. (Understanding) • The learner will acknowledge that all people have the right to express themselves in terms of refusal or acceptance. (Attitude) • The learner will develop skills in verbal and nonverbal communication and in methods of refusal and acceptance. (Skill) • The learner will show that clear refusal or acceptance is necessary to protect their privacy, physical safety, and to build successful friendships. (Skill)
Main Idea: Social stereotypes can be positive or negative, and it is important to be aware of them.
<ul style="list-style-type: none"> • The learner will identify examples of social stereotypes. (Understanding) • The learner will understand that social stereotypes can be based on gender, race, religion, or social status. (Understanding) • The learner will develop a positive attitude towards people from different cultures and backgrounds. (Attitude) • The learner will modify their behavior to avoid using social stereotypes. (Skill)

4-5- Using Social Media Responsibly
Objectives
Main Idea: Social media can be a source of correct or incorrect information, and it is important to use it responsibly.
<ul style="list-style-type: none"> • The learner identifies different forms of social media (radio, television, books, newspapers, the internet, social media networks). (Understanding) • The learner cites examples of positive and negative uses of social media. (Understanding) • The learner acknowledges that not all information on social media is accurate. (Attitude) • The learner develops critical thinking skills in dealing with information from social media. (Skill)
5-5- Achieving Safety and Security
Objectives
Main Idea: Everyone has the right to feel safe and secure.
<ul style="list-style-type: none"> • The learner will identify trusted adults (parents, teachers, school administration, police officers...). (Understanding) • The learner will describe situations that could threaten their safety or security. (Understanding) • The learner will explain how to seek help from a trusted adult when they feel unsafe. (Understanding) • The learner will feel comfortable seeking help from a trusted adult. (Attitude) • The learner will be able to identify and avoid dangerous situations. (Skill) • The learner will be able to communicate their concerns to a trusted adult clearly and confidently. (Skill)

Concept 6: The Body and Its Growth
6. The Body
Objectives
Main Idea: The importance of naming body parts and knowing their functions.
<ul style="list-style-type: none"> • The learner will be able to identify the names of the main body parts (head, shoulders, arms, hands, fingers, chest, stomach, back, legs, feet, toes). (Understanding) • The learner will be able to match the body part to its function. (Understanding)

Main Idea: Everyone has the right to privacy and the right to protect their body.

Objectives

- The learner understands that every person has the right to bodily integrity and the rights associated with it. (Understanding)
- The learner recognizes and respects the right to bodily integrity of others. (Attitude)
- The learner develops the ability to confront any violation of their bodily integrity. (Skill)
- The learner acquires an appropriate way to express and report any violation of their bodily integrity (specifically touching) to a parent, guardian, or trusted adult. (Skill)

Main Idea: Love can be expressed towards loved ones.

Objectives

- Knowledge: The learner understands that love can be shown to loved ones and family members in various ways.
- Knowledge: The learner clarifies the difference between "acceptable touch" and "unacceptable touch"

Age Group: 9 to 12 years old		
Main Concept I : Relationships Between Individuals		
Objectives	Materials	Notes
Main Idea: The guardian represents a placeholder, likely for a specific term like "parent" or "caregiver") helps family members acquire values and make decisions.		
<ul style="list-style-type: none"> The learner explains how the guardian guides family members in making decisions. (Knowledge) The learner explains how the guardian guides family members in making decisions. (Knowledge) The learner acknowledges that the guardian and family members influence his/her decisions. (Attitude) The learner considers how the family's values are reflected in the decisions he/she makes. (Skill) 	<ul style="list-style-type: none"> Reading Oral Communication Writing Production Role-playing Intellectual awakening 	The idea can be addressed through "education on.."
Main Idea: The family plays a role in nurturing the value of gender equality by sharing responsibilities and tasks among its members		
<ul style="list-style-type: none"> The learner can identify the roles and responsibilities of different family members, including their rights. The learner can give examples of how families promote gender equality by distributing these roles and responsibilities. The learner appreciates that all family members can contribute to promoting gender equality within the household. The learner shows initiative in advocating for a fair distribution of roles and responsibilities within the family. 		
Main Idea: Health and illness can change the way a family functions, what family members can do, and the overall family dynamic.		
<ul style="list-style-type: none"> The learner can explain how health and illness might affect the roles and responsibilities within a family. (e.g., someone falling ill might require additional care from other members) The learner understands that health and illness can potentially alter the structure of the family. (e.g., a family member needing long-term care might require adjustments to living arrangements or routines) The learner shows empathy towards families experiencing illness. (e.g., understanding the challenges and emotional toll an illness can have on a family) 		

1-2 The Value of Love and Friendship		
Objectives	Materials	Notes
Main Idea: Love and friendship contribute to a positive self-image		
<ul style="list-style-type: none"> • Knowledge: The learner can identify the advantages of love and friendship. • Attitude: The learner recognizes that love and friendship bring a sense of satisfaction. • Skill: The learner expresses love and friendship in ways that make others feel good. 		
Main Idea: As children grow into adolescence, the ways they express love and friendship change		
<ul style="list-style-type: none"> • Knowledge: The learner describes different ways to express love and friendship, appropriate for their age. • Attitude: The learner understands the importance of using various ways to express love and friendship depending on the person. • Skill: The learner reflects on how their expressions of love and friendship evolve over time. 		
Main Idea: Inequality can negatively impact relationships. (This can be due to differences in gender, age, economic status, power, etc.)		
<ul style="list-style-type: none"> • Knowledge: The learner understands how inequality can harm relationships. • Knowledge: The learner analyzes how creating fairer roles in relationships helps establish balance. • Attitude: The learner recognizes that equality is a key component of healthy relationships. • Skill: The learner develops skills to establish fair roles in their interactions with others. 		

1-3 Tolerance, Integration, and Respect		
Objectives	Materials	Notes
Main Idea: Stigma and discrimination are violations of human rights.		
<ul style="list-style-type: none"> • Knowledge: The learner understands the definitions of stigma and discrimination and recognizes their harmful effects. • Knowledge: The learner describes the impact of stigma on individuals (e.g., secrecy, denial, withdrawal). • Knowledge: The learner acknowledges the existence of support systems for victims of stigma and discrimination. • Attitude: The learner values tolerance, acceptance, and respect for others. 		

<ul style="list-style-type: none"> • Skill: The learner shows solidarity with victims of stigma and discrimination. 		
Main Idea: Harassment and bullying based on someone's health, social status, ethnicity, gender, etc., are harmful and humiliating.		
<ul style="list-style-type: none"> • Knowledge: The learner understands the definitions of harassment and bullying. • Knowledge: The learner explains why harassment and bullying are offensive and humiliating. • Attitude: The learner recognizes everyone's responsibility to speak out against harassment and bullying. • Skill: The learner demonstrates ways to address and confront harassment and bullying. 		

1-4 Marital and Parental Relationships		
Objectives	Materials	Notes
Main Idea: Early, forced, or customary marriages are illegal and have serious consequences.		
<ul style="list-style-type: none"> • Knowledge: The learner defines early, forced, and customary marriages. • Knowledge: The learner identifies the negative impacts of these practices on children, families, and society. • Attitude: The learner understands the severity of these practices. • Skill: The learner identifies a trusted adult to seek help if at risk of early or forced marriage. 		
Main Idea: Marital and parental relationships are governed by laws and influenced by society, religion, and culture.		
<ul style="list-style-type: none"> • Knowledge: The learner identifies the basic characteristics of marital and parental relationships. • Knowledge: The learner explains how laws, society, religion, and culture shape these relationships. • Attitude: The learner recognizes the individual's right to choose marriage or not. • Skill: The learner expresses their own perspective on marital and parental relationships. 		
Main Idea: The influence of culture and gender-based social roles on parenting.		
<ul style="list-style-type: none"> • Knowledge: The learner understands how culture and gender-based social roles impact parent-child relationships. 		

<ul style="list-style-type: none"> • Attitude: The learner acknowledges the influence of culture and gender-based social roles on parenting. • Skill: The learner reflects on their own values and beliefs about what constitutes good parenting. 		
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Main Concept II : Gender, Values, Rights, and Culture		
2-1 Gender and Values		
Objectives	Materials	Notes
Main Idea: The values and attitudes we learn from family and society shape our understanding of gender and influence our decision-making		
<ul style="list-style-type: none"> • Knowledge: The learner identifies the values and attitudes that family and society instill in us about gender. • Knowledge: The learner describes how parents teach their children their own gender values. • Knowledge: The learner explains how society portrays gender roles and expectations. • Knowledge: The learner identifies the values and attitudes that promote gender equality. • Attitude: The learner acknowledges that family and societal values and attitudes influence their own behavior and decision-making. • Skill: The learner reflects on one of the gender values they learned from family. 	<ul style="list-style-type: none"> • 	

Main Concept III: Understanding Gender Roles		
3 -1 The Social Construction of Gender Roles and Their Norms"		
Objectives	Materials	Notes
Main Idea: Social norms, cultural standards, and religious beliefs shape gender roles		
<ul style="list-style-type: none"> • Knowledge: The learner defines gender roles. • Knowledge: The learner provides examples of how social norms, cultural standards, and religious beliefs can influence gender roles. • Attitude: The learner recognizes that gender roles are influenced by various factors. • Skill: The learner reflects on the social norms, cultural standards, and religious beliefs that influence their understanding of gender roles. 		

3 -2 Gender Equality, Stereotypes, and Preconceptions		
Objectives	Materials	Notes
The Main Idea revolves around the presence of gender discrimination and power differentials within families and groups, including friends, personal relationships, and society at large.		
<ul style="list-style-type: none"> • The inequality in gender-assigned social roles defines the learner's understanding. • How the inequality based on gender-assigned social roles translates into gender and is associated with power differentials within families, friends, and society is explained. • The adverse consequences of inequality based on roles summon the learner's understanding of gender-assigned social roles and power differentials in relationships (such as violence stemming from gender-assigned social roles), with the knowledge that addressing inequality in roles leads to satisfaction. • Advocating for gender equality emphasizes everyone's responsibility. • Highlighting the roles assigned to genders underscores the importance of equality within relationships in households, schools, and communities. 		
Main Idea: Preconceived notions about gender roles, fueled by stereotypes and inequality, have a significant impact on individuals and society.		
<ul style="list-style-type: none"> • Define stereotypes and preconceptions associated with gender-assigned social roles. • Acknowledge that stereotypes and expectations related to gender-assigned social roles have a significant impact, whether positive or negative, on individuals' lifestyles. • Recognize that differences associated with gender-assigned social roles can lead to exploitation or unfair treatment, especially when individuals exhibit behavior contrary to expected social standards. • Advocate for fairness in distributing gender-assigned roles. • Question the fairness of gender assignment and propose solutions to mitigate harmful and detrimental practices. 		

3 -3 Gender-Based Violence		
Objectives	Materials	Notes
The Main Idea: All forms of gender-based violence, including harassment, assault, psychological and domestic violence, against individuals, especially in schools, public, and digital spaces, constitute harm and a violation of human rights.		

<ul style="list-style-type: none"> • Examples: What constitutes gender-based violence (GBV)? This includes harassment, assault (physical and sexual), psychological abuse, domestic violence, and forced marriage. These acts can occur in various settings, particularly schools, public spaces, and digital platforms. • Human Rights Violation (Position): It's critical to recognize that ALL forms of GBV violate human rights. Everyone deserves safety, security, and freedom from violence and discrimination based on gender. • Identifying and Addressing GBV (Skill): Can you recognize and respond to GBV? This section equips learners, regardless of age, with the skills to address it, whether they are a victim, witness, or concerned about someone else's situation. 		
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The Main Idea explores the connection between gender roles, violence, and stereotypes.

<ul style="list-style-type: none"> • Argues that stereotypes associated with gender roles can fuel harassment, discrimination, assault, or violence based on gender. (Knowledge) • clarifies that sexual assault and violence fueled by discrimination aren't solely driven by sexual desires, but rather by a need for power and control. (Knowledge) • recognizes that gender inequality and stereotypical expectations contribute to gender-based violence. (Position) • emphasizes the importance of tackling discrimination or fostering gender equality, along with strategies to achieve this. (Position) • underscores the critical role of addressing gender-based violence stemming from discrimination. (Skill) 		
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Main Concept IV: Violence and Safety.		
4-1 Violence		
Objectives	Materials	Notes
Main Idea: Violence, in any form (In reality or in cyberspace), is harmful and support is available for those who experience or witness it.		
<ul style="list-style-type: none"> • Examples of gender-based violence (harassment, assault, psychological, domestic violence, violence against individuals, rape, forced marriage) are provided, identifying the different 		

<p>spaces where it occurs (schools, public, digital). Learners will:</p> <ul style="list-style-type: none"> • (Knowledge) Acknowledge that sexual violations against minors are criminalized by law and that victims have authorities and specialized interests to assist them. • (Knowledge) Recognize the signs of violence, both generally and within the family environment. • (Knowledge) Understand the danger of violence and that those who witness it are entitled to assistance. • (Position) Recognize the importance of seeking help if one becomes a victim of bullying, harassment, assault, or incest. • (Skill) Understand how to effectively behave when someone in one's surroundings becomes a victim. • (Skill) Demonstrate how to seek help for oneself or someone in their surroundings in cases of violence. 		
<p>Main Idea: Violence, in any form, is harmful and support is available for those who experience or witness it.</p>		
<ul style="list-style-type: none"> • The learner defines violence in the family environment. • The learner provides examples of violence in the family environment. • The learner recognizes the danger of violence in the family environment and understands that those who witness it also need help • The learner learns how to approach a trusted adult to seek help if facing such violence within the family. 		
<p>The Main Idea is to understand the concept of sexualized gaze and what it entails, and to recognize the need to preserve one's privacy as they grow older It's important for individuals to understand their privacy, especially as they mature</p>		
<ul style="list-style-type: none"> • Recognizing the importance of physical privacy for both boys and girls. (Knowledge) • Highlighting the need for girls to have access to private spaces that increase during puberty, ensuring access to healthcare facilities. (Knowledge) • Understanding the intrusive nature of the sexualized gaze. (Knowledge) 		

<ul style="list-style-type: none"> • Acknowledging that every sexually suggestive gaze towards a girl or boy constitutes a violation of their privacy and bodily integrity. (Position) • Encouraging reporting of any sexually suggestive gaze as a means to protect one's privacy. (Skill) 		
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4-2 Consent, Privacy, and Bodily Integrity		
Objectives	Materials	Notes
The Main Idea is the sexualized gaze and what it means, and to realize the need to preserve one's privacy as one grows older. Individuals need to understand their privacy, especially as they mature.		
<ul style="list-style-type: none"> • Highlighting the importance of physical privacy for both boys and girls. • Clarifying the need for girls to have access to a private space that increases during puberty, and ensuring access to healthcare facilities. (Knowledge) • Defining the intrusive nature of the sexualized gaze. (Knowledge) • Recognizing that every sexually suggestive gaze towards a girl or boy constitutes a violation of their privacy and bodily integrity. (Position) • Encouraging reporting of any sexually suggestive gaze as a means to protect one's privacy. (Skill) 		

4-3 Safe Use of Information Technologies and the Internet		
Objectives	Materials	Notes
The Main Idea: Ensuring safe usage of the internet and social media requires caution and vigilance.		
<ul style="list-style-type: none"> • Providing examples of the benefits of using the internet and social media, as well as their potential risks. (Knowledge) • Highlighting the importance of caution and vigilance when using the internet and social media. (Position) • Understanding the importance of selecting and sharing information on social media. (Skill) 		
The Main Idea is that exposure to explicit sexual images and information on social media can perpetuate harmful sexual stereotypes.		

Main Concept V : Skills for Health and Well-being		
5-1 The effects of sexual peer pressure on adolescents' interactions with each other		
Objectives	Materials	Notes
Peer influence plays a role in decisions and behaviors related to adolescence and sexuality, both positively and negatively.		
<ul style="list-style-type: none"> • Describing the decisions and behaviors related to adolescence and sexuality. (Knowledge) • Acknowledging the impact of peers on decisions and behaviors associated with puberty and sexuality. (Position) • Considering peer influence. (Skill) 	<ul style="list-style-type: none"> • Languages (Oral Communication, Reading, Writing) • Encouraging reading • Stimulating scientific curiosity • Social upbringing (Civic education, History, Geography, Islamic education) • Artistic and physical upbringing 	<ul style="list-style-type: none"> • Artistic activities • sports activities • complementary activities within clubs

5-2 Decision Making		
Objectives	Materials	Notes
The Main Idea: Taking decisions is a skill that can be acquired and practiced.		
<ul style="list-style-type: none"> • To describe the most important stages of decision-making. • To acknowledge that decision-making is a skill that can be learned. • To use the decision-making process to solve problems. • To identify a trusted adult who can help them make decision 	<ul style="list-style-type: none"> • Languages (oral communication, reading, writing) • Encouraging reading • Scientific awakening • Social upbringing • Artistic and sports activities • Supplementary activities within clubs • Civic Education • History • Geography • Islamic education • Artistic and physical upbringing 	<ul style="list-style-type: none"> • Artistic activities • sports activities • complementary activities within clubs
The Main Idea: Our decisions are influenced by various factors, among the most important: Cultural impact, Social roles and connections, Media and stereotypical images , Influence of friends and peers.		
Enumerating that decisions are affected by various factors. Understanding that decisions are influenced by multiple factors. Acknowledging the impact of various factors on decisions.		

5-3 Communication, rejection, and negotiation		
Objectives	Materials	Notes
The Main Idea: there are different communication styles and techniques that are necessary for understanding needs and desires, and being aware of personal boundaries.		
<ul style="list-style-type: none"> • Learner will describe the characteristics of verbal and nonverbal communication, effective and ineffective communication (practice active listening, expressing feelings and understanding, and maintaining eye contact, Learner will contrast active listening with not listening, bottling up feelings, and not understanding • Learner is aware of the importance of being able to express their desires, needs, and personal boundaries, understand the desires, needs, and personal boundaries of others • Learner acknowledges that negotiation often requires mutual respect, cooperation, and agreement between all parties • Learners will demonstrate how to communicate their desires, needs, and personal boundaries, demonstrate how to listen to others and respect their desires, needs, and personal boundaries 		

5-4 Gender and media.		
Objectives	Materials	Notes
The Main Idea: Media can positively or negatively affect values, attitudes, and social norms related to gender and social roles		
<ul style="list-style-type: none"> • Learners will identify different types of media, such as social media and traditional media (Knowledge) • Learners will give examples that illustrate how men and women are portrayed in the media, and how their relationships are depicted (Knowledge) • Learners will describe the influence of media on their own values, attitudes, and behaviors related to gender and social roles (Knowledge) • Learners will critically analyze media messages related to gender roles (Skill) 		

<ul style="list-style-type: none"> Learners will develop their own perspectives on gender roles that are independent from media stereotypes (Skill) 		
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5-5 Getting Help and Support		
Objectives	Materials	Notes
The Main Idea: There are various resources for help and support in school and the community. Materials:		
<ul style="list-style-type: none"> Recognizing situations such as abuse, harassment, bullying, and illness, and identifying reliable sources of assistance. 		The school clinic

Main Concept VI: the human body and growth		
6-1 Anatomical and Physiological Functions Of The Sexual And Reproductive System		
Objectives	Materials	Notes
The Main Idea: The human body is composed of organs related to sexual health and reproductive function. It is natural for children to ask questions about it.		
<ul style="list-style-type: none"> Learners will describe the parts of the body that are involved in sexual health and reproduction (Knowledge). Learners will understand that curiosity and asking questions about their body and its sexual functions is normal (Attitude). Learner will be aware that every person has a unique body that is different in stature, shape, function and characteristics (Attitude). Learners will identify a trusted adult who they can ask questions to, and will learn how to ask questions related to the body's structure and physiological functions (Skill). 	Science Awakening Focus on the Body Physical Education Structured Dialogue	Organizing awareness sessions within the framework of school life
The Main Idea: Reproduction requires the presence of eggs produced by the woman's body and sperm produced by the man's body.		
<ul style="list-style-type: none"> Learners will explain the most important functions of the body that are involved in reproduction (Knowledge). Learners will understand the roles of women and men in the process of reproduction (Attitude). Learners will explain that puberty is necessary for reproduction (Skill). 	Science Awakening Focus on the Body Physical Education Structured Dialogue	Organizing awareness sessions within the framework of school life

6-2 Puberty		
Objectives	Materials	Notes
The Main Idea: During puberty, individuals undergo a series of physical and emotional changes.		
<ul style="list-style-type: none"> • Learners will understand that growth is a natural part of human development. (Knowledge) • Learners will recognize the physical and emotional changes that occur during adolescence. (Knowledge) • Learners will understand that puberty is a normal and healthy stage of adolescence. (Attitude) • Learners will develop a positive self-image and self-esteem. (Skill) 		
The Main Idea: Puberty is a characteristic of human development that marks the onset of reproductive capabilities.		
<ul style="list-style-type: none"> • Learners will identify the stages and signs of puberty. (Knowledge) • Learners will recognize the physical and emotional changes that occur during puberty. (Knowledge) • Learners will develop a positive self-image and self-esteem. (Skill) • Learners will explain how to obtain accurate information about puberty. (Skill) 		
The Main Idea: Personal hygiene is an important aspect of self-care, especially during puberty.		
<ul style="list-style-type: none"> • Learners will describe various personal hygiene practices, including bathing and grooming. (Knowledge) • Learners will recognize the importance of maintaining personal health. (Attitude) • Learners will develop a personal strategy that reflects their understanding of the value of maintaining good health. (Skill) • Learners will adopt healthy personal hygiene habits. (Skill) 		
The Main Idea: Menstruation is not a taboo or a stigma, but rather a natural and normal part of a girl's development.		
<ul style="list-style-type: none"> • Learners will understand the menstrual cycle and the various symptoms that girls may experience during their periods. (Knowledge) • Learners will recognize that gender discrimination can contribute to feelings of 		

shame and fear in girls during their periods. (Knowledge) <ul style="list-style-type: none"> Learners will identify ways to help girls feel comfortable and supported during their periods. (Skill) 		
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6-3 Body Image		
Objectives	Materials	Notes
The Main Idea: A person's physical appearance does not necessarily determine their worth as a human being.		
<ul style="list-style-type: none"> Learners will explain that genetics, environment, and lifestyle factors are among the elements that determine physical appearance. (Knowledge) Learners will recognize that physical appearance does not define a person's value as a human being. (Attitude) Learners will accept physical appearance variations, especially among peers. (Skill) 		
The Main Idea: People have widely varying opinions about what constitutes physical attractiveness.		
<ul style="list-style-type: none"> Learners will identify the diverse criteria that individuals use to assess physical attractiveness. (Knowledge) Learners will recognize that perceptions of physical attractiveness change over time and across cultures. (Attitude) 		

Age Group: Ages 12-15		
Primary Concept: Relationships between Individuals		
1.1 Family		
Objectives	Materials	Notes
The Main Idea: Growth is defined by the standard of taking responsibility for oneself and for others.		
<ul style="list-style-type: none"> • Learners will identify their new responsibilities towards themselves and others and understand their significance. (Knowledge) • Learners will recognize that their emotional world expands beyond their peer group as they mature, and they assume a significant position within the family. (Attitude) • Learners will evaluate their responsibilities and take on new ones related to self-reliance. (Skill) 	<ul style="list-style-type: none"> • Reading • Written and oral expression • Role-playing • Languages • Presentations 	The idea can be addressed through "education on.."
The Main Idea: Misunderstandings and disagreements between parents and children are common, especially during adolescence, and are often resolvable.		
<ul style="list-style-type: none"> • Learners will identify the common forms of misunderstandings and disagreements that arise between parents and children. (Knowledge) • Learners will describe ways to resolve disagreements and misunderstandings with parents/guardians. (Knowledge) • Learners will recognize that misunderstandings and disagreements between parents and children are normal during adolescence and are often resolvable. (Attitude) • Learners will employ strategies to resolve disagreements and misunderstandings with parents/guardians. (Skill) 		
The Main Idea: Love, mutual respect, cooperation, gender equality, and compassion are essential elements that ensure a sense of well-being in family performance and healthy relationships.		
<ul style="list-style-type: none"> • Learners will identify the characteristics that ensure a family's successful fulfillment of its responsibilities. (Knowledge) • Learners will recognize the importance of these characteristics for the smooth functioning of the family. (Attitude) • Learners will evaluate their contribution to the well-being of their family. (Skill) 		

1.2 Friendly, emotional relationships and friendships		
Objectives	Materials	Notes
The Main Idea: Friends influence each other positively or negatively.		
<ul style="list-style-type: none"> • Learners will distinguish between the forms of positive or negative influence that friends have on each other. (Knowledge) • Learners will recognize that their friends have a positive or negative influence on their behavior. (Attitude) • Learners will avoid the negative influence of friends. (Skill) 		
The Main Idea: Relationships between individuals are diverse.		
<ul style="list-style-type: none"> • Learners will identify the different patterns of relationships between individuals. (Knowledge) • Learners will respect the feelings of others. (Attitude) • Learners will distinguish between friendships, affection, and love on the one hand, and physical violations on the other. (Skill) • Learners will express their emotions appropriately in response to different patterns of relationships between individuals. (Skill) 		
The Main Idea: Power imbalances, such as those based on gender, age, social status, or health condition, can have a significant impact on emotional relationships.		
<ul style="list-style-type: none"> • Learners will identify the potential impact of gender discrimination and associated stereotypes on emotional relationships. (Knowledge) • Learners will analyze the negative consequences of power imbalances on emotional relationships. (Knowledge) • Learners will recognize that power imbalances in emotional relationships can be harmful. (Attitude) • Learners will contribute to promoting equality and balance in relationships between individuals. (Skill) 		

1.3 Tolerance, Integration, and Respect		
Objectives	Materials	Notes
The Main Idea: Stigma and discrimination based on health status, economic status, ethnicity, race, or origin are violations of human rights.		
<ul style="list-style-type: none"> • Learners will identify the manifestations of stigma, discrimination, prejudice, bigotry, 		

<p>exclusion, and preconceived judgments. (Knowledge)</p> <ul style="list-style-type: none"> • Learners will recognize the consequences of stigma and discrimination on individuals' health and rights. (Knowledge) • Learners will recognize that it is everyone's responsibility to defend victims of stigma and discrimination. (Attitude) • Learners will acknowledge the importance of diversity, inclusion, and non-discrimination. (Attitude) • Learners will seek help if they are victims of stigma or discrimination. (Skill) • Learners will openly express their support for inclusion, non-discrimination, and respect for diversity. (Skill) 		
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1.4 Marriage and Emotional Relationships with Parental Responsibilities		
Objectives	Materials	Notes
The Main Idea: Marriage and emotional relationships entail numerous responsibilities that require mutual understanding, commitment, and a willingness to compromise.		
<ul style="list-style-type: none"> • Learners will identify the key responsibilities associated with marriage and emotional relationships. (Knowledge) • Learners will recognize the fundamental pillars of successful marriages and emotional relationships. (Knowledge) • Learners will appreciate the importance of love, tolerance, equality, and respect in marriage and emotional relationships. (Attitude) • Learners will develop the skills to build relationships on a solid foundation. (Skill) 		
The Main Idea: Parenthood, in its various forms, entails numerous responsibilities that require careful consideration and commitment		
<ul style="list-style-type: none"> • Learners will identify the different ways in which individuals become parents (e.g., desired pregnancy, unplanned pregnancy, adoption, foster care, assisted reproduction). (Knowledge) • Learners will enumerate the responsibilities of parents (educational, financial, emotional, etc.). (Knowledge) 		

<ul style="list-style-type: none"> • Learners will recognize the implications of parenthood and value the decision to have children. (Attitude) • Learners will respect the right to parenthood, including for individuals with disabilities and those living with HIV. (Skill) 		
The Main Idea: The Consequences of Forced Marriage and Unwanted Parenthood on Individuals and Society		
<ul style="list-style-type: none"> • Learners will identify the consequences of forced marriage and unwanted parenthood on individuals and society. (Knowledge) • Learners will recognize the negative impacts of early marriage on individuals and society. (Knowledge) • Learners will understand the detrimental effects of forced marriage and unwanted parenthood. (Attitude) • Learners will make informed decisions about marriage and parenthood. (Skill) • Learners will seek help if they are concerned about being forced into marriage or having an unwanted pregnancy. (Skill) 		

Main Concept II : values, beliefs, and sexual identity		
2-1 Gender and Values		
Objectives	Materials	Notes
Main Idea: The Significance of Understanding One's Values, Beliefs, and Sexual Identity and Their Impact on Others' Rights		
<ul style="list-style-type: none"> • Learners will describe the concept of sexual identity and its various representations. (Knowledge) • Learners will identify their values and beliefs related to sexuality and reproductive health. (Knowledge) • Learners will explain how their values and beliefs influence their decisions and behaviors. (Knowledge) • Learners will articulate how their personal values and beliefs can impact the rights of others. (Knowledge) • Learners will demonstrate an understanding of how different cultures and societies approach sexuality and gender identity. (Knowledge) • Learners will acknowledge the importance of practicing tolerance and respect towards others' values, beliefs, 	<ul style="list-style-type: none"> • 	

<p>and perspectives, even when they differ from their own. (Attitude)</p> <ul style="list-style-type: none"> Learners will critically reflect on their own values and beliefs, recognizing that they may evolve over time. (Skill)Skill: The learner reflects on one of the gender values they learned from family. 		
2-2 Gender and Human Rights:		
Objectives	Materials	Notes
Main Idea: Every Individual Possesses Fundamental Rights Enshrined in National and International Legislation.		
<ul style="list-style-type: none"> Learners will identify the concept of human rights. (Knowledge) Learners will acknowledge that every individual has rights that they have a duty to respect. (Attitude) Learners will advocate for the rights of individuals. (Skill) 		
Main Idea: Basic individual rights include sexual and reproductive rights.		
<ul style="list-style-type: none"> Understanding how human rights affect sexual and reproductive health. Examining local legislation affecting sexual and reproductive rights. Identifying aspects of violations of sexual and reproductive rights. Recognizing that some individuals in society are particularly vulnerable to human rights violations. Respecting basic individual rights, including the rights related to sexual and reproductive health, and advocating for them. 		

2-3 Gender and culture, and society		
Objectives	Materials	Notes
Main Idea: Self-awareness helps us understand ourselves, our feelings, and our bodies better.		
<ul style="list-style-type: none"> Lists sources of information that help understand oneself, one's feelings, and one's body (such as Family, friends, media (especially social media) (Knowledge). Understands that the Values and beliefs conveyed by family shape our self-perception. (Attitude). Develops the skill to choose a trusted adult for questions about feelings and the body. (Skill). 		
Main Idea: Society, religion, and culture significantly influence our perceptions of sexuality.		

<ul style="list-style-type: none"> • Recognize the impact of society, religion, and culture on our views of sexuality. • Provide examples of how societal norms, religious beliefs, or cultural practices shape attitudes and behaviors related to sexuality. • Identify the cultural beliefs and practices that have evolved over time and their connection to sexuality. • Acknowledge the existence of diverse beliefs that influence perceptions of sexuality. • Respect the sexual rights and fundamental rights of every individual. 		
Main Idea: Acceptable or unacceptable sexual behavior in a society is influenced by social, cultural, and religious factors, which evolve over time.		
<ul style="list-style-type: none"> • Recognizes social, cultural, and religious norms that influence sexual behavior in society. (Knowledge) • Examines how social, cultural, and religious norms influence sexual behavior in society and how they evolve. (Knowledge) • Understands that social, cultural, and religious norms can evolve. (Attitude) • Questions the social, cultural, and religious norms that influence sexual behavior in society. (Skill) 		

Main Concept III : Understanding Gender Roles		
3 -1 The Social Construction of Gender Roles and Their Norms"		
Objectives	Materials	Notes
Main Idea: The impact of gender roles on individuals' lives.		
<ul style="list-style-type: none"> • Identifies the criteria used to assign social roles based on gender. (Knowledge) • Understands the impact of these gender-discriminatory criteria on individuals' choices and behaviors. (Knowledge) • Recognizes that beliefs that perpetuate gender discrimination are harmful. (Attitude) • Understands that gender-discriminatory social roles can change. (Attitude) • Practices gender equality at home, school, and in society. (Skill) 		
Main Idea: The negative impacts of gender-based stereotypes and roles on romantic relationships		
<ul style="list-style-type: none"> • Analyzes the gender-based stereotypes and roles that influence romantic relationships (both masculine and feminine standards).(Knowledge) 		

<ul style="list-style-type: none"> • Explains the strong link between violence and abuse, and gender-based stereotypes and roles. (Knowledge) • Recognizes the negative impact of gender-based stereotypes and roles on relationships. (Attitude) • Critically evaluates gender-based stereotypes and roles in relationships. (Skill) 		
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3 -2 Gender equality, stereotypes, and prejudices		
Objectives	Materials	Notes
Main Idea: Gender equality supports fair decision-making regarding behavior and life plans.		
<ul style="list-style-type: none"> • Describes the characteristics of gender equality in the context of relationship building. (Knowledge) • Identifies the impact of social roles on decisions related to behavior and life plans. (Knowledge) • Understands how equitable social roles contribute to building healthy relationships. (Knowledge) • Recognizes the importance of gender equality in establishing healthy relationships. (Attitude) • Builds relationships based on gender equality. (Skill) 		

3 -3 gender-based violence (SGBV)		
Objectives	Materials	Notes
Main Idea: All forms of sexual and gender-based violence (SGBV) perpetrated by anyone in a position of power are considered human rights violations.		
<ul style="list-style-type: none"> • Understands that sexual assault and gender-based violence are not due to individual impulses but to power and dominance (Knowledge). • Recognizes that gender-based violence can be committed by adults, young people, or individuals with authority, and it is harmful in all cases (Attitude). • Decides to report sexual violence to the relevant authorities or seek out a trusted adult (Skill). 		

The Fourth main concept: Violence and Safety.		
4-1 Violence		
Objectives	Materials	Notes

Main Idea: Sexual harassment and assault are violations of human rights		
<ul style="list-style-type: none"> • Knows different forms of sexual misconduct (harassment, abuse, violence). (Knowledge). • Believes reporting sexual misconduct is a civic duty and understands that victims are never responsible. (Attitude). • Acknowledges that reporting sexual abuse and harassment is a civic duty (Attitude). • Seeks out trusted adults and relevant authorities that support the prevention of sexual misconduct and assist those affected by these violations. (Skill). 		
4-2 Contentment, privacy, and physical safety		
Objectives	Materials	Notes
Main Idea: Sexual harassment and assault are violations of human rights		
<ul style="list-style-type: none"> • understands the meaning of the right to privacy and physical safety) accurately captures the knowledge aspect. • recognizes that every individual has the right to have their privacy and physical safety respected • expresses and defends their right to privacy and physical safety 		
4-3 safe use of information and communication technologies		
Objectives	Materials	Notes
Main Idea: The negative impact of digital media (internet, social networks, smartphones) on directing adolescents towards risky sexual behaviors.		
<ul style="list-style-type: none"> • Recognize the impact of social media and the internet on risky sexual behaviors and identify ways to counter them. (Knowledge) • Understand the negative impact of social media and the internet on risky sexual behaviors and develop a critical stance towards what is presented on the internet and social media. (Attitude) • Analyze and counter risky sexual behaviors. (Skill) 		
Main Idea: The sexually explicit images published in the media can be sexually exciting and harmful.		
<ul style="list-style-type: none"> • Understand how the sexually explicit images published in the media can be both sexually exciting and harmful. (Knowledge) 		

<ul style="list-style-type: none"> • Identify where to seek help and support if you or someone you know is experiencing harm from sexually explicit images. (Knowledge) • Recognize the potential legal consequences of sending, receiving, purchasing, or possessing sexually explicit images, especially for minors. (Knowledge) • Develop an awareness of the laws related to the distribution and sharing of sexually explicit images. (Attitude) • Critically analyze the messages conveyed about sex and sexuality through the use of sexually explicit images in the media. (Attitude) • Develop the skills to manage exposure to sexually explicit images in the media. (Skill) 		
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Main Concept V: Skills for Health and Well-being		
5-1 The effects of sexual peer pressure on adolescents' interactions with each other		
Objectives	Materials	Notes
Main Idea: the influence of social norms, social roles, and peer pressure on individual decisions and actions		
<ul style="list-style-type: none"> • Knowledge: Is aware of the social norms, roles, and peer influence that affect decisions related to sexual behavior. • Attitude: Recognizes that his/her decisions and behaviors related to sexuality are influenced by social norms, social roles, and peers. • Skill: Demonstrates the importance of inclusion, support, and mutual respect by creating an inclusive and respectful environment 	<ul style="list-style-type: none"> • Languages (Oral Communication, Reading, Writing) • Encouraging reading • Stimulating scientific curiosity • Social upbringing (Civic education, History, Geography, Islamic education) • Artistic and physical upbringing 	<ul style="list-style-type: none"> • Artistic activities • sports activities • complementary activities within clubs
2-5- Decision Making		
Objectives		
	Materials	Notes

<ul style="list-style-type: none"> • Main Idea: Everyone has the right to make their own decisions, and every decision has consequences. 		
<ul style="list-style-type: none"> • Analyzes the positive and negative outcomes of various decisions related to sexual behavior. (Knowledge) • Recognizes the consequences of decisions regarding sexual behavior on people's health, future, and life plans. (Attitude) • Makes appropriate decisions and seeks help, if necessary, to address concerns related to sexual and reproductive health. (Skill) 	Life and Earth Sciences	<ul style="list-style-type: none"> • Artistic activities • sports activities • complementary activities within clubs
<p>Main Idea: rational decision-making regarding sexual behavior</p>		
<ul style="list-style-type: none"> • Familiarize oneself with various emotions that may influence decision-making regarding sexual behavior. (Knowledge) • Explain how violence, gender discrimination, alcohol consumption, or negative peer influences negatively affect rational decision-making regarding sexual behavior. (Knowledge) • Understand that individuals' decisions regarding behavior are influenced by various factors related to gender, such as illness and addiction. (Attitude) • Practice managing emotions and feelings that may affect decision-making regarding sexual behavior and evaluate them. (Skill) 		

3-5- Techniques for Communication, Refusal, and Negotiation		
Objectives		
	Materials	Notes
<ul style="list-style-type: none"> • Main Idea: Effective communication is the foundation of personal, familial, academic, professional, and emotional relationships". 		

<ul style="list-style-type: none"> • Analyze the advantages of effective communication, negotiation skills, and the ability to refuse assertively in various relationship contexts (personal, familial, academic, professional, and emotional). • Evaluate the potential consequences arising from inconsistencies between verbal and non-verbal communication. • Demonstrate the significance of effective communication in fostering positive and healthy relationships. • Apply negotiation and refusal skills to build and maintain healthy emotional relationships. 		
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4-5- The Impact of Media on Our Understanding of Sexuality		
Objectives		
	Materials	Notes
<ul style="list-style-type: none"> • Main Idea: Our perceptions of social roles and self-esteem are influenced by the false images of sexuality promoted by some media outlets. 		
<ul style="list-style-type: none"> • Identify and critique the false images of sexuality promoted by the media. (Knowledge) • Recognize the impact of media on shaping stereotypes related to social roles. (Knowledge) • Acknowledge that media influences beauty standards, stereotypes associated with social roles, and self-esteem. (Attitude) • Analyze and critically evaluate the false images of sexuality and social roles promoted by the media. (Skill)Apply negotiation and refusal skills to build and 		

maintain healthy emotional relationships.		
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5-5 The Impact of Media on Our Understanding of Sexuality		
Objectives		
	Materials	Notes
<ul style="list-style-type: none"> • Main Idea: The importance of sources of assistance and support, especially relevant entities and media outlets, in accessing reliable information and services 		
<ul style="list-style-type: none"> • 1. Identify reliable sources of assistance and support that respect confidentiality and privacy. (Knowledge) • Familiarize oneself with the services provided by sources of assistance and support regarding SRH, such as counseling, protection for victims of sexual abuse, rape, harassment, domestic violence, gender-based violence, and those affected by stigma and discrimination. (Knowledge) • Acknowledge the importance of the role of these sources in providing assistance and support for SRH needs. (Attitude) • Make the decision to seek help from trustworthy and specialized entities when needed. (Skill) 		

Main Concept VI: the human body and growth		
6-1 The anatomical and physiological systems involved in human sexuality and reproduction"		
Objectives	Materials	Notes
The Main Idea: Hormones play a role during puberty and pregnancy in numerous processes related to maturation and reproduction.		
<ul style="list-style-type: none"> • Understand the role of hormones in various processes related to maturation and reproduction. (Knowledge). 	Earth and Life Sciences Languages Islamic Education	

<ul style="list-style-type: none"> • Recognize that the sex of the fetus is determined by genes from the early stages of pregnancy. (Knowledge). • Acknowledge the importance of the role hormones play during puberty and pregnancy. (Attitude). • Handle critically some societal assumptions related to the bodily transformations during puberty. (Skill). 		
<p>The Main Idea: Highlights the distinction between the biological and social aspects of sexuality, social roles, and reproduction across cultures.</p>		
<ul style="list-style-type: none"> • Understands that each culture has its own values and beliefs regarding sexuality, the beginning of sexual activity, social roles, and reproduction. (Knowledge). • Recognizes the influence of religion and culture in shaping society's values surrounding sexuality, social roles, and reproduction. (Knowledge). • Acknowledges the cultural, religious, societal, and personal changes in the perception of sexuality, social roles, and reproduction. (Attitude). • Analyzes the representations of sexuality, social roles, and reproduction, questioning the underlying cultural and social constructs. (Skill). 	<p>Earth and Life Sciences Languages Islamic Education</p>	

<h2>6-2 Reproduction</h2>		
Objectives	Materials	Notes
<p>The Main Idea: Pregnancy diagnosis typically occurs through a medical test following a missed menstrual period.</p>		
<ul style="list-style-type: none"> • Understand the biological processes involved in conception and identify early signs of pregnancy. (Knowledge). • Recognize the different methods available to confirm pregnancy through medical testing. (Knowledge). • Be aware of various contraceptive methods for informed decision-making about pregnancy planning. (Attitude). 	<p>Earth and Life Sciences</p>	

<ul style="list-style-type: none"> • Make informed choices regarding pregnancy and reproductive health. (Skill). 		
The Main Idea: Sexuality and reproduction are distinct concepts that evolve over time.		
<ul style="list-style-type: none"> • Recognize the distinction between sexuality and reproduction. (Knowledge). • Understand that sexual desires, functions, and reproductive capabilities change throughout life.. (Attitude). • Make informed decisions to prevent unwanted pregnancy.. (Skill). 		

6-3 Reproduction		
Puberty	Materials	Notes
The Main Idea: Adolescents experience various physical responses during puberty		
<ul style="list-style-type: none"> • Understand that spontaneous erections or wet dreams in boys due to arousal or no specific reason are a normal part of puberty. (Knowledge). • Recognize that some physical responses during puberty are natural and expected. (Attitude). 		
The Main Idea: Puberty is accompanied by significant physical, emotional, and social changes.		
<ol style="list-style-type: none"> 1. Differentiate between puberty and adolescence. (Knowledge). 2. Recognize that puberty occurs at varying ages and manifests differently in boys and girls (Knowledge). 3. Provide examples of different types of changes that occur during puberty and categorize them (e.g., physical, emotional, social). (Knowledge). 4. Identify similarities and differences between girls and boys regarding the changes associated with puberty (Knowledge). 5. Understand that puberty can be an especially challenging time for some adolescents. (Knowledge). 6. Acknowledge that physical, emotional, and social changes are natural during adolescence. (Attitude). 7. Recognize that bullying, humiliation, or stigmatization based on puberty-related 		

changes is unacceptable and harmful. (Attitude).		
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6-4 Body Image		
Objectives	Materials	Notes
The Main Idea: Body image significantly impacts one's health, thoughts, and behaviors.		
<ul style="list-style-type: none"> • Recognize the benefits of having a positive body image. (Knowledge) • Explain the various disorders (e.g., anxiety, eating disorders like anorexia and bulimia) that individuals may experience in relation to their body image. (Knowledge) • Assess the risks associated with individuals' attempts to alter their appearance (e.g., using weight loss pills, cosmetics, skin whitening creams). (Knowledge) • Acknowledge that a person's external appearance can influence how others perceive and treat them. (Attitude) • Recognize that using medication to change one's body image can be dangerous. (Attitude) • Critically analyze gender-based beauty standards. (Skill) 		

Main Concept VII: Gender and sexual behavior		
7-1 Sexuality and the sexual life cycle		
Objectives	Materials	Notes
The Main Idea: Sexual sensations and desires are a natural part of being human and accompany us throughout our lives.		
<ul style="list-style-type: none"> • Learning to recognize sexual sensations and desires as natural and healthy. (Knowledge). • Exploring how our interest in sexuality can evolve and continue throughout life.. (Knowledge). • Respecting the sexuality of others. (Attitude). • Acknowledging that various factors, such as illness, stress, trauma, sexual abuse, medications, and substance use, can impact our sexual well-being. (Attitude). 	Earth and Life Sciences Languages Islamic Education	

<ul style="list-style-type: none"> • Developing emotional maturity to manage the emotions associated with sexual sensations and desires. (Skill). 		
<p>The Main Idea: There are ways to reduce or lessen the risks of sexual behaviors that could harm your health and well-being.</p>		
<ul style="list-style-type: none"> • Discussing the choices individuals can make to reduce risks associated with sexual behavior and support their life goals. (Knowledge). • Clarifying that contraception and prevention of sexually transmitted infections (STIs) reduce the potential dangers of sexual behavior consequences (such as HIV, STIs, or pregnancy). (Knowledge). • Recognizing sexually transmitted infections (STIs) (including HIV, human papillomavirus (HPV), herpes, chlamydia, and gonorrhea), and the most common ways they are transmitted. (Knowledge). • Understanding that non-penetrative sexual activities do not prevent unwanted pregnancy or the transmission of STIs, including HIV. (Knowledge). • Realizing the impact of decisions made regarding sexuality on your future life. (Attitude). • Adopting conscious choices regarding sexual behavior. (Skill). 	<p>Earth and Life Sciences Languages Islamic Education</p>	

<h2>Main Concept VIII: Sexual and Reproductive Health</h2>		
<h3>8-1 - Pregnancy and Pregnancy Prevention</h3>		
<p>Objectives</p>	<p>Materials</p>	<p>Notes</p>
<p>The Main Idea: Understanding the basic characteristics of pregnancy is important.</p>		
<ul style="list-style-type: none"> • Recognizes the signs and symptoms of pregnancy and the methods to confirm it. (Knowledge). • Identifies the potential health risks associated with early marriage and childbearing. (Knowledge). • Understands the negative consequences of unintended pregnancy, particularly at a young 		

<p>age, on health and well-being, including potential societal impacts. (Attitude).</p> <ul style="list-style-type: none"> • Develops the ability to seek guidance from a trusted adult (parent/guardian, healthcare provider, etc.) in case of a suspected unintended pregnancy . (Skill). 		
<p>The Main Idea: Healthy methods of contraception can help prevent or plan pregnancy.</p>		
<ul style="list-style-type: none"> • Identifies common misconceptions about contraception. (Knowledge). • Recognizes that the most effective method for preventing unplanned pregnancy is abstinence from sexual intercourse. (Knowledge). • Critically evaluates the use of prevalent contraception methods. (Skill). 		

<p>8-2 - HIV/AIDS Stigma: Treatment, Care, and Support</p>		
<p>Objectives</p>	<p>Materials</p>	<p>Notes</p>
<p>The Main Idea: People living with HIV have the right to live in a safe and understanding environment.</p>		
<ul style="list-style-type: none"> • Recognizes the psychological and health challenges faced by people living with HIV. (Knowledge). • Understands that some people are born with HIV, while others acquire it later in life. (Knowledge). • Grasps that HIV is not transmitted through casual contact (such as handshakes, hugs, or sharing a drink). (Knowledge). • Acknowledges that providing a safe and supportive environment and healthcare for people living with HIV is a shared responsibility (Attitude). • Empathizes with people living with HIV and defends their right to health. (Skill). 		
<p>The Main Idea: Healthcare facilities can offer HIV testing, treatment, and support options.</p>		
<ul style="list-style-type: none"> • Recognizes the various ways to access healthcare services for HIV testing and the support programs available for HIV-positive individuals. (Knowledge). • Understands that everyone has the right to voluntary and confidential testing and that no 		

<p>one should be coerced into revealing their health status. (Knowledge).</p> <ul style="list-style-type: none">• Acknowledges the importance of HIV testing and accessing treatment when necessary (Attitude).• Empathizes with a friend who wants to get tested for HIV and offers support. (Skill).		
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