

TABLE FOR PLANNING LEARNING IN SEXUALITY EDUCATION — ELEMENTARY SCHOOL

Note: See the document *Possible Connections between the Learning Content of Sexuality Education and the Québec Education Program* for information on how to integrate learning content into the students' timetable.

Learning Content in Elementary 1	WHO? <ul style="list-style-type: none"> Person(s) responsible for the activity Collaboration (applicable) 	WHEN? <ul style="list-style-type: none"> When the activity will be carried out with the students 	HOW? <ul style="list-style-type: none"> Methods for integrating learning content into the students' schedule Materials and tools selected for the activity 	Other useful information or comments related to the planning
IDENTITY, GENDER ROLES AND STEREOTYPES, AND SOCIAL NORMS 1. Give examples of the gender roles associated with girls and boys <ul style="list-style-type: none"> Gender roles associated with girls and boys Roles that could be specifically attributed to one of the sexes Concept of gender stereotyping and ways of dealing with gender stereotypes 2. Become aware of the different ways that femininity and masculinity can be expressed, beyond gender stereotypes <ul style="list-style-type: none"> Observation of how girls and boys express themselves, and of how women and men express themselves Preferences of girls and boys in their activities and interests Respect for differences in choices regarding activities and interests 	<u>Teacher</u>	<u>During regular class time either in ERC or ELA.</u>	<ul style="list-style-type: none"> Reading books with <u>gender roles.</u> Talk about <u>stereotyping.</u> Discuss the <u>message of the stories.</u> <u>What are the authors trying to say about gender stereotypes.</u> How do the authors <u>show how boys and girls are similar.</u> Discuss how <u>girls/women, boys/men express themselves.</u> 	<ul style="list-style-type: none"> Book <u>"Olivia and the Fairy Princesses"</u> Book <u>"Henry Holton Takes the Ice"</u> Book <u>"Morris Micklewhite and the Tangerine Dress"</u> Book <u>"Not All Princesses Dress in Pink"</u>
SEXUAL ASSAULT 1. Recognize situations involving sexual assault and ways of protecting yourself <ul style="list-style-type: none"> Sexual assault Self-protection skills Self-defence skills Reporting an incident 2. Become aware of the feelings that could arise when faced with sexual assault <ul style="list-style-type: none"> Shame, guilt, etc. Confusion about the possibility that someone you know and like or love could sexually assault a child Fear about confiding in an adult 	<u>Teacher</u>	<u>During regular class time either in ERC or ELA.</u>	<ul style="list-style-type: none"> Discuss where your private <u>areas are and that no one is to touch you there. If someone does, tell a trusted adult. Discuss who a trusted adult is.</u> Listen to and discuss <u>"My Body Safety Rules."</u> Listen to and discuss the <u>"My Body ..."</u> song Discuss the <u>proper name of body parts.</u> Discuss <u>self-protection and self-defence.</u> 	<ul style="list-style-type: none"> Song: "My Body is My Body Song: Child Abuse Prevention Program for Child Safety with Songs 2018" https://www.youtube.com/watch?v=IGC0cbB0NAM Video: What if Game? https://www.youtube.com/channel/UCjvBZpu-utdWbqO2-Uyd6Q Video: My Body Safety Rules https://www.youtube.com/watch?v=u03EHVf-7vI