

# 安省2015年版 中小學生理衛生 教育大綱節選中文版

Selected Chinese Translations of  
Ontario 2015 Curriculum for Health  
and Physical Education Grades 1-8

“仅做样本 / sample Only”

# 安省中小学生理卫生教学大纲节选译文

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一年级 7周岁

人类发展和性健康

## Human Development and Sexual Health

**C1.3** identify body parts, including genitalia (e.g., penis, testicles, vagina, vulva), using correct terminology [PS]

**C1.3** 识别身体部位，包括外生殖器（如阴茎，睾丸，阴道，外阴），使用正确的术语 [PS]

**Teacher prompt:** “We talk about all body parts with respect. Why is it important to know about your own body, and use correct names for the parts of your body?”

**老师提示：**“我们用尊重的态度谈论所有身体部位。为什么了解自己的身体，并使用身体各个部分的正确名称极为重要？”

**Student:** “All parts of my body are a part of me, and I need to know how to take care of and talk about my own body. If I’m hurt or need help, and I know the right words, other people will know what I’m talking about.”

**学生：**“我的身体的所有部位都是我的一部分，我需要知道如何照顾和谈论我自己的身体。在我受伤或需要帮助时，使用正确的语言，人们才会理解我在说什么。”

**C1.4** Identify the five senses and describe how each functions (e.g., **sight:** the eyes give the brain information about the world to help us see colours, shapes, and movement; **touch:** receptors in the skin tell us how things feel – if they are hot, cold, wet, dry, hard, soft; **hearing:** the ears pick up vibrations and send messages to the brain to help us hear sounds that are loud or soft, high- or low-pitched; **smell and taste:** the tongue is covered with thousands of taste buds and the nose has tiny hairs and nerves that send messages to the brain about how things taste and smell) [PS]

**C1.4** 识别五种感觉并描述它们如何运作。（例如，**视觉：**眼睛将有关外部世界的信息传递给大脑，以使我们看到颜色，形状和活动；**触觉：**皮肤上的传感细胞告诉我们物体感觉起来是什么样的 – 热的，冷的，湿润的，干燥的，坚硬的，还是柔软的；**听觉：**耳朵收集振动并发送信息到大脑，帮助我们听到响亮或轻柔，高频和低频的声音；**味觉和嗅觉：**舌头上覆盖着成千上万的味蕾而鼻子内有微小的纤毛和神经细胞，它们将味觉和嗅觉的信息发送到大脑） [PS]

**Teacher prompt:** “How do you use your senses as you explore outside in the natural world? If you close your eyes, what other senses can you use to get information about what is around you?”

**老师提示：** “当你探索身体外部的自然界的时候，如何使用你的感官？ 如果你闭上眼睛，你可以用什么其它的感官来获取你周围事物的信息？”

**C2.5** Demonstrate an understanding of and apply proper hygienic procedures for protecting their own health and preventing the transmission of disease to others (*e.g., washing hands with soap, using a tissue, sleeve sneezing, brushing and flossing teeth, not sharing hats or hairbrushes*) [PS]

**C2.5** 展示对保护自身健康和预防疾病传播的卫生程序的理解和运用（例如，用肥皂洗手，用纸巾，打喷嚏时用衣袖遮口，刷牙和使用牙线，不同他人共用帽子或梳子） [ PS]

**Teacher prompt:** “Why is it important to wash your hands before you eat and after you use the washroom?”

**老师提示：** “为什么饭前和如厕后洗手很重要？”

**Student:** “Washing your hands helps to stop germs from spreading. We should wash with warm water and soap for as long as it takes to say the alphabet.”

**学生：** “洗手有助于阻止病菌的传播。洗手时应该用温水和肥皂，洗手时间要相当于背一次字母表的长度”。

## 二年级 8周岁

### Human Development and Sexual Health

#### 人类发展和性健康

**C1.4** Outline the basic stages of human development (*e.g., infant, child, adolescent, adult, older adult*) and related bodily changes, and identify factors that are important for healthy growth and living throughout life [PS]

**C1.4** 概述人发育成长的基本阶段（例如，婴幼儿，儿童，青少年，成年，老年）以及相关阶段的身体变化，并且认识对健康成长和生活起重要作用的因素 [PS]

**Teacher prompt:** “How does your body change as you grow? What helps you to grow and be healthy?”

**老师提示：**“在你长大的过程中，身体会发生什么变化？什么可以帮助你健康成长？”

**Student:** “As you grow, you get taller and bigger. Your bones grow. Your muscles grow. You grow faster at some stages than at others and not everyone grows the same amount at the same time. When you’re an adult, your body doesn’t grow anymore, but it still changes – for example, your skin gets more wrinkled and your hair might turn grey.

Things that help make you healthy all through your life are eating well, being active, getting enough sleep, and having people to care for you.”

**学生：**“在成长中，人会变得高大。骨骼在成长。肌肉也在成长。在某些阶段，身体成长得比其他阶段要快，但在同一个阶段并不是每个人都成长得一样快。到成年时，身体不再成长，但它仍然在变化——例如，你的皮肤皱纹增多，头发可能变白。

有助于在整个人生中保持健康的因素有：良好饮食，多活动，保证充足睡眠，还要有人关爱。

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**Teacher prompt:** “When we look at growth and change throughout life, we can consider teachings from different cultures, including First Nation, Métis, and Inuit cultures, about the cycles of birth, life, and death. Different First Nations have different teachings and ceremonies for each life stage, and about growing and changes in roles and responsibilities at each stage. For example, the Anishinabe People teach about seven stages of life, and believe that at each stage, learning traditional teachings, such as the seven grand- father teachings, from family, community, and elders contributes to healthy growth and living.”

**老师提示：**“纵观生长和整个一生中的变化，我们可以参照不同文化的相关教育，包括第一部落，梅蒂斯和因纽特人文化中如何看待出生，生长和死亡的循环。第一部落对人生每个阶段有不同的训导和仪式，与在每个阶段个人角色及责任的变化相对应。例如，阿尼西拿比人把生命分为7个阶段，在每一个阶段，通过学习传统训条，如七先祖之训；还有家庭，社区，和长老的教导，都影响健康的成长和生活”。

#### **C2.4** Demonstrate an understanding of and apply practices that contribute to the maintenance of good oral health (e.g., brushing, flossing, going to the dentist regularly for a checkup) [PS]

**C2.4** 展示如何理解和应用口腔保健措施（如刷牙，使用牙线，看牙医，定期做检查）[PS]

**Teacher prompt:** “How should you care for your teeth when you lose a tooth?”

老师提示： “ 当你掉了一颗牙，你应做些什么来照顾你的牙齿？”

**Student:** “I should make sure my hands are clean when I touch my teeth and remember to brush the gap between the teeth.”

学生： “当我用手触摸牙齿时，要确保手是干净的，并要记住刷洗牙缝。”

**Teacher:** “It is important to brush your teeth after eating, but if you can’t, what else can you do?”

老师： “进食后刷牙是很重要的，但如果条件不允许，还有没有其他办法？”

**Student:** “I can rinse my mouth with water.”

学生： “ 可以用水漱口。 ”

三年级 9周岁

人类发展和性健康

**C1.3** identify the characteristics of healthy relationships (*e.g., accepting differences, being inclusive, communicating openly, listening, showing mutual respect and caring, being honest*) and describe ways of overcoming challenges (*e.g., bullying, exclusion, peer pressure, abuse*) in a relationship [IS]

**C1.3** 识别健康人际关系的特征（例如，接受差异，包容，开放式沟通，聆听，相互尊重和关心，诚实），描述在人际关系中如何克服挑战（例如，欺凌，排斥，竞争压力，虐待） [IS]

**Teacher prompt:** “Consider different types of relationships – with friends, siblings, parents, other adults – and think about the kinds of behaviour that help to make those relationships healthier. What can you do if you are having problems with a relationship?”

老师提示： “ 对于不同类型的人际关系 – 与朋友，亲戚，父母，其他成年人 – 思考何种行为方式能有助于这些关系更健康。 如果关系中出现你问题你将如何处理？ ”

**Student:** “I can tell the person how I’m feeling, and we can try to work something out, or if we can’t solve the problem, we can just say we disagree. We could also try to get advice from someone else.”

**学生：** “ 我可以告诉别人我的感受，我们可以尝试一起解决问题，如果解决不了，可以直接说我不同意。 我们也可以尝试向其他人寻求建议。”

**C1.4** Identify factors (e.g., sleep, food, physical activity, heredity, environment, support from a caring adult, sense of belonging, peer infl that affect physical development (e.g., of hair, skin, teeth, body size and shape) and/or emotional development (e.g., of self-awareness, adaptive skills, social skills) [PS]

**C1.4** 认识哪些因素（如睡眠，饮食，身体活动，遗传，环境，成年人的关爱支持，归属感，朋辈影响力）影响身体发育（如：皮肤，牙齿，身材等）或情感发育（如：自我意识，适应能力，社会技能等） [PS]

**Teacher prompt:** “There are factors that affect your development that you can control and other factors that you cannot control. Can you give me examples of both types of factors?”

老师提示： “ 影响你生长发育的因素分别有可控和不可控因素。 你能否就两类因素举例？ ”

**Student:** “I can’t control my heredity, which affects my body size and shape. I can’t control my family situation, or my cultural background, or where I grow up. I can usually control how often I brush my teeth, what foods I choose to eat from those that are available, how I choose my friends, and some of the activities I do.”

**学生：** “ 我无法控制我的遗传，它影响我的身形和尺寸。 我无法控制我的家庭情况，或者我的文化背景，或是在哪里长大；通常，我可以控制我刷几次牙，我选择吃什么食物，我选择谁做我的朋友，和我做些什么活动。”

**Teacher:** “Having a sense of belonging, of being accepted and understood, is important for emotional development. How can you show acceptance or understanding of students who may be different in some way – in shape and size, ability, background, family, or the way they do things – from others around them?”

**老师：** “ 感觉有归属感、被理解和接纳，对情感发育非常重要。 你如何表现接纳或理解同学中在某方面 — 例如不同的体形，能力，背景，家庭，或他们做事的方式 – 与其他人都不一样？ ”

**Student:** “I can stand up for someone who is being teased because they are different. I could try to learn more about people who do things differently than I do – such as learning about how some people who are deaf can talk using their hands, how some people with physical disabilities move with a wheelchair, or what someone who has a different religion from mine believes in.”

**学生：**“ 我会站出来支持因为不同而被他人讥笑者。 我可以尝试更多地了解与我行事方式不同的人 —— 如向聋哑人学习使用手语，向残障人士学习怎样使用轮椅，或了解他人所信仰的、与我不一样的宗教”。

**C3.3** describe how visible differences (*e.g., skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions*) and invisible differences (*e.g., learning abilities, skills and talents, personal or cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities*) make each person unique, and identify ways of showing respect for differences in others [PS, IS]

**C3.3** 描述可见差异（例如，皮肤，头发和眼睛的颜色，面部特征，体形，身体辅助器材和不同的体能，穿着，习惯）和无形的差异（例如，学习能力，技能和天赋，个人及文化的价值观和信仰，性别认同，性取向，家庭背景，个人喜好，过敏和敏感度）是如何是每个人都成为独特的个体，并认识尊重他人之差异的方法 [PS , IS]

**Teacher prompt:** “Sometimes we are different in ways you can see. Sometimes we are different in ways you cannot see – such as how we learn, what we think, and what we are able to do. Give me some examples of things that make each person unique.”

**老师提示：**“我们之间的差别有时候是可见的。 有时候则不是直观可见的。比如我们如何学习、如何思考，以及我们的能力。请试列举一些使每个人具有独特性的东西。”

**Student:** “We all come from different families. Some students live with two parents. Some live with one parent. Some have two mothers or two fathers. Some live with grand- parents or with caregivers. We may come from different cultures. We also have different talents and abilities and different things that we find difficult to do.”

**学生：**“ 我们都来自不同的家庭。 有些学生与父母生活在一起。另一些则来自单亲家庭。有些有两个母亲，两个父亲。有些则与祖父母或监护人同住。我们有不同的文化。我们有不同的天赋和能力，也会对不同的事情感到困难。”



**Teacher:** “How can you be a role model and show respect for differences in other people?”

**老师:** “ 你如何能成为一个榜样，尊重其他人的不同之处？ ”

**Student:** “I can include others in what I am doing, invite them to join a group, be willing to be a partner with anyone for an activity, and be willing to learn about others.”

**学生:** “我可以让别人参与我在做的事情，邀请他们加入一个群体，乐意与任何人搭档完成一项活动，并愿意主动去了解别人。”

#### 四年级 10周岁

**C1.3** describe various types of bullying and abuse (e.g., social, physical, verbal), including bullying using technology (e.g., via e-mail, text messaging, chat rooms, websites), and identify appropriate ways of responding [IS]

**C1.3** 描述不同类型的欺凌和虐待（如社交，身体，语言），包括利用科技工具的欺凌（例如，通过电子邮件，短信，聊天室，网站），并提出合适的应对方式 [IS]

**Teacher prompt:** “What is an example of social bullying? Physical bullying? Verbal bullying?”

**老师提示:** “ 请举例说明什么是社交欺凌、 身体欺负、 言语欺凌。 ”

**Student:** “Social bullying could include leaving someone out of the group, refusing to be someone’s partner, spreading rumours in person or online, or totally ignoring someone. Physical bullying could include pushing someone, pulling hair, or knocking a person down. Verbal bullying could include name calling, mocking, teasing about appearance, including weight, size, or clothing, and making sexist, racist, or homophobic comments in person or online. Any of these kinds of bullying could cause emotional pain.”

**学生:** “社交欺凌可能包括把人排斥于一个群体之外，拒绝成为别人的伙伴，在人群中或网络上散布谣言，或完全不理睬别人。 身体欺凌可能包括推搡、拉头发、或把人撞倒。 言语欺凌可能包括直呼名字、嘲笑人的外观包括体重、身材和穿着；以及在人群中或网络上发表带有性别、种族、性取向歧视的评论。任何这类欺凌都可能会导致情感上的痛苦。”

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**Teacher prompt:** “Is it common for girls and boys to bully in different ways? Is one type of bullying any more or less hurtful than another?”



**教师提示：** “男孩与女孩的欺凌方式不同是否普遍现象？ 是否某种欺凌方式的伤害程度会小于另一种？ ”

**Student:** “It might be more common for boys to bully physically or for girls to bully socially by spreading rumours or leaving people out, but that’s not always true. Social or emotional bullying is more difficult to see but it can be just as hurtful.”

**学生：** “ 男孩中身体欺凌比较常见，而女生的欺凌方式则多数是社交性的，比如散布谣言或排斥他人，但并非总是如此。社交或情感欺凌比较不直观，但它的伤害程度是一样的。 ”

**Teacher prompt:** “In cases of abuse, it is not uncommon for the person being abused to know the person who is abusing them. If a friend told you that she had a secret and that she was being abused, how could you help?”

**老师提示：** “ 在虐待的情况中，受虐待的人知道谁在虐待他/她，这并不少见。如果朋友告诉你，她有一个秘密，即她在被虐待，你可以如何帮助她？ ”

**Student:** “I would tell my friend to ask an adult that she trusts so that she can get help. I would listen and be there to support my friend.”

**学生：** “ 我会告诉我的朋友去向一个受信任的成年人请教，这样她可以得到帮助。我会耐心聆听，并在那里支持她 ”

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**Teacher prompt:** “If you are a bystander and you see bullying online, what can you do?”

**教师提示：** “如果你是一个旁观者，你看见网上欺凌，你能做什么？ ”

**Student:** “I can stand up for the person. I can tell the person being bullied to get offline and try to help them get help. I can tell an adult I trust.”

**学生：** “ 我会替被欺凌者站出来。 我会告诉被欺负的人离开网络，并尝试为他们寻求帮助。 我还可以告诉我所信任的成年人。 ”

**C1.5** Describe the physical changes that occur in males and females at puberty (e.g., growth of body hair, breast development, changes in voice and body size, production of body odour, skin changes) and the emotional and social impacts that may result from these changes [PS]

**C1.5** 描述发生在男性和女性在青春期的生理变化（例如，毛发的生长，胸部的发育，变声和体形变化，产生体味、皮肤变化）以及由这些变化所导致的对情绪和社会交往的影响 [PS]

**“Teacher prompt:** “During puberty, the male and female bodies undergo many changes. Everyone experiences these changes at different rates and at different times. Increases in weight and body fat are normal. Sometimes it is difficult getting used to the changes that are happening so quickly. Feelings can be much more intense. What are some of the feelings you might have as you start to experience changes with puberty?”

**老师提示：**“ 在青春期，男性和女性的身体发生许多变化。每个人身上发生这些改变的时间和程度都会不同。增加体重和体脂是正常的。适应如此之快的改变有时会很困难。 感受可能更加强烈。当你开始经历青春期身体变化的时候，你可能会有一些感受？”

**Student:** “Excitement, happiness, embarrassment, confusion, and fear are some of the feelings I might have. It is sometimes hard to recognize what I am feeling and why things feel different.”

**学生：**“ 兴奋，快乐，尴尬，困惑和恐惧都是我可能有的感受之一。 有时很难认清我的感觉是什么、或者为什么感觉改变了。”

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**Teacher prompt:** “What can change socially as you start to develop physically?”

**老师提示：**“ 当你成长发育时，人际交往中会发生什么改变？ ”

**Student:** “Relationships with friends can change, because sometimes people start being interested in different things at different times. Some people start ‘liking’ others. They want to be more than ‘just friends’ and become interested in going out. Sometimes people treat you as if you are older than you actually are because of how you look. Sometimes classmates, friends, or family make comments or tease you about the changes.”

**学生：**“ 与朋友的关系可能改变，因为有时人们开始在不同的时间对不同的事情感兴趣。 有些人开始‘喜欢’其他人。 他们希望不仅‘只做朋友’，而是喜欢一起外出。 有时，有些人会单凭你的外表而以超过你实际年龄的方式对待你。有时同学、朋友或家人会议论或嘲弄你身上的变化。”

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**Teacher prompt:** “Some cultures have traditions associated with puberty that mark the transition from childhood to adulthood. Can you give me some examples of these?”

老师提示：“在有些文化中，会有些与青春期有关的传统，旨在标志从童年成年的过渡。你能给我一些这样的例子吗？”

**Student:** “In Judaism, a bar mitzvah or bat mitzvah is celebrated at age thirteen, when a boy or girl comes of age, according to religious law, and can now participate as an adult in the religious life of the community. Many Aboriginal societies have rites of passage that signal that adolescent boys and girls are ready to take on adult roles in society.”

学生：“在犹太教里，当男孩或女孩长到十三岁时，根据宗教律法（或律条），分别有一个男孩、女孩的成年仪式，在这之后就可以作为一个成年人参与社区的宗教生活。许多原住民社会也通过举行过渡礼的仪式标志青少年男女已准备好在社会中可以承担成人的角色。”

**C2.4** demonstrate an understanding of personal care needs and the application of personal hygienic practices associated with the onset of puberty (*e.g., increased importance of regular bathing/showering and regular clothing changes; use of hygiene products; continuing importance of regular hygiene practices, including hand washing, oral health care, and care of prosthetic devices and residual limbs*) [PS]

**C2.4** 展示对随着青春期的到来所需个人护理及卫生习惯的理解（比如，定期洗澡和换衣服更加重要；使用卫生用品；包括洗手、口腔保健和护理假肢和残肢在内的活动则保持同等重要性） [ PS]

**Teacher prompt:** “Why is it important to shower and change clothes more often as you approach puberty? What other things do you need to think about?”

老师提示：“为什么接近青春期，要更加勤洗澡和换衣服？还有什么其他的事情你需要考虑到？”

**Student:** “As our bodies change, we perspire more. We should also be aware of spreading germs, and avoid sharing hats, lip gloss, hairbrushes, drinks, or towels.”

学生：“由于我们的身体发生变化，我们出汗更多。我们应该小心扩散病菌，避免与别人共用帽子，唇膏，梳子，饮料，或毛巾”。

五年级 11周岁

**C1.3** identify the parts of the reproductive system, and describe how the body changes during puberty [PS]

**C1.3** 识别生殖系统各部位，并描述青春期的身体变化

**Teacher prompt:** “Female body parts that mature and develop as a part of puberty include the vagina, cervix, uterus, fallopian tubes, ovaries, endometrium, and clitoris. Male body parts that mature and develop during puberty include the penis (with or without the foreskin), scrotum, urethra, testicles, prostate gland, seminal vesicles, and vas deferens. These changes occur as people become capable of reproduction. What are some physical changes that happen during puberty?”

**老师提示：**“作为青春期的一部分，女性身体部位开始成熟和发育，包括：阴道，子宫颈，子宫，输卵管，卵巢，子宫内膜和阴蒂。男性在青春期发育成熟的身体各部位包括：阴茎（有或无包皮），阴囊，尿道，睾丸，前列腺，精囊，和输精管。这些变化的发生赋予人生育的能力。青春期期间会发生哪些生理变化？”

**Student:** “During puberty, girls will develop breasts and get their periods for the first time. An increase in weight and body fat is normal. Boys will become more muscular, get deeper voices, and grow facial and body hair. The penis and testicles will grow larger. Both boys and girls will grow hair under their arms, on their legs, and in their pubic area. The rate at which these changes occur will vary for each individual.”

**学生：**“在青春期，女孩乳房生长，并有月经初潮。体重和体脂会正常增加。男孩子肌肉更加明显强壮，声音变低沉，长出胡须和其他体毛。阴茎和睾丸会变大。男孩和女孩都将在他们的腋窝、腿部、阴部长出毛发。这些变化发生的速度因人而异。”

**C1.4** Describe the processes of menstruation and spermatogenesis, and explain how these processes relate to reproduction and overall development

**C1.4** 描述月经和精子产生的过程，并解释这些过程与生殖及整体发育的关联。

**Teacher prompt:** “Menstruation is the medical term for having a ‘period’ and is the monthly flow of blood from the uterus. This begins at puberty. Not all girls begin menstruation at the same age. Generally, every month, an egg leaves one of the ovaries and travels down one of the fallopian tubes towards the uterus. In preparation, the walls of the uterus develop a lining of extra blood and tissue to act as a cushion for the egg in case fertilization occurs. When an egg is fertilized, it attaches itself to the lining of the uterus and begins to develop into a baby. If fertilization does not occur, the lining of the uterus is no longer needed and is

discharged through the vagina. This is the monthly flow of blood. The whole process is called the menstrual cycle. Can you summarize its purpose?"

**老师提示：**“月经是“例假”的医学术语，是每月从子宫流血的现象。这一现象开始于青春期。不是所有的女孩都在相同年龄开始月经。一般来说，每个月，一个卵子离开卵巢，向下行进，经输卵管进入子宫。子宫壁形成一层新增的血液和组织膜作为卵子的铺垫，为其可能的受精做准备。如果卵子受精，它就依附在子宫内壁并开始发展成一个胎儿。如果未发生受精，子宫内壁的膜不再需要，就会通过阴道排出。这就是每月的流血现象。整个过程被称为月经周期。你能够总结这一过程的目的是什么吗？”

**Student:** "It is how the female body gets ready for pregnancy."

**学生：**“这是女性身体在作好怀孕准备的过程。”

**Teacher:** "The testicles are glands within the scrotum that produce sperm and hormones, beginning at puberty. After sperm develops in the testicles, it can travel through the epididymis until it reaches the vas deferens where it is stored until ejaculation occurs. During ejaculation, the prostate gland releases a liquid that mixes with the sperm from the vas deferens to make semen, which then leaves the body through the urethra."

Fertilization can occur when the penis is in the vagina, sperm is ejaculated, and the sperm and egg connect. Babies can also be conceived by having the sperm and egg connect using assisted reproductive technologies. What is the purpose of sperm production?"

**老师：**“睾丸是阴囊内的腺体，从青春期开始产生精子和激素。精子在睾丸中长大后，通过附睾转移到输精管内储存，以等待射精。射精时，前列腺释放出液体与精子混合，在输精管内形成精液，然后通过尿道离开身体。”

受孕发生于阴茎在阴道内射精、并且精子与卵子得以结合之时。人工授精技术也可以使精子和卵子结合而产生胎儿。精子产生的目的是什么？”

**Student:** "Sperm is needed for fertilization. When the sperm from the male and the egg from the female join together, pregnancy occurs."

**学生：**“精子用于生育。当男性的精子和女性的卵子结合，女性就开始怀孕。”

**Teacher:** "We've described what menstruation and spermatogenesis mean from a physical point of view. How do these changes affect you in other ways?"

**老师：**“我们已经从生理角度描述了月经和精子形成的过程。这些变化如何在其他方面影响你？”

**Student:** “Not everyone experiences these changes at the same time and in the same way, so teasing people about these changes isn’t right. It can be very hurtful.” “In my culture and my family, becoming an adult is a cause for celebration.” “We don’t talk about it in my family. What I see in the media and online is a bit confusing, so it’s good to know what these changes in my body actually mean. The more I know, the better I can take care of myself.”

**学生：** “并不是每个人在同一时间，以同样的方式经历这些变化，嘲笑别人的这些变化是不对的。而且可能是非常有伤害性的。” “在我的文化背景和家庭中，成年是件要庆祝的事。” “在我家人们不会谈论这些。而我从媒体和网络上看到的又让我有些迷惑，所以能了解我身体上这些变化到底意味着什么，是一件好事。我越了解这些，越可以更好地照顾自己。”

**C2.4** describe emotional and interpersonal stresses related to puberty (e.g., questions about changing bodies and feelings, adjusting to changing relationships, crushes and more intense feelings, conflicts between personal desires and cultural teachings and practices), and identify strategies that they can apply to manage stress, build resilience, and enhance their mental health and emotional well-being (e.g., being active, writing feelings in a journal, accessing information about their concerns, taking action on a concern, talking to a trusted peer or adult, breathing deeply, meditating, seeking cultural advice from elders) [PS]

**C2.4** 描述与青春期有关的情感和人际关系上的压力（有关身体变化和感受的疑问，适应变化中的人际关系，暗恋或是更强烈的感觉，个人愿望与文化教条和习俗之间的矛盾），认识哪些策略可以用来控制压力，建立韧性，增强精神和情绪的健康状态。（例如，经常活动，用日记记录感受，查找自己所关心的话题的信息，对自己所担忧的事情采取行动，跟自己信赖的伙伴或成人交谈，深呼吸，冥想，从长辈处寻求文化上的指导） [PS]

**Teacher prompt:** “Think about some things that could lead to stress for adolescents. For example, as they grow, people sometimes feel self-conscious about their bodies, but we all grow at different rates and you can’t control how fast you grow. When you think about how to respond to stress, consider what is within your control and what is not.”

**老师提示：** “想一想有哪些事情可能会导致青少年的压力。例如，随着他们的成长，人们有时会对自己的身体更加在意，但我们每个人的成长速度不同，并且自己都无法控制成长的快慢。当考虑如何应对压力时，先思考什么是你可以控制的，什么是你无法掌控的。”



**Student:** “Things I can control include whether I have a positive or negative attitude about things, how I show respect for myself and others, whether I ask for help when I need it, whether I am involved in activities at school and in my community, actions I take, whether I am open to new ideas, and whether I make my own decisions about things or let myself be influenced by others. Things I cannot control include where I was born, who is in my family, how much money my family has, and personal characteristics such as my skin colour, hair colour, whether I am male or female, my gender identity, sexual orientation, and overall body shape and structure. I could have a learning disability, a physical disability, or a health issue. All of these things are a part of who I am. I cannot control these things, but I can control what I do and how I act.”

**学生：** “我可以控制的因素包括：我对事物抱有积极还是消极的态度，我如何对自己和他人表现出尊重，当我需要帮助时是否表达这种需要，我是否参与学校和社区的活动，我采取的行动，我是否乐于接受新思维，我是自己做决定还是接受别人的影响。我无法控制的事包括：我在哪里出生，谁是我的家人，我家有多少钱，和个人的特征如肤色和发色，男性还是女性，自我性别认知，性取向，和整个的体形身材。我可能有学习障碍，身体残疾或健康问题。所有这些事情都是我的一部分。我不能控制这些因素，但我可以控制自己做些什么和如何行动。”

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**Teacher prompt:** “It is normal to have stress and to have different feelings, including being happy, sad, angry, and excited at different times. Part of taking care of your mental health and emotional well-being is learning to be aware of and to monitor your own feelings. How do you know if you need help with your feelings?”

**老师提示：** “有压力和不同的感受，包括在不同时间中会感觉幸福，快乐，悲伤，愤怒，兴奋等，这些都是正常的。学会意识到并观察自己的感受，是保证心理健康和良好情绪的方式之一。你将如何知道你的感受是否需要帮助？”

**Student:** “If you feel one way for a very long time – for example, if you always feel sad, anxious, or tired – that might be a sign that you need to get help to learn what is causing those feelings and what you can do about them.”

**学生：** “如果同样的感受延续很长时间 – 例如，总是感到悲伤、焦虑、或疲倦 – 这可能说明你需要帮助来了解这样的感受是什么原因所造成，以及可以做什么来改变这种状况。”

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**Teacher prompt:** “As you enter adolescence, you may begin to develop new kinds of relationships and new feelings that you have not had before. Your relationships with your peers can become more stressful. Understanding how to respond to these new feelings and situations can reduce some of the stress that



goes with them. For example, if you feel you 'like someone in a special way', what are some appropriate ways of sharing that information with someone else and what are ways that are inappropriate?"

**老师提示：**“ 当进入青春期后，你有可能开始发展与之前不同的人际关系并产生新的感受。您和同龄人之间的关系可能会更有压力感。理解如何应对这些新的感受和状况，可以减少它们而产生的压力。例如，如果感觉你“对某人有一种特别的喜欢”，如何与其他人分享这一信息才是恰当的？什么又是不恰当的？”

**Student:** “You can show that you like someone by being extra nice to them, talking with them more, spending time with them, or telling them that you like them. Ways of showing that you like someone that are inappropriate include touching them without their permission, spreading rumours about them to others or online, and making fun of them in order to get attention. Sharing private sexual photos or posting sexual comments online is unacceptable and also illegal.”

**学生：**“ 你可以对某些人格外的好来表示你喜欢他们，和他们多交谈，花时间和他们在一起，或者告诉他们你喜欢他们。喜欢别人但不合适的表达方式包括：没有事先得到许可的触摸，在人群或网络散布他们的谣言，为了引起别人的注意而取笑他们。分享隐私的性照片或发布有性意识的评论，都是不能接受，也是非法的。”

## 六年级 12周岁

### 人类发展和性健康

**C1.3** identify factors that affect the development of a person's self-concept (*e.g., environment, evaluations by others who are important to them, stereotypes, awareness of strengths and needs, social competencies, cultural and gender identity, support, body image, mental health and emotional well-being, physical abilities*) [PS]

**C1.3** 识别影响一个人开发自我观念的因素（如环境，对自己重要的人给自己的评价，社会成规，对自身优势和需要的认识，社会能力，文化和性别认同，支持，身体形象，心理健康和情绪状态，体能） [PS]

**Teacher prompt:** “A person's self-concept and emotional health and well-being can be affected by a number of factors. Some of these are external factors – they come from outside ourselves. Others are internal factors – they come from within ourselves. Can you give me examples of external and internal factors that are protective – things that help a person develop a positive self-concept and improve their emotional well-being?”

老师提示：“一个人的自我观念和情绪状态的健康，可能会受到许多因素的影响。其中一些是外部因素 – 它们来自我们身外的世界。另一些是内在因素 – 它们来自我们自身。可否就这些外部和内在的保护性因素举例说明，哪些东西可以帮助一个人发展积极的自我观念并改善情绪状态？”

**Student:** “Protective external factors include having support from family and caring adults, having a safe place to live, and being involved in activities that make you feel proud of what you’ve accomplished. Protective internal factors include having a sense of purpose in life, being able to attain and sustain a clear sense of who you are, feeling that you have the right and are capable of taking steps to make things better, having clear boundaries, being optimistic, having high expectations of yourself, and having the skills you need to solve problems.”

**学生：**“保护性的外部因素包括来自家人的支持和成年人的关怀、有一个安全的住所、参与能给自己带来有成就的自豪感的活动。保护性的内在因素包括拥有人生的目标感、对于自己是谁，能够建立并维系一个清晰的感知、感觉到你有权并且能够有步骤地把事情做得更好、懂得明确的界限、乐观、对自己设立较高的期望、还有具备解决问题所需的技能”。

**C2.5** describe how they can build confidence and lay a foundation for healthy relationships by acquiring a clearer understanding of the physical, social, and emotional changes that occur during adolescence (e.g., **physical:** voice changes, skin changes, body growth; **social:** changing social relationships, increasing influence of peers; **emotional:** increased intensity of feelings, new interest in relationships with boys or girls, confusion and questions about changes) [PS]

**C2.5** 描述在青春期如何建立自信，并且通过理解青春期出现的生理、社会关系、情绪变化，为建立健康的人际关系打下基础。（例如，**生理变化：**变声、皮肤改变、身体发育；**社会关系变化：**新的社交关系、同龄人的影响增大；**情绪变化：**更加强烈的感觉、对与男孩或女孩的关系产生新的兴趣，对这些变化的困惑和疑问）[PS]

**Teacher prompt:** “By getting questions answered and understanding that questions and changes are ‘normal’, adolescents will be better equipped to understand themselves, relate to others, respond to challenges and changes in relationships, and build confidence. What are some questions that young people might have as changes happen during puberty and adolescence?”

**老师提示：**“通过疑问和解答、通过理解疑问和变化是“正常的”，青少年将具备更强的能力去了解自己、与人交往、应对人际关系中的挑战 and 变化、并建立自信。在产生变化的青春期中，年轻人可能会有哪些问题？”

**Student:** “Is how I am feeling normal? Why is my body different from everybody else’s? How do you tell someone you like them? Who can answer my questions about...?”

**学生：** “我这样的感觉正常吗？为什么我的身体和所有其他人的不同？你如何告诉别人你喜欢他们？谁可以回答我关于... 的问题？”

....

**Teacher prompt:** “Things like wet dreams or vaginal lubrication are normal and happen as a result of physical changes with puberty. Exploring one’s body by touching or masturbating is something that many people do and find pleasurable. It is common and is not harmful and is one way of learning about your body.”

**老师提示：** “梦遗或阴道湿润是正常的，是由青春期身体发育所引起。很多人会通过触摸或自慰探索自己的身体并觉得这样有快感。这是常见的、无害的、也是了解自己身体的一种方式。”

**C2.6** Make informed decisions that demonstrate respect for themselves and others and help to build healthier relationships, using a variety of living skills (e.g., personal and interpersonal skills; critical and creative thinking skills; skills based on First Nation, Métis, and Inuit cultural teachings, such as medicine wheel teachings connected to the four colour or seven grandfather teachings, or other cultural teachings) [IS, CT]

**C2.6** 在掌握正确信息的基础上作出决定，以展示对自己和他人的尊重，并帮助建立更健康的人际关系，这需要采用多种生活技巧（如，个人和人际交往技能；批判性和创造性思维能力；第一部落、梅蒂斯、因纽特人文化中的教导，例如与“四色”或“七先祖训”有关的“药轮训条”，或其他文化教导）[IS，CT]

**Teacher prompt:** “In many ways, dating relationships can be similar to other relationships, such as those with friends or family. Relationships we see online or in the media are not always accurate and can send false messages. What are some of the signs of a healthy relationship, and what are some signs of potential trouble?”

**老师提示：** “在许多方面，约会关系可与其他关系有相似之处，比如朋友或家人。网络或其他传媒中所描述的那些关系并不总是准确的，有些甚至可能包含错误信息。健康的关系有那些表征？通过什么可以预见潜在的麻烦？”

**Student:** “In a healthy relationship, people show respect and care for each other. They try to communicate well and are honest with each other. Jealousy or behaviour that is too controlling can be signs of trouble.”

**学生：** “在一个健康的关系中，人们表示互相尊重并关心对方。他们尝试良好的沟通并相互坦诚。嫉妒或控制欲过强的行为可能是潜在麻烦的迹象。”

**Teacher:** “How does knowing yourself help you to make healthy decisions when you are in a relationship?”

**老师:** “对自己的了解可以如何帮助你在一段关系中做出健康的决定?”

**Student:** “Being clear about your own values, priorities, strengths, and needs can help you separate what is important to you from what is not. Knowing yourself well can help you see what you need to work on to make the relationship better.”

**学生:** “对自己的价值观、优先事项、长处、和需要有清楚的了解, 就可以帮助你区分什么是重要的, 什么是不重要的。充分明白自己, 就能够帮助你认识到在那些方面作出努力从而使这段关系变得更好。”

**Teacher:** “What communication skills can help you send information, receive information, and interpret information in an effective way in a relationship?”

**老师:** “在一段关系中, 什么沟通技巧可以帮助你发送, 接收, 和解读信息?”

**Student:** “Being respectful but clear about your ideas and feelings; listening actively; interpreting body language, tone of voice, and facial expressions; respecting signals of agreement or disagreement and consent or lack of consent; and negotiating – all these are important skills. A clear “yes” is a signal of consent. A response of “no”, an uncertain response, or silence needs to be understood as no consent.”

**学生:** “表达足够的尊重, 但同时明确自己的想法和感受; 积极倾听; 解读肢体语言、语气、面部表情; 尊重相同或不同意见、允许或反对的表示; 以及谈判 – 这一切都是很重要的技能。一个明确的“是”是同意的表示。“不”的答复, 一个不明确的回应、或是沉默, 都必须被理解为反对的表示”。

**Teacher:** “What social attitudes and behaviours are important in building a healthy relationship?”

**老师:** “什么样的社会态度和行为对于建立健康的关系是重要的?”

**Student:** “It is important to have respect for others, show that you value differences, and be cooperative.”

**学生:** “重要的是表现出对他人的尊重、对差异的尊重、和合作的态度。”

**Teacher:** “What should you consider when making any decision regarding a relationship?”

**老师:** “在就一段关系作出决定的时候你要考虑些什么?”

**Student:** “My comfort level, my personal and family values, my personal limits, and the limits and comfort of others are some of the things I should consider.”

**学生：** “ 我的舒适度，我个人和家庭的价值观，我个人的限度，以及他人的限度和舒适度，都在我应该考虑的事情之中。”

**Teacher:** “Changing or ending relationships can be difficult. What are some ways to deal positively with changing or ending relationships?”

**老师：** “ 改变或结束一段关系是很困难的。 有哪些方法可以积极地改变或结束关系？ ”

**Student:** “Talk about how you feel with someone you trust. Think about what you can learn from the situation that you can apply in the future. Remember that although the hurt feelings can be very intense at the beginning, you will start feeling a little better over time. If you are the one ending the relationship, treat the other person with respect and consider how they may be feeling. Try to explain how you feel. Ending a relationship over the phone or online may not be a sensitive approach.”

**学生：** “ 和你信任的人谈谈你的感受。 想想你能从当前状况中学到什么对将来有益的东西。 请记住，虽然受伤的感觉在一开始会非常强烈，随着时间推移就会好些。如果是由你提出结束一段关系，要尊重对方并考虑其感受。试图解释你的感受。通过电话或网络来结束关系，可能会是一种生硬的方法。”

**C3.3** Assess the effects of stereotypes, including homophobia and assumptions regarding gender roles and expectations, sexual orientation, gender expression, race, ethnicity or culture, mental health, and abilities, on an individual’s self-concept, social inclusion, and relationships with others, and propose appropriate ways of responding to and changing assumptions and stereotypes [PS, CT]

**C3.3** 评估社会成见，包括对同性恋的恐惧、以及针对性别角色与期望的假设，性取向、性别表征、种族、民族或文化、精神健康、能力等等，在个人的自我认识，社会包容和与他人的关系中造成的影响，并提出适当的方式应对并改变这些成见和假设。 [PS ， CT]

**Teacher prompt:** “Can you give examples of some stereotypes that might have a negative effect on a person’s self-concept and social inclusion? What can we do to change stereo- types and discrimination?”

**老师提示：** “ 你能不能举出一些社会成见的例子，说明它们可能对一个人的自我认识和社会包容产生什么样的影响？ 我们可以做些什么来改变成见和歧视？ ”



**Student:** “People who are overweight are sometimes labelled as lazy. That’s not fair. And it’s not fair to make assumptions about what people with disabilities are able to do. We need to base our opinions of people on who they are and what they do and not judge them by their appearance or make assumptions about them. There are also negative stereotypes about people who receive extra help or people who receive good marks in class. These can be hurtful and cause people to avoid getting help when they need it or, sometimes, to hide their abilities. Someone who has a mental illness like depression or an anxiety disorder may be seen as being different. We need to remember that mental illness can affect anyone, and it can be treated. Cultural stereotypes are also common. Sometimes people make assumptions that people from a certain cultural background all like the same things or are all good at the same things. That makes us misjudge them. To change stereotypes, we need to get to know people and respond to them as individuals. We need to challenge stereotypes when we hear them.”

**学生：** “ 身体超重的人有时被贴上懒惰的标签。这是不公平的。假设残疾人能够做到什么事，也是不公平的。我们对别人的看法要基于他们是谁、做了什么，而不是通过他们的外表来评判或假设。 还有一些负面的成见是针对在班级里受到额外帮助或者得到高分的人。这些可能会伤害别人，造成他们避免寻求帮助，或者有时候，迫使故意隐藏自己的能力。有些人会有精神方面的疾病例如抑郁症或焦虑症，他们看起来会非常与人不一样。 我们要记住，精神疾病会影响任何人，而且是可以治疗的。文化上的成见印象也很常见。 有时人们会假定，来自某一文化背景的所有人都喜欢同样的东西，或擅长同样的事情。这会造成我们对他们的错误判断。要改变成见，我们需要去了解他人，并把他们当做独立个体来打交道。在我们听到成见时，应该随时质疑。”

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**Teacher prompt:** “Assumptions are often made about what is ‘normal’ or expected for males and females – for example, men take out the garbage; nursing is a woman’s job; boys play soccer at recess and girls skip rope or stand around and talk; boys are good at weightlifting and girls are good at dancing. Assumptions like these are usually untrue, and they can be harmful. They can make people who do not fit into the expected norms feel confused or bad about themselves, damaging their self-concept, and they can cause people to discriminate against and exclude those who are seen as ‘different’. Assumptions about different sexual orientations or about people with learning disabilities or mental illness or about people from other cultures are harmful in similar ways. Everyone needs to feel accepted in school and in the community. Why do you think these stereotyped assumptions occur? What can be done to change or challenge them?”

**老师提示：** “对男性和女性如何为‘正常’、以及其他基于性别的期望，往往来自假设 – 例如，应该由男人把垃圾拿出去；照料和护理是女性的工作；课间休息时男孩踢足球而女孩则跳绳或站在一起聊天；男生擅长举重而女孩擅长跳舞。像这

样的假设通常是不正确的，有时还是有害的。它们可以使那些无法符合这些预期规范的人感到困惑和难过，损害他们的自我认识，还可能造成人们歧视和排斥那些被视为“不同”的人。对于不同性取向的人、有学习障碍、精神疾病、或来自不同文化背景的人所作出的假设，其害处都是相类似的。在学校和社区里每个人都要能感觉到被接纳。你觉得为什么这些成见和假设得以存在？可以做些什么来改变或挑战它们？”

**Students:** “Stereotypes are usually formed when we do not have enough information. We can get rid of a lot of stereotypes just by finding out more about people who seem different. By being open-minded, observing and listening, asking questions, getting more information, and considering different perspectives, we can work to change stereotypes. We can understand people’s sexual orientations better, for example, by reading books that describe various types of families and relationships. Not everyone has a mother and a father – someone might have two mothers or two fathers (or just one parent or a grandparent, a caregiver, or a guardian). We need to make sure that we don’t assume that all couples are of the opposite sex, and show this by the words we use. For example, we could use a word like ‘partner’ instead of ‘husband’ or ‘wife’. We need to be inclusive and welcoming.” “If we have newcomers from another country in our class, we can try to find out more about them, their culture, and their interests.” “If we hear things that are sexist, homophobic, or racist, we can show our support for those who are being disrespected.” “If we hear someone using words like ‘crazy’ or ‘nuts’ to describe a person who has a mental illness, we can explain that mental illness is no different from other illnesses, and that we wouldn’t call someone names if they were suffering from any other illness.”

学生：“成见往往由于缺乏充足的信息而产生。仅仅通过更深入地了解那些我们认为不同的人，就可以打消很多成见。通过开放性的思维、观察和聆听、提问、多获取信息，考虑不同的视角，我们就可以努力改变成见。例如，通过阅读描述不同类型的家庭和两性关系的书籍，我们可以更好地理解人们的性取向。不是每个人都有母亲和一个父亲 – 有人可能有两个母亲，或是两个父亲（也可能只有一个单亲，或是祖父母，养育人或监护人）。我们要注意不要想当然地认为所有的夫妇都一定是两性的，这还要体现在我们的用语上。例如，我们可以用‘伴侣’这样的词代替‘丈夫’或‘妻子’的称谓。我们要表示出包容和欢迎的态度。” “如果班上来一个刚从其他国家来的新生，我们可以尝试去更多了解他们以及他们的文化和兴趣。” “如果我们听到性别歧视，同性恋恐惧或种族主义的评价，要对那些没有得到应有的尊重的人表达支持。” “如果我们听到有人使用类似“疯子”或“蠢货”的词语来形容一个有精神疾病的人，我们可以解释给人听，精神疾病和其他疾病没有不同之处，而且我们不可以给受疾病折磨的人冠以蔑称。”

七年级 13周岁

人类发展和性健康



**C1.3** Explain the importance of having a shared understanding with a partner about the following: delaying sexual activity until they are older (*e.g., choosing to abstain from any genital contact; choosing to abstain from having vaginal or anal intercourse; choosing to abstain from having oral-genital contact*); the reasons for not engaging in sexual activity; the concept of consent and how consent is communicated; and, in general, the need to communicate clearly with each other when making decisions about sexual activity in the relationship

**C1.3** 解释与伴侣有以下共识的重要性：推迟性行为直到更年长的时候（例如，选择远离任何生殖器官的接触；选择避免阴道或肛门性交；选择避免口部与生殖器的接触）；不进行性活动的理由；征求同意和如何表达同意的概念；以及，总体来说，在关系中对与性行为相关的决定进行明确沟通的重要性。

**Teacher prompt:** “The term *abstinence* can mean different things to different people. People can also have different understandings of what is meant by having or not having sex. Be clear in your own mind about what you are comfortable or uncomfortable with. Being able to talk about this with a partner is an important part of sexual health. Having sex can be an enjoyable experience and can be an important part of a close relationship when you are older. But having sex has risks too, including physical risks like sexually transmitted infections – which are common and which can hurt you – and getting pregnant when you don’t want to. What are some of the emotional considerations to think about?”

老师提示：“‘禁欲’这个词对不同的人可能有不同的意思。人们也可能对性交和不性交有不同的理解。在你自己内心要十分清楚什么让你感觉舒服或不舒服。能够与伴侣谈论这些事情，是保证性健康的重要环节。当你更年长之后，性爱是一种快乐的体验，并且是亲密关系中的重要组成部分。但性交同样是有风险的，包括像生理的危险如性传染疾病 – 既常见又能伤害你 – 或者在你最不想要的时候怀孕。想一想，情感方面的风险又有那些？”

**Student:** “It’s best to wait until you are older to have sex because you need to be emotion- ally ready, which includes being able to talk with your partner about how you feel, being prepared to talk about and use protection against STIs or pregnancy, and being prepared to handle the emotional ups and downs of a relationship, including the ending of a relationship, which can hurt a lot. Personal values, family values, and religious beliefs can influence how you think about sexuality and sexual activity. A person should not have sex if their partner is not ready or has not given consent, if they are feeling pressured, if they are unsure, or if they are under the influence of drugs or alcohol.”

学生：“最好等到更年长些再有性行为，因为你需要在精神上准备就绪，包括能够与你的伴侣谈论你的感受，对讨论如何避孕和防止性病有所准备，并准备好处

理在关系中的情绪的波动，包括怎样结束一段关系（一件可能非常痛苦的事）。个人价值观，家庭价值观和宗教信仰都能影响你对性和性行为看法。在你的伴侣没有准备好或没有同意、受到压力、不确定、受药物或酒精的影响等情况下，都不应该性交”。

#### **C1.4** identify common sexually transmitted infections (STIs), and describe their symptoms

##### **C1.4** 识别常见的性传染疾病（性病），并描述症状

**Teacher prompt:** “Common sexually transmitted infections include human papilloma- virus (HPV), herpes, chlamydia, gonorrhea, and hepatitis B. Some have visible symptoms but most do not, so it’s hard to tell if you or someone else has an STI. All STIs can have a significant impact on your health. What are some symptoms of an STI? If an STI has no symptoms, how can you find out if you have it?”

**老师提示：**“ 常见性传播感染包括人类乳头瘤病毒（ HPV ），疱疹，衣原体感染，淋病和乙型肝炎。 当中一些有明显症状，但大多数没有，所以很难确定你或其他人有性病。 所有的性传播感染可能显著地影响你的健康。 性传播疾病的症状有哪些？ 如果没有明显症状，你如何发现自己是否感染？ ”

**Student:** “You can see some STIs, such as pubic lice or genital warts, and other STIs have symptoms such as redness or pain while urinating. Even if you don’t see or experience any symptoms, you should be tested by a doctor if you are sexually active. Depending on the STI, tests can be done by taking swabs from the cervix, vagina, or urethra or by taking urine or blood samples.”

**学生：**“ 有些性传播疾病是可以看到的，如阴虱或生殖器疣，其他性传播疾病则出现红肿或排尿时疼痛。 即使你没有看到或经历任何症状，如果你有性生活，都应找医生做检查。 因不同的性传播感染而异，可以通过从子宫颈，阴道、尿道中采样，或化验尿液、血液样本来进行测试。 ”

#### **C1.5** Identify ways of preventing STIs, including HIV, and/or unintended pregnancy, such as delaying first intercourse and other sexual activities until a person is older and using condoms consistently if and when a person becomes sexually active

**C1.5** 识别防止包括艾滋病等性传播疾病，以及意外怀孕的方法，如：把第一次性交和其他性活动推迟到更加年长以后，并且如果性行为活跃的话，要始终使用避孕套。

**Teacher prompt:** “Engaging in sexual activities like oral sex, vaginal intercourse, and anal intercourse means that you can be infected with an STI. If you do not have sex, you do not need to worry about getting an STI. (By the way, statistics show that young people who delay first intercourse are more likely to use protection when they choose to be sexually active.) If a person is thinking of having sex, what can they do to protect themselves?”

**老师提示：**“任何性活动，包括口交，阴道性交，肛交等，都意味着你可能感染性病。如果你没有过性行为，则不须担心感染性病。（另外，统计数据显示推迟首次性行为的年轻人，更能适当选择在性活动时的保护措施。如果一个人考虑将要性交，能做些什么来保护自己？”

**Student:** “They should go to a health clinic or see a nurse or doctor who can provide important information about protection. People who think they will be having sex some- time soon should keep a condom with them so they will have it when they need it. They should also talk with their partner about using a condom before they have sex, so both partners will know a condom will be used. If a partner says they do not want to use a condom, a person should say, ‘I will not have sex without a condom.’ If you do have sex, it is important that you use a condom every time, because condoms help to protect you against STIs, including HIV, and pregnancy.”

**学生：**“他们应该去诊所或见护士或医生以得到自我保护的重要信息。那些认为自己即将开始性生活的人应该随身携带避孕套以备随时可能的需要。在开始性行为之前，他们还应该与伴侣讨论使用避孕套，以确保双方都知道如何使用。如果其中一方表示不愿使用避孕套，另一方应该说，“我不会不戴避孕套性交。”如果你有性行为，每一次都用避孕套非常重要，因为避孕套保护你免于性传播疾病，包括艾滋病毒，以及怀孕”。

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**Teacher prompt:** “HIV (Human Immunodeficiency Virus) is a serious viral infection that can be controlled with treatments. HIV attacks the cells in the body that help to fight infections until they are no longer able to do their job. With treatment, the damage that HIV does to the body’s immune system can be slowed or prevented. But HIV infection cannot be cured. The only way to know if you have HIV is to get an HIV test. Today, when people get tested for HIV early in the infection and access HIV treatments, they have the opportunity to live a near-to-normal lifespan. HIV can lead to AIDS (Acquired Immune Deficiency Syndrome), a state of health in which a person’s immune system has been weakened by HIV and the person can no longer fight other infections. It is common for a person with AIDS to develop other infections, such as pneumonia or some kinds of cancer. HIV can be transmitted whether or not someone has symptoms of the infection. However, HIV treatment can reduce the amount of

HIV in someone's body to the point where it is much less likely that HIV will be transmitted. HIV transmission results from specific activities and does not occur through everyday contact with someone living with HIV/AIDS. What are some of the ways a person can be infected with HIV, and what can be done to prevent the transmission of HIV?"

**教师提示：**“ HIV（人类免疫缺陷病毒）是一种严重的病毒感染，但通过治疗可以控制。 HIV攻击体内的抗感染细胞直到它们失效。通过治疗， HIV 对人体免疫系统的损害可以被减缓或阻止。 但 HIV 感染是不能治愈的。要知道你是否有 HIV，只能通过 HIV 检测。如今，在人们尽早查出艾滋病毒感染并及时治疗的情况下，可能有机会活到近乎正常的寿命。 HIV 能导致艾滋病（感染性免疫缺陷综合征），亦即人的免疫系统被 HIV 病毒削弱，不再能抵抗其他感染。常见的情况是艾滋病人受到其他病毒感染如肺炎或某些癌症。不管病毒携带者有无明显症状， HIV 病毒都会传染。 然而，针对HIV的治疗可把体内的病毒减少到传染性很低的水平。 HIV病毒只通过特殊途径传播，与HIV/艾滋病毒携带者的日常接触是不会传染的。 哪些途径可以感染 HIV，如何预防？”

**Student:** “HIV is transmitted through contact with bodily fluids – semen, blood, vaginal or anal fluid, and breast milk. HIV cannot live outside the body. For you to be infected, the virus must enter your bloodstream. That can happen through the sharing of needles as well as through unprotected sexual intercourse, which is the most common method of infection. To prevent the transmission of HIV, avoid behaviours associated with greater risks of HIV transmission, like vaginal or anal intercourse without a condom and injection drug use. It is very important that you use a condom if you do have sex. Avoid sharing drug use equipment or using needles that have not been sterilized for any purpose, including piercing, tattooing, or injecting steroids. One of the best things you can do to stop HIV is to stop the stigma that is associated with having the infection. Gossiping about someone with HIV or avoiding everyday contact with them makes it more challenging for people to tell others that they have HIV or to get tested for HIV. These things make it easier for HIV to spread.”

**学生：**“ HIV的传播 是通过体液接触 – 精液，血液，阴道或肛门分泌物，和乳汁。 HIV在人体外无法生存。要造成感染，病毒必须进入你的血液。这多发生于共用针头和无保护的性交，而且是最常见的情况。要防止艾滋病毒的传播，就要避免导致更有传染风险的行为，如不使用避孕套的阴道或肛门性交，或药物注射。性交使用避孕套极为重要。避免共享服用药物的器材尤其是用于任何目的的未消毒针头，包括穿孔、纹身、或注射类固醇。制止HIV传播最应该做的事其中之一是打消对感染者的厌恶态度。背后议论 HIV感染者或避免与他们的日常接触，将使这些人更害怕告诉别人自己已经感染或者去做检查。这反令 HIV 更加容易传播”。

**C2.4** demonstrate an understanding of physical, emotional, social, and psychological factors that need to be considered when making decisions related to sexual health (e.g., *sexually transmitted infections [STIs], possible contraceptive side effects, pregnancy, protective value of vaccinations, social labelling, gender identity, sexual orientation, self-concept issues, relationships, desire, pleasure, cultural teachings*) [PS]

**C2.4** 请展示对作出与性健康相关决定时所要考虑的生理，情感，社会和心理因素的理解（如性传播感染 [ 性病 ] 、避孕药的副作用、怀孕、疫苗的防治效果、社会标签、性别认同、性取向、自我意识、伴侣关系、渴望、快感、文化教导） [PS]

**Teacher prompt:** “Thinking about your sexual health is complicated. It’s important to have a good understanding of yourself before getting involved with someone else. It’s not just about making a decision to have sex or waiting until you are older. It’s also about things such as your physical readiness; safer sex and avoiding consequences such as pregnancy or STIs; your sexual orientation and gender identity; your understanding of your own body, including what gives you pleasure; and the emotional implications of sexual intimacy and being in a relationship. It can include religious beliefs. It includes moral and ethical considerations as well, and also involves the need to respect the rights of other people. Can you explain what is meant by a moral consideration?”

**老师提示：**“有关个人性健康的思考是复杂的。在与他人进入更亲密的关系之前，对自己有很好的了解非常重要。这不仅包括决定是否发生性关系或是否等到更年长。这还关系到你在生理上是否作好准备；安全性行为及避免怀孕或性病感染；你的性取向和性别认同；对你自己的身体的了解，包括什么让你快乐；性亲密和伴侣关系对你情绪上的潜在影响。这种考虑也包括宗教信仰。还包括道德和伦理方面的考虑，并涉及到对他人权利的尊重。你能否解释一下道德方面的考虑因素有哪些？”

**Student:** “A moral consideration is what you believe is right or wrong. It is influenced by your personal, family, and religious values. Every person in our society should treat other people fairly and with respect. It is important to take this into account when we think about our relationships, sexual behaviour, and activities.”

**学生：**“对道德的考虑是指你所相信的是非观。它受到你个人，家庭和宗教价值观的影响。在我们的社会中每个人都应该公平和尊重地对待他人。当我们思考两性关系，性行为和其他活动时，把这些因素考虑进去是非常重要的。”

**Teacher:** “Like any other decision, a decision about sexual health requires you to look at all sides of an issue. How can you do that?”

**老师：**“就像任何其他的决定一样，一个关于性健康的决定需要你从所有方面来看问题。请问你如何做到？”



**Student:** “You need to consider the pros and cons of any decision you are making, and how those decisions will affect both you and others.”

**学生：** “ 你需要权衡所有决定的利弊，而且了解这些决定将如何影响到你自己和他人。”

**C3.3** Explain how relationships with others (e.g., family, peers) and sexual health may be affected by the physical and emotional changes associated with puberty (e.g., effect of physical maturation and emotional changes on family relationships, interest in intimate relationships and effect on peer relationships, risk of STIs and/or pregnancy with sexual contact) [IS, CT]

**C3.3**解释青春期造成的生理及情绪变化如何影响与他人（如家庭，伙伴）的关系和性健康。（例如：生理成熟期和情绪变化对家庭关系、对亲密关系的兴趣、对同辈关系的影响，以及性接触导致的性传染病和怀孕的风险。）

**Teacher prompt:** “How can the changes experienced in puberty affect relationships with family and others?”

**老师提示：** “ 青春期的变化如何影响与家人和其他人的关系？”

**Student:** “Adolescents may be interested in having a boyfriend/girlfriend. They may feel ‘grown up’, but still get treated like a kid, and this sometimes leads to conflicts with parents. They may want more independence.”

**学生：** “ 青少年可能对拥有一个男朋友/女朋友感兴趣。他们可能感觉自己“长大了”，但依然被当作一个孩子来对待，这有时会导致与父母的冲突。他们可能想要更多的独立。”

## 八年级 14周岁

### 人类发展和性健康

**C1.4** Identify and explain factors that can affect an individual’s decisions about sexual activity (e.g., previous thinking about reasons to wait, including making a choice to delay sexual activity and establishing personal limits; perceived personal readiness; peer pressure; desire; curiosity; self-concept; awareness and acceptance of gender identity and sexual orientation; physical or cognitive disabilities and possible associated assumptions; legal concerns; awareness of health risks, including risk of STIs and blood-borne infections; concerns about risk of pregnancy; use of alcohol or drugs; personal or family values; religious beliefs; cultural teachings; access to information; media messages), and identify sources of support regarding sexual health (e.g., a health

*professional [doctor, nurse, public health practitioner], a community elder, a teacher, a religious leader, a parent or other trusted adult, a reputable website) [PS]*

**C1.4** 识别并解释可能影响对性活动作出决定的因素（例如，之前决定等待的理由，包括选择推迟性行为 and 树立个人底线；对自己是否已准备好的感知；同辈的压力；渴望；好奇心；自我意识；对性别认同及性倾向的认识和接纳；生理或认知障碍以及相关的假设；法律上的问题；健康风险意识，包括性传染病的风险和血源性感染；对怀孕的担忧；使用酒精或药物；个人或家庭价值观；宗教信仰；文化教导；信息的获取；传媒的影响），还有认识有关保障性健康的信息来源（如卫生专业人士 [ 医生，护士，公共卫生服务者 ] ，社区长辈，教师，宗教领袖，父母或其他受信任的成年人，有信誉的网站） [PS]

**Teacher prompt:** “How would thinking about your personal limits and making a personal plan influence decisions you may choose to make about sexual activity?”

**老师提示：** “你的个人底线和制定个人计划将如何影响你对性活动的决定？”

**Student:** “Thinking in advance about what I value and what my personal limits are would help me to respond and make decisions that I felt comfortable with in different situations. I would be able to approach a situation with more confidence and stick to what I had planned. I would be less likely to be caught off guard and have to react without having thought through the options and possible consequences.”

**学生：** “ 提前思考我所注重的以及我的个人底线，将有助于对不同情况作出回应并作出令自己感到舒服的决定。我将能够在应对各种情况时更有自信并且遵照自己的计划行事。这样就减少猝不及防的几率，避免在事先没有考虑各种选项及其后果的情况下作出反应。 ”

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**Teacher prompt:** “Why is it important to get information from a credible source before making a decision about being sexually active? Why is this important for all students – including those with physical or cognitive disabilities?”

**老师提示：** “ 为什么在作出性活动相关决定之前从一个可靠的来源获取信息至关重要？ 为什么这对于所有学生 – 包括有生理或认知障碍者都很重要？ ”

**Students:** “Having more information – and information that you can trust – helps you make better decisions for yourself. Taking time to get more information also gives you more time to think. Teens who consult a health professional before being sexually active are more likely to use protection, such as condoms, if they choose to be sexually active.” “Teens with physical or cognitive disabilities still need information about sexual health, just like everybody else. They may be



dealing with different issues, like adapting sexual health information to their particular needs, or with variations on the same issues, like privacy and self-image.”

**学生：**“ 掌握更多信息 一并且是可靠的信息– 能帮助自己做出更好的决定。花时间查找更多信息的同时也给自己更多的时间思考。如果选择进行性活动的话，青少年在性活动之前咨询卫生专业人士就更有能力采取保护措施，如使用避孕套。”

“有生理或认知障碍的青少年也像其他人一样需要有关性健康方面的信息。他们可能面对不同的问题，比如采取符合他们特殊需要的性健康信息、或同样问题不同解答、或者隐私和自我形象。”

**C1.5** Demonstrate an understanding of gender identity (*e.g., male, female, two-spirited, transgender, transsexual, intersex*), gender expression, and sexual orientation (*e.g., heterosexual, gay, lesbian, bisexual*), and identify factors that can help individuals of all identities and orientations develop a positive self-concept [PS]

**C1.5** 展示对性别认同的理解（如，男，女，灵魂双性，跨性人，变性人，异性团体），性别表征，性取向（例如，异性恋，男同性恋，女同性恋，双性恋），并认识哪些因素可以帮助不同取向或认知的个人树立积极的自我意识[PS]

**Teacher prompt:** “Gender identity refers to a person’s internal sense or feeling of being male or female, which may or may not be the same as the person’s biological sex. It is different from and does not determine a person’s sexual orientation. Sexual orientation refers to a person’s sense of affection and sexual attraction for people of the same sex, the opposite sex, or both sexes. Gender expression refers to how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, and behave. Gender identity, gender expression, and sexual orientation are connected to the way you see yourself and to your interactions with others. Understanding and accepting your gender identity and your sexual orientation can have a strong impact on the development of your self-concept. A person’s self-concept can develop positively if the person understands and accepts their gender identity and sexual orientation and is accepted by family and community. It is harder to develop a positive self-concept, however, if the way a person feels or identifies does not meet perceived or real societal norms and expectations or is not what they want, or if they do not feel supported by their family, friends, school, or community. A person’s self-concept can be harmed if a person is questioning their gender identity or sexual orientation and does not have support in dealing with their feelings of uncertainty. What kind of support do people need to help them understand and accept their gender identity and sexual orientation?”

**老师提示：**“ 性别认同是指一个人感觉自己身为男性或女性的内在意识，它与人的生理性别可能相同也可能不同。性别认同不同于性取向，也不决定性取向。性取向是指人对同性、异性或双性的喜好和性吸引力。性别表征是指你的性别如何通过

你的动作、衣着和行为表现出来（基于传统性别角色）。性别认同，性别表征，性取向关联到你对自己的看法和如何与人交往。了解并接受自己的性别认同和性取向，并被家人和社区所接纳，对于个人树立自我意识有积极的影响。当个人的感受和认同不符合社会的规范或期望，或者不同于自己的愿望，或者他们没有感到被家人、朋友、学校或社区所支持，那么他们要发展积极的自我意识将会非常困难。如果一个人对自己的性别认同或性取向有疑问，却在应付感受 and 不确定感时得不到支持，那么对自我意识认定将造成损伤。人们需要什么样的支持来帮助他们理解和接受自己的性别认同或性取向？”

**Student:** “Having role models that you can relate to – for example, people of similar ages or cultures – is important. So is having all gender identities and sexual orientations portrayed positively in the media, in literature, and in materials we use at school. Family, school, and community support are crucial. Additional help can come from trusted adults, community organizations, and school support groups such as gay-straight alliances.”

**学生：** “一个重要方式是设立可以参照的榜样 – 例如，同年龄段或相同文化背景的人。同样重要的是在媒体上，在文学作品里，学校使用的材料中对所有性别认同或性取向都正面表述。家庭，学校和社区的支持至关重要。另外的帮助则可以来自受信任的成年人，社区组织，和校内支持团体，如同性恋-异性恋联盟。”

**C2.4** Demonstrate an understanding of aspects of sexual health and safety, including contraception and condom use for pregnancy and STI prevention, the concept of consent, and matters they need to consider and skills they need to use in order to make safe and healthy decisions about sexual activity (*e.g., self-knowledge; abstinence; delaying first intercourse; establishing, discussing, and respecting boundaries; showing respect; need for additional information and support; safer sex and pleasure; communication, assertiveness, and refusal skills*) [IS, CT]

**C2.4** 展示对性健康和安全各方面的理解，包括避孕和使用避孕套以预防怀孕和性病、征求同意的概念、他们需要考虑的问题，以及在对性活动作出安全和健康的决定时所需要考虑到问题和解决的技巧。（如自知之明；禁欲；推迟初次性交；交流、讨论、尊重界限；表达尊重；更多信息和支持的必要；安全性行为和快乐；沟通，坚定，和拒绝的技巧）[IS，CT]

**Teacher prompt:** “What do teenagers need to know about contraception and safer sex in order to protect their sexual health and set appropriate personal limits?”

**老师提示：** “为了保障性健康，青少年需要对避孕和安全性行为以及设立适当个人底线有什么样的了解？”

**Student:** “Teenagers need to know about the benefits and risks of different types of contraception. They need to understand that the only 100 per cent sure way of not becoming pregnant or getting an STI, including HIV, is not having sexual contact. Those who choose to be sexually active also need to know which contraceptive methods provide a protective barrier against disease as well as pregnancy. Condoms provide protection against both pregnancy and STIs – but to be effective, they need to be used properly and used every time. Teenagers need to understand how important it is to talk with their partners about sexual health choices, consent, and keeping safe. They have to develop the skills to communicate their thoughts effectively, listen respectfully, and read body cues in these conversations. This takes practice.”

学生：“青少年需要了解不同避孕方式的好处和风险。他们需要明白，100% 保证不会怀孕或感染性病或艾滋病的方法只有不发生性接触。那些选择进行性活动的人，还需要了解哪些避孕方法除避孕还可以预防疾病。避孕套能防止怀孕和性传播感染 – 但要保证正确的使用它们，并且每一次都用。青少年需要了解，与他们的伴侣探讨有关性健康的选择，征求同意以及保证安全，是多么的重要。他们必须培养有效沟通想法的技巧，以尊重的态度听取对方的意见，在对话中解读肢体语言。这都需要练习。”

**C3.3** analyse the attractions and benefits associated with being in a relationship (e.g., support, understanding, camaraderie, pleasure), as well as the benefits, risks, and drawbacks, for them- selves and others, of relationships involving different degrees of sexual intimacy (e.g., hurt when relationships end or trust is broken; in more sexually intimate relationships, risk of STIs and related risk to future fertility, unintended pregnancy, sexual harassment and exploitation; potential for dating violence) [IS, CT]

**C3.3** 分析两性关系的吸引力和好处（例如，支持、理解、共同信念、快乐），以及关系中不同程度的性亲密对自己和他人的益处、风险、和不利之处（例如，当关系结束或信任丧失时受到伤害；性亲密进一步加深的关系，可导致感染性疾病的风险、对今后生育的风险、意外怀孕，性骚扰和剥削；约会时可能出现的暴力）[IS , CT]

**Teacher prompt:** “There are pros and cons to being in a relationship, and when you are in a relationship, there are positive things and drawbacks associated with different levels of intimacy. All of them are important to think about. There is a range of intimate behaviours that people can use to show caring and connection in a relationship, and different levels of risk associated with different levels of intimacy. Intimate behaviours can include holding hands, hugging, kissing, touching bodies and genitals, and engaging in sexual intercourse. When considering the level of intimacy that is appropriate for their relationship, what does a couple need to think about?”

**老师提示：**“ 两性关系有利有弊，处于一段关系中，不同亲密程度会同时伴随着积极或消极的东西。这些东西都很重要，都需要考虑到。在一段关系中，有相当多的亲密行为可以表达关爱和纽带，不同程度的亲密也会有不同的风险。亲密行为可包括拉手、拥抱、接吻、抚摸身体和性器官、或进行性交。当考虑什么是与双方关系适当的亲密行为时，一对伴侣需要考虑哪些因素？ ”

**Student:** “Both individuals need to consider their own values and beliefs and treat each other’s choices and limits with respect. If one partner chooses to abstain from a sexual activity – for example, a person might want to kiss but not want to have any genital contact – the other partner needs to respect that decision. Both partners need to have the confidence and comfort level to talk about how they can show their affection while respecting each other’s decisions.”

**学生：**“ 双方都需要考虑自己的价值观和理念，以尊重的态度看待对方的选择和限度。 如果一方选择远离性活动 – 例如，一方只想要亲吻，而不希望有性器官接触 – 另一方就应该尊重这一决定。双方都需要有足够的信心和舒适度来讨论如何在尊重对方决定的基础上表达感情。 ”

**Teacher:** “Being intimate with someone includes having a good understanding of the concept of consent. What are some of the important things that we need to understand about consent?”

**老师：**“ 与一个人的亲密包括对“征求同意”的正确理解。关于 “征求同意”这个概念有什么重要的事情是我们必须明白的？ ”

**Student:** “Consent to one activity doesn’t imply consent to all sexual activity. It is important to ask for consent at every stage. Consent is communicated, not assumed. You can ask your partner simple questions to be sure that they want to continue: ‘Do you want to do this?’ or ‘Do you want to stop?’ A ‘no’ at any stage does not need any further explanation.”

**学生：**“ 同意一个举动并不意味着接受所有的性举动。重要的是到达每个阶段都要”征求同意“。 同意是经过沟通而获取，而不能假设。可以向伴侣提简单的问题以确保他们想继续：‘你想这样吗？’或‘你想停下来吗？’在任何阶段，一个‘不’的回答，都不应该需要进一步的解释。”

**Teacher:** “How can being in an intimate relationship affect other relationships in your life?”

**老师：**“ 亲密的两性关系在你生活中可能如何影响其他类型的关系？ ”

**Student:** “When you have a boyfriend or a girlfriend, sometimes friends treat you differently. You might start hanging out with different people or spending less time with some friends. You might have less time to spend with family. It’s important to be aware of what is happening, so that you can take steps to avoid neglecting other relationships that are important to you.”

**学生：** “ 当你有了男朋友或女朋友，朋友们有时对待你的方式会有所不同。你可能会开始和不同的人在一起，或者与朋友在一起的时间变少了。你可能减少与家人在一起的时间。重要的是留意身边正在发生的事情，以便采取措施避免忽视其他对你同样重要的关系。”



安省新性教育大纲（其实是健康体育教育大纲）自今年初以来一直是华人社区热议的一个话题。于11月3日, 10日, 17日, 24日, 12月1日, 8日和15日做了七次电台访问, 由我们华人社区著名重量级评论员吴斌医生, 著名节目主持人夏河先生, 在多伦多社区服务数十年的Ivy女士和特约嘉宾吴健先生主讲。他们的评论非常值得我们关心这个大纲的家长们听一听。

WOWHD高清中文电台关注华人生活, 投入华人热议话题, 鼓励华人参政议政。自2015年, 联邦大选以来, 已和社区资深政论人联合推出了包括大选, 政纲, 新教育大纲等七期热点讨论电台节目, 以下为节目链接, 敬请收听并支持。

11月3日FM105.9 WOW1中文电台 大选与我们华人 本周议题: 对安省新性教材大纲的看法 1

第一部分: <https://www.youtube.com/watch?v=wmJoLj8myn0>

第二部分: <https://www.youtube.com/watch?v=LsXrH1538lA>

第三部分: [https://www.youtube.com/watch?v=9\\_73XHkBC20](https://www.youtube.com/watch?v=9_73XHkBC20)

11月10日FM105.9 WOW1中文电台 大选与我们华人 本周议题: 对安省新性教材大纲的看法 2

第一部分: <https://www.youtube.com/watch?v=xkHZ9DWavTQ>

第二部分: <https://www.youtube.com/watch?v=8uDqsWXct4w>

第三部分: [https://www.youtube.com/watch?v=fb9oF8xLa\\_M](https://www.youtube.com/watch?v=fb9oF8xLa_M)

11月17日FM105.9 WOW1中文电台 大选与我们华人 本周议题: 对安省新性教材大纲的看法 3

第一部分: <https://www.youtube.com/watch?v=kYahlP5bN50>

第二部分: <https://www.youtube.com/watch?v=fhrXd20Zjwk>

第三部分: [https://www.youtube.com/watch?v=zYjMfNeOr\\_Y](https://www.youtube.com/watch?v=zYjMfNeOr_Y)

11月24日FM105.9 WOW1中文电台 大选与我们华人 本周议题: 对安省新性教材大纲的看法 4

第一部分: <https://www.youtube.com/watch?v=5H4XoyGAIJ8>

第二部分: <https://www.youtube.com/watch?v=4aBSElu3O0k>

第三部分: <https://www.youtube.com/watch?v=HA11eUwA5kU>

12月1日FM105.9 WOW1中文电台 大选与我们华人 本周议题: 对安省新性教材大纲的看法 5

第一部分: <https://www.youtube.com/watch?v=XAuGp9J5eRc>

第二部分: <https://www.youtube.com/watch?v=uZMJ56eC-q8>

第三部分: <https://www.youtube.com/watch?v=jsPG3WgoheU>

12月8日FM105.9 WOW1中文电台 大选与我们华人 本周议题: 对安省新性教材大纲的看法 6

第一部分: <https://www.youtube.com/watch?v=v4DrMF0ztA0>

第二部分: <https://www.youtube.com/watch?v=BWl5uhU1KJs>

第三部分: <https://www.youtube.com/watch?v=WDmTcH-sAAY>

12月15日FM105.9 WOW1中文电台 大选与我们华人 本周议题: 对安省新性教材大纲的看法 7

第一部分: <https://www.youtube.com/watch?v=mOXD9arWOoA>

第二部分: <https://www.youtube.com/watch?v=jgkjvrpJzNc>

第三部分: <https://www.youtube.com/watch?v=OtofMmthiXE>

第四部分: <https://www.youtube.com/watch?v=NioEG9i0rX4>

这份2015年新版教育大纲的节选中文版之所以能够诞生，归功于一群普通人共同的义务劳动，以及更多人在精神、物质上的帮助与鼓励。在我们身边还有许多随时影响到每一个人切身利益的，与政治、经济、法规相关的时事。我们这群普通社区群众在接下来的一年中，除了继续推广发行新教育大纲的中文节选本，还会在以下几个与我们切身利益相关的热点问题展开探讨和活动。其中一些典型的课题包括：

1. 影响社区安全，尤其是青少年成长的大麻问题；
2. 关系到华裔居民权利的C51 “反恐法案”  
和 C24 “移民公民法案”；
3. 广受争议的叙利亚难民问题；

类似如上的这些话题，我们将沿用与电视台、电台（如WOW HDTV 或WOWHD中文電台）、网络媒体及纸媒结合的方式，开展各种形式的活动，力求正本清源，为社会提供清晰的信息原貌，用来作为公民讨论、质疑、参与的基础。在此敬请广大华裔社区居民积极参与和支持。只有大家共同关注，才能凝聚足够的的影响力，以期保证各项社区大事始终保持在真正对我们居民和社会有益的轨道上。

本文件电子版可以通过以下链接进行下载：

**<http://www.wow1radio.com/booklet>**