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Science World British Columbia is pleased to present an all-new temporary exhibition that will run from May 18 to Sept 2, 2013.

*The Science of Sexuality* featuring *Sex: A Tell-all Exhibition* deals with a subject that, despite appearances, remains taboo. Yet the topic cannot be overlooked in youth education. This exhibition is therefore designed to answer young people’s most frequent questions about sexuality.

The Teacher’s Guide was developed in a spirit of collaboration following meetings with pedagogical advisors, teachers of science and technology, and high school students.
An innovative, daring and educational exhibition designed for people 12 years old and up. It offers visitors a broad range of experiences through animated videos, interactive games, personal accounts and explanatory text.

EXHIBITION OBJECTIVES

During their tour through the exhibition, visitors will:

• learn what science has to say about the subject,
• see sexuality in a positive light,
• find answers to many questions asked by young people,
• develop their sense of judgment to make enlightened and responsible choices.

AN INTRODUCTION TO THE EXHIBITION

Am I like everyone else? What kind of person am I attracted to? Why are some areas of the body called “erogenous”? Teens have a million questions about sexuality. And it’s quite normal.

*The Science of Sexuality* responds to the main concerns of young people and the not-so-young alike. It broaches sexuality in a positive, frank and respectful manner.

This innovative exhibition was developed with the help of respected specialists (sexologists, doctors and scientists), teaching specialists, parents and young people of all ages. In the exhibition’s five zones, you will find the answers to over 100 basic questions through 50 interactive games, videos and original multimedia productions.
THE FIVE ZONES AND EXAMPLES OF ACTIVITIES

ZONE 1: MY ORIGINS

My story starts with the meeting of an ovum and a sperm cell. At this precise moment, the genes of my parents combine and I begin to develop. Already, I am unique.

Where does sexuality come from?

A photo mosaic illustrates how sexuality is part of every living thing, from bacteria to bonobos, a species of great ape whose sexual behaviour is surprisingly similar to our own. Trace the origins of sexuality.

Where do I come from?

In a dome simulating the inside of the womb, dazzling computer generated images tell the fascinating story of conception and the development of the embryo and fetus.

Why am I me?

Microscopic-scale photos reveal the process of fertilization and the appearance of the genital organs.
What am I like?

Two photographic frescos document the successive changes in the human body—in all its fragile beauty—through every stage of life, from birth to old age.

What happens to me during puberty?

A sound processor allows you to experience what it’s like when your voice breaks. Nearby, you’ll find a humorous video on the five distressing stages of puberty (hair growth, acne, body odour, etc.).

Am I comfortable with who I am?

Find out whether your perception of yourself matches reality in front of this talking mirror that deforms your appearance.

Who am I really attracted to?

Homosexual and bisexual people relate how they became aware of their sexual orientation.

http://www.genderspectrum.org/child-family/understanding-gender
THE FIVE ZONES AND EXAMPLES OF ACTIVITIES

ZONE 3: ME AND YOU

When I reach puberty, I am seized with a strange energy. This instinct makes me feel desire and fills me with intense emotions and sensations. I am getting ready for a new experience: shared sexual pleasure.

How do you attract someone?

Your challenge: follow the audio instructions of “your” brain—without saying a word and using only non-verbal language (and your natural talents)—to woo one of your fellow visitors.

Why does a caress make me shiver?

With these fun gadgets, discover the biology of a caress, the mechanism of an erection, the role of fantasies and other phenomena related to arousal and sexual pleasure.

How does my body react during sex?

Watch a colourful multimedia presentation on the four phases of sex: excitement, plateau, orgasm and resolution. Once again, the brain sets the stage, but it sometimes gets overtaken by events...

What is sex like for others?

Take a break and listen to people of different ages talk simply and frankly about their experiences.
What’s the best way to protect myself?

Join an unusual social network where the more friends you have, the less protection you have and the higher your risk of contracting an STI. Take part in a funny, but accurate, presentation on how to use a condom, based on a real instruction manual. Find the right contraception method for you.

Can I do whatever I want?

Join other visitors in taking a quiz on your knowledge of the law governing sexual practices.
I wonder what sexuality means for me. Will it be a source of fulfillment or of anxiety, of pleasure or of solitude, of creativity or of boredom? How do I express, experience and share my sexuality? Only I can answer these questions.

For me, sexuality is...

Answer this question in your own words. Your response will be integrated into the exhibition and contribute to a better understanding of this intimate subject, which leaves no one indifferent.

REFERENCE: WEBSITE

Visit these websites for more details on the temporary exhibition

www.scienceworld.ca/sexuality
www.montrealsciencecentre.com
Today’s youth are bombarded with sexual messages. They have access to many sources of information (Internet, TV, magazines, etc.) whose content is often incorrect or inappropriate for their age. Because of their vulnerability to these numerous messages, they are subject to a diverse array of influences that affect their perceptions and representations of sexuality. Since sexuality is at the heart of a person’s sexual identity, relationships with others, and personal development and well-being, it is more important than ever that young people are presented with a positive view of human sexuality. The presentation of *The Science of Sexuality* goes some way toward fulfilling this need by giving teachers a unique opportunity to broach the topic of sex education with their students.

**CANADIAN GUIDELINES FOR SEXUAL HEALTH EDUCATION**

**Goals and Objectives of the Guidelines**

Sexual health is a key aspect of personal health and social welfare that influences individuals across their lifespan. It is thus important that health promotion programs that focus on enhancing positive sexual health outcomes and reducing negative sexual health outcomes are available to all Canadians regardless of their age, race, ethnicity, gender identity, sexual orientation, socioeconomic background, physical/cognitive abilities, religious background or other such characteristics.

When discussing sexual health issues it is important to acknowledge that terms and concepts may have different and sometimes conflicting meanings for diverse individuals and groups.

http://www.sieccan.org
OVERVIEW OF THE HEALTH EDUCATION PLAN
The aim of Health Education is to provide students with the knowledge, skills and attitudes that will assist them in making informed decisions related to their health.

OVERVIEW OF THE GOALS FOR HEALTH EDUCATION
Students will become informed decision makers, able to understand the effects of their choices on themselves and others.
Students will be able to access information and support relevant to health topics.
Students will develop an understanding of their growing personal responsibility for attaining and maintaining their overall health and well-being.

PRESCRIBED LEARNING OUTCOMES
The Prescribed Learning Outcomes for Career and Personal Planning Grades 8–12
Personal Development (Healthy Living)
To encourage students to value and adopt balanced, healthy lifestyles.

It is expected that students will:

Grade 8:
- identify the characteristics of healthy lifestyles
- set personal goals for a healthy lifestyle
- demonstrate a knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases and other communicable diseases
- identify health resources and services in the community

Grade 9:
- analyse lifestyle factors that affect health
- demonstrate an ability to access health-related resources
- demonstrate a knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases and other communicable diseases
Grade 10:
- relate the characteristics of a healthy lifestyle to their ability to maximize personal potential
- evaluate mass media messages related to personal practices and consumer decisions
- evaluate and modify personal goals for a healthy lifestyle
- demonstrate a knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases and other communicable diseases

Grade 11 and 12:
- demonstrate an ability to make informed choices regarding health issues, products and services
- evaluate the effect of lifestyle choices on society and the workplace
- demonstrate a knowledge of key lifestyle practices associated with the prevention of HIV/AIDS, sexually transmitted diseases and other communicable diseases
RESOURCES

https://www.optionsforsexualhealth.org/sexual-health/sexuality
http://www.vch.ca/your_health/health_topics/sexual_health/sexual_health
http://www.cfsh.ca/Your_Sexual_Health/How_to_Talk_about_Sex
http://www.qmunity.ca
http://youthco.org/