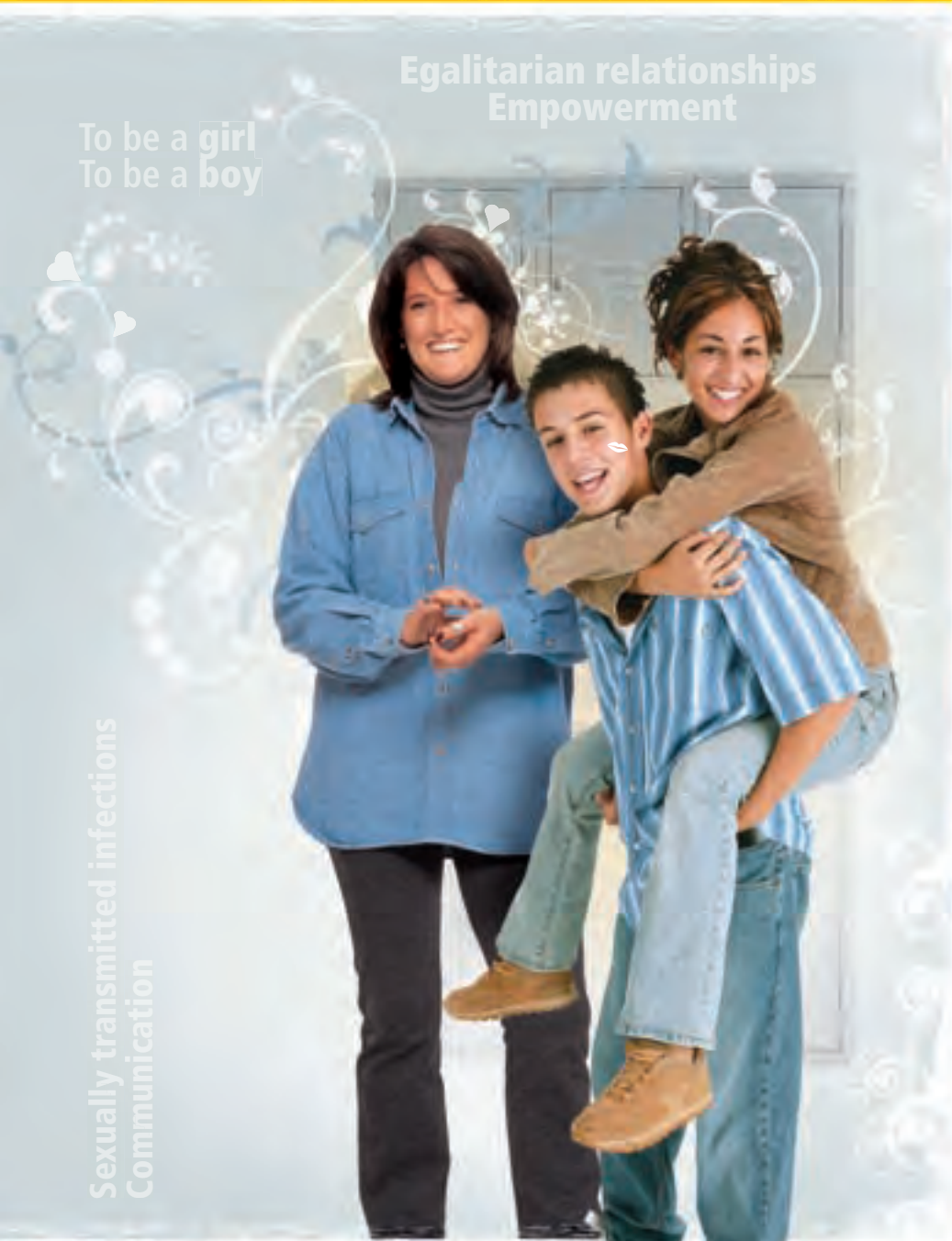
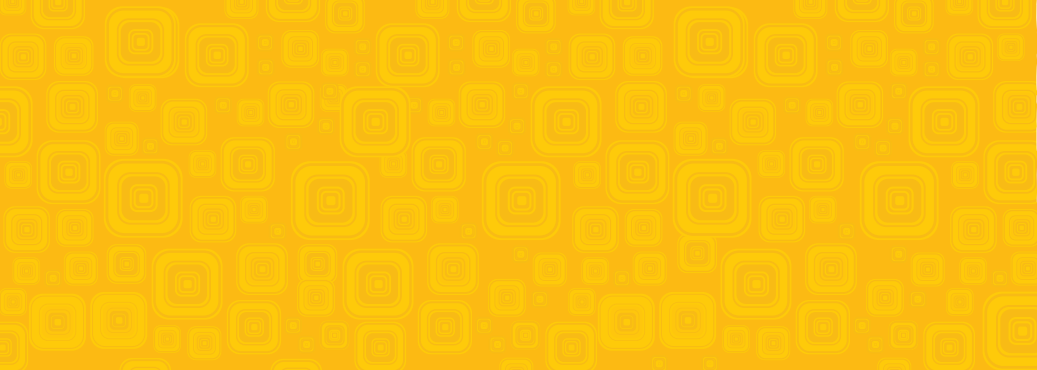




Egalitarian relationships  
Empowerment

To be a girl  
To be a boy

Sexually transmitted infections  
Communication

# Sex Education in Schools: Yes, But How?

Guide for the implementation  
of a process for sex education  
in preschool, elementary  
and secondary school



Québec    



## **Direction générale de la formation des jeunes**

Alain Veilleux, interim director general

## **Coordination des services complémentaires**

Richard Leblanc, coordinator

## **Project coordination**

Sylviane Proulx, education specialist

## **Design**

Marcelle Duquet, consultant

Sylviane Proulx, education specialist

## **Text**

Marcelle Duquet, consultant

## **English translation**

Direction de la production en langue anglaise

Secteur des services à la communauté anglophone

## **We would like to thank the following people for their valuable contributions:**

Diane Arbour, vice-principal, École Le Bois-Vivant, Commission scolaire René-Lévesque

Marie-Andrée Bossé, planning, programming and research officer, Direction de santé publique et d'évaluation de Lanaudière

Gérald Charron, teacher, École du Grand-Fleuve, Commission scolaire des Navigateurs

Réjean Cyr, principal, École Deux-Rivières and École Du Plateau, Commission scolaire René-Lévesque

Marie-Paule Delvaux, director of educational services, Commission scolaire de la Seigneurie-des-Mille-Îles

Suzanne Dolbec, principal, École Filteau–Saint-Mathieu, Commission scolaire des Découvreurs, representative of the Association québécoise du personnel de direction des écoles

Francine Duquet, professor, Département de sexologie, Université du Québec à Montréal (UQAM), trainer for the Ministère de l'Éducation, du Loisir et du Sport (MELS)\*

André Émond, complementary educational services coordinator, Commission scolaire des Patriotes, representative of the Association des cadres scolaires du Québec

Matilde Francœur, lecturer, UQAM and Université de Montréal, trainer for the MELS\*

Isabel Garcia, public health consultant, Direction de santé publique de la Gaspésie et des Îles-de-la-Madeleine

Pierre Larose, *Healthy Schools* Approach, MELS

Caroline Leblanc, educational sexologist, Commission scolaire de la Seigneurie-des-Mille-Îles

Lise Leclerc, education consultant, Commission scolaire des Affluents

Richard Légaré, representative of the Fédération des commissions scolaires du Québec

Madeleine Piché, principal, École Notre-Dame-du-Canada, Commission scolaire de la Capitale, representative of the Fédération québécoise des directions d'établissement d'enseignement

Chantal Rioux, Direction des programmes, MELS

Marie-Anne Risdon, Coordination des services complémentaires, MELS

Annie Tardif, Coordination des services complémentaires, MELS

Véronique Thériault, educational sexologist, Direction de santé publique de la Gaspésie et des Îles-de-la-Madeleine

Louise Therrien, *Healthy Schools* Approach, Ministère de la Santé et des Services sociaux (MSSS)

Marthe Van Neste, Direction des programmes, MELS

Note: The titles given were those assigned to the individuals at the time this document was drafted.

This document is available in PDF format from a secure Web site: [www.mels.gouv.qc.ca/educationsexualite](http://www.mels.gouv.qc.ca/educationsexualite)

© Gouvernement du Québec

Ministère de l'Éducation, du Loisir et du Sport, 2008 (08-00326)

\* These individuals have conducted training sessions on sex education given by the MELS and the Ministère de la Santé et des Services sociaux (MSSS).



# Table of contents

|                                                                                              |           |
|----------------------------------------------------------------------------------------------|-----------|
| <b>INTRODUCTION</b>                                                                          | <b>4</b>  |
| <b>1. THE PREREQUISITES FOR THE IMPLEMENTATION OF A PROCESS FOR SEX EDUCATION IN SCHOOLS</b> | <b>7</b>  |
| 1.1 Be familiar with the policy framework                                                    | 7         |
| 1.2 Mobilize the school team                                                                 | 8         |
| 1.3 Ensure coordination of the process                                                       | 10        |
| <b>2. THE FIVE STEPS IN THE PROCESS</b>                                                      | <b>11</b> |
| 2.1 Establish a profile of the school community                                              | 12        |
| 2.1.1 Needs, strengths, limitations and challenges                                           | 12        |
| 2.1.2 The resources available                                                                | 13        |
| 2.2 Become familiar with sex education topics                                                | 13        |
| 2.3 Plan the activities                                                                      | 14        |
| 2.3.1 Choosing topics and activities                                                         | 14        |
| 2.3.2 Sharing responsibilities                                                               | 15        |
| 2.3.3 Establishing the calendar                                                              | 16        |
| 2.4 Prepare and carry out the educational activities                                         | 16        |
| 2.5 Review the process                                                                       | 17        |
| <b>CONCLUSION</b>                                                                            | <b>18</b> |
| <b>APPENDIXES</b>                                                                            | <b>19</b> |
| Proposed Tools                                                                               | 20        |
| Examples of initiatives carried out in the education system                                  | 57        |
| <b>For more information</b>                                                                  | <b>66</b> |





## Introduction

In 2003, when the document entitled *Sex Education in the Context of Education Reform*<sup>1</sup> was published, the Ministère de l'Éducation (MEQ), in collaboration with the Ministère de la Santé et des Services sociaux (MSSS), outlined its orientations with respect to sex education in the schools.

That initial document, which forms the basis for this guide, was developed in order to help those working in the education system implement this new approach to the issue. With the education reform, all educators need to take into account the cross-curricular competencies and the broad areas of learning, one aspect of which is sex education, even though the concepts related to the reproductive system are covered fully and formally in Science and Technology. The complementary educational services staff is also concerned by this topic. It is a question, in a way, of forming a true educational community around the student.

The aim of this guide is to support the education system in implementing a process for sex education that is consistent with the policy framework. In fact, many schools, although they are convinced of the need to establish such a process, are still searching for concrete means to put it into practice. It was to meet this need that this tool was created.

Developed especially for schools, it concerns all those involved in sex education in the education system, i.e. administrators, teachers, professionals, support staff, members of governing boards and other educators, including parents (who are the persons primarily responsible for their children's education), the partners in the health and social services network, as well as resources in the community.

Although it is designed for the schools, the natural anchor points of the proposed approach, this guide can also be used by school boards to support their schools in the area of sex education or to develop their complementary educational services programs. Involvement in this regard is crucial to the success of the process.

The guide could also be used by public health departments, health and social services centres (CSSS), community organizations and any partner who wishes to contribute to the sex education of young people in the schools and collaborate in the renewal of practices in the context of the education reform.

1. Québec, Ministère de l'Éducation. *Sex Education in the Context of Education Reform* (Québec: Gouvernement du Québec, 2003). <http://www.mels.gouv.qc.ca/dgfj/csc/promotion/habitudes.html>.

Moreover, in 2003, the health and social services network and the education network signed a complementarity services agreement.<sup>2</sup> Under this agreement and in keeping with the recommendations of international experts, including the World Health Organization, the two networks agreed to adopt a comprehensive, concerted approach to promotion and prevention. Known as the *Healthy Schools* approach,<sup>3</sup> this approach is aimed at supporting the development of a comprehensive vision of young people's needs and at guiding the education system in order to increase the effectiveness of health promotion and prevention activities. Thus, the schools that implement this approach, which itself is linked to the success plan of the school, have an interest in making their process for sex education part of the *Healthy Schools* approach.

### A guide<sup>4</sup>... that is essentially practical

Designed as a practical document, this guide presents the prerequisites for developing a process for sex education in the school system, i.e. knowledge of the policy framework on sex education and awareness of the importance of taking action and of coordinating such an approach.

The guide then proposes a process comprising five clearly defined steps:

- Establish a profile of the school community
- Become familiar with sex education topics
- Plan the activities
- Prepare and carry out the educational activities
- Review the process



For each of these steps, one or more tools have been designed to facilitate the implementation of the process. Throughout the text, they are identified by visual symbols in the margins. These different tools are all listed at the end of the document in the appendixes, in order to make it easier to consult and use them.

The appendixes also include four examples of initiatives carried out in different schools in Québec. They illustrate how schools and school boards, public health departments and health and social services centres have mobilized to support and guide the school community in carrying out this particularly challenging mandate. The initiatives presented illustrate, among other things, that there are various ways of approaching the implementation of a process for sex education.

Finally, the section "For more information" presents references from various documents and Web sites that may be useful in carrying out this process.

References and quotations are also provided throughout the text to highlight important aspects of sex education or to make connections with the reference documents and the reality experienced by the various actors in the field.

The table on the following page summarizes the proposed approach.

2. Québec, Ministère de l'Éducation. *Two networks, one objective: The development of youth. Agreement for the complementarity of services between the health and social services network and the education network*, 2003. <http://www.mels.gouv.qc.ca/lancement/ententeMEQ-MSSS>.

3. Québec, Ministère de l'Éducation, du Loisir et du Sport. *Healthy Schools: Guide for the education community and its partners – For the educational success, health and well-being of young people*, 2005. <http://www.mels.gouv.qc.ca/DGFI/csc/promotion/ecoleensante.html>.

4. The MELS also published, in 2005, the *Guide to Promote Reflection on Sexuality in the Adult Education Sector*, <http://www.mels.gouv.qc.ca/dfga/disciplines/devpersetsocial/pdf/41-2002-A.pdf>. This document provided inspiration for the development of the present guide.



## A process for sex education

| Prerequisites to the process                 | Proposed tools                                                                                                                                       |
|----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Become familiar with the policy framework | <ul style="list-style-type: none"> <li>Summary table of the document <i>Sex Education in the Context of Education Reform</i> (Appendix 1)</li> </ul> |
| 2. Mobilize the school team                  | <ul style="list-style-type: none"> <li>Activity to mobilize the school team (Appendix 2)</li> </ul>                                                  |
| 3. Ensure coordination of the process        |                                                                                                                                                      |

| Steps in the process                                                                                                                                                                                                                                 | Proposed tools                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Establish a profile of the school community <ol style="list-style-type: none"> <li>Needs, strengths, limitations and challenges</li> <li>The resources available</li> </ol>                                                                       | <ul style="list-style-type: none"> <li>Questionnaire to establish a profile of the situation (Appendix 3)</li> <li>Resource inventory checklist (Appendix 4)</li> </ul>                                                                                                                            |
| 2. Become familiar with sex education topics                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Possible topics for preschool and elementary school (Appendix 5)</li> <li>Possible topics for secondary school (Appendix 6)</li> <li>Student Survey (Appendix 7)</li> </ul>                                                                                 |
| 3. Plan the activities <ol style="list-style-type: none"> <li>The choice of topics and activities, as well as the setting of priorities</li> <li>The sharing of responsibilities among the different actors</li> <li>The planned calendar</li> </ol> | <ul style="list-style-type: none"> <li>Example of how to plan activities:               <ul style="list-style-type: none"> <li>for preschool and elementary school (Appendix 8-A)</li> <li>for secondary school (Appendix 8-B)</li> </ul> </li> <li>Sample planning form (Appendix 8-C)</li> </ul> |
| 4. Prepare and carry out the educational activities                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Example of an educational activity (Appendix 9-A)</li> <li>Example of a procedure (Appendix 9-B)</li> <li>Sample educational activity form (Appendix 9-C)</li> <li>Evaluation questionnaire for students (Appendix 10)</li> </ul>                           |
| 5. Review the process                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Review checklist (Appendix 11)</li> </ul>                                                                                                                                                                                                                   |

# The prerequisites for the implementation of a process for sex education in schools



## 1.1 Be familiar with the policy framework

The document *Sex Education in the Context of Education Reform*, published by the MEQ and the MSSS, describes the policies regarding sex education. It is the basic reference for the present guide. In the text below, we will refer to it as the “reference document.”

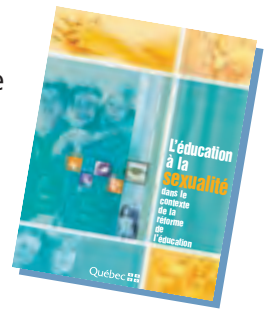
The process for sex education proposed here is based on the Québec Education Program and the reference framework for complementary educational services.

In fact, sex education is anchored very specifically in the broad area of learning *Health and Well-Being* of the Québec Education Program (QEP). It is particularly related to the three aims of the QEP: the construction of world-view, the construction of identity, and empowerment. In addition, certain subject areas, for example, Science and Technology, deal with various concepts that are related to sexuality.

Similarly, the complementary educational services programs established by the school board call on all the stakeholders in the education system to offer students, among other things, support services and promotion and prevention services.

One step is therefore required before attempting to implement the proposed process, and that is becoming familiar with the reference document. In addition to specifying the different anchor points of the education reform that were mentioned previously, it demonstrates the need to take action, and presents an overview of sex education topics. It contains information and several useful examples for anyone involved in implementing a process for sex education.

In order to make it as easy as possible to become familiar with the reference document, a summary table of its contents is presented in Appendix 1.



“It goes without saying that sexuality is not limited to sexual practices and genital functions, but revolves around emotions and relationships.”

(Reference document, p. 9)



**"The school must ensure students have access to the information they need to make informed decisions on health, safety and sexuality."**

(MELS, *Québec Education Program, Secondary Cycle Two*, 2007, c. 2, p. 5,  
[http://www.mels.gouv.qc.ca/sections/programmeFormation/secondaire2/index\\_en.asp](http://www.mels.gouv.qc.ca/sections/programmeFormation/secondaire2/index_en.asp))



**"(The program of promotion and prevention of complementary educational services will put in place measures that will provide) opportunities for students to make choices concerning their health and well-being and should encourage their participation in activities to raise awareness of various problems so that they can explore new avenues and protect themselves against risks and potential abuse."**

(MEQ, *Complementary Educational Services: Essential to Success – In brief*, 2002, p. 3,  
<http://www.mels.gouv.qc.ca/DGFJ/csc/general/complementaires/complementaires.html>)

## 1.2 Mobilize the school team



**"In summary, sex education serves as a path toward personal growth for students, provided that it is carried out with conviction, intelligence and sensitivity by all those participating in the process."**

(Reference document, p. 36)

First of all, it is necessary to reflect on students' needs in the area of sex education and on the responsibility of every person concerned. The greatest danger is to assume that others are responsible for it and, therefore, to do nothing. It is therefore important to reflect on the issue so that all stakeholders feel personally concerned. After that, the rest of the process becomes clearer, and the constraints most often cited for not acting seem less important.



**"It is within the family that children become aware of male and female sex roles and family values related to sexuality (respect, love, equality, protection, etc.). [...] The school also plays a leading role in sexuality education by allowing adolescents [as well as younger children] to discuss different aspects with each other and with professionals, while respecting varied levels of development."**

(MSSS, *Transformations, Butterflies, Passions... and All Sorts of Questions. Parents' guide for discussing sexuality with their teens.*, 2007, p. 6,  
<http://publications.msss.gouv.qc.ca/acrobat/f/documentation/2008/08-307-01A.pdf>)



**"Presently, one of the particularities of our society is probably the large amount of information available about sex, and images of a sexual nature that we see every day. Advertising, magazines, television shows, films and the Internet all expose us to increasingly sexualized and explicit images and comments. Our adolescents, both boys and girls, are as aware as we are of the importance currently given to sexuality."**

(MSSS, *Transformations, Butterflies, Passions... and All Sorts of Questions. Parents' guide for discussing sexuality with their teens*, 2007, p. 7,  
<http://publications.msss.gouv.qc.ca/acrobat/f/documentation/2008/08-307-01A.pdf>)

For those who might wonder about the need to provide sex education, it could be useful to recall that children are simply asking questions about birth, their changing bodies, fashion, etc. Other older students may be wondering about relationships between boys and girls, about romantic relationships, the first kiss, the first sexual experiences, etc.

In addition to these very legitimate questions, students are also faced with new realities. Here are a few "snapshots" of the situation experienced by some young people in Québec.



- According to Statistics Canada, 21% of 14- or 15-year-old Québec girls have already had sexual intercourse, compared to 16% for boys.

(Statistics Canada, *Early Sexual Intercourse*, May 2005)

- One in three adolescent girls has already experienced psychological violence in her romantic relationships.

(Québec, *The Quebec Health and Social Survey*, 2002)

- "Non-condom use among sexually active 15 to 24 year olds who were single and/or had sex with more than one partner in the past year in Québec was 44%, compared to 38% nationally."

(Canadian Federation for Sexual Health, *Sexual Health in Canada: Baseline 2007*, p. 96)

- "The greatest proportion of pregnant adolescents who had an abortion in Canada [in 2003] was ... reported in Québec."

(Canadian Federation for Sexual Health, *Sexual Health in Canada: Baseline 2007*, p. 96)

- "In Québec, teenage mothers give birth to approximately 600 children on average every year."

(Institut national de santé publique et ministère de la Santé et des Services sociaux du Québec in collaboration with the Institut de la statistique du Québec, *Portrait de santé du Québec et de ses régions 2006 : les analyses – Deuxième rapport national sur l'état de santé de la population du Québec*, 2006, p. 87 [free translation])

- "Threesomes, bisexuality and anal sex are now things asked about in calls to the telephone listening service Tel-Jeunes (in addition to more traditional questions about penis length or pain during first sexual intercourse). According to Linda Primeau, clinical supervisor at Tel-Jeunes, 'since young people are in a way educating themselves about sexuality through Internet pornography, they think that they are obliged to imitate the things they see.'"

(Remarks reported by Marie-Andrée Chouinard, "AdoSexo-Porno.com," *Le Devoir*, 18 April 2005 [free translation])

- At Tel-Jeunes, one out of two questions is about sexuality and romantic relationships.

- A 15-year-old girl records a video in which she undresses in front of a camera and touches herself to please a guy she's interested in, but whom she has never spoken to. She gives him the video (through a friend) and he decides to pass it around on the Internet to his "buddies." Very soon, the images are circulating through the whole school.

(Incident reported by Francine Duquet at a panel organized by the Fédération du Québec pour le planning des naissances, May 21, 2004, on the theme *Media, pornography and sexuality*)

- "In 1994, the Commission des droits de la personne stated in its report, *From Illegality to Equality*, that belonging to a sexual minority could lead to major crises, ranging from loss of self-esteem, to dropping out of school and even suicide."

(Commission des droits de la personne et des droits de la jeunesse, *De l'égalité juridique à l'égalité sociale – Vers une stratégie nationale de lutte contre l'homophobie [From legal equality to social equality: toward a national strategy to fight against homophobia]*, 2007, p. 39 [free translation])

- "In a secondary school, the boys were making bets on the colour of a teacher's thong. The principal had to intervene."

(Incident reported by Francine Duquet, professor, Département de sexologie, UQAM [free translation])

Whether they are asking questions that seem innocuous, even naive, or going through crisis situations (e.g. unplanned pregnancy, sexual assault, homophobic violence), all children and all adolescents should have the benefit of quality sex education that is in keeping with and respectful of their level of development.



There are many ways to increase awareness of the individual and collective responsibilities among education stakeholders. One way is to use a resource person to mobilize the various people concerned, in order to better meet students' needs in the area of sex education. Sometimes a recurrent problem or an unfortunate event will call into question a school's usual practices. In any case, an activity suitable for everyone is proposed in Appendix 2 to support reflection by the school team. Several discussion topics are suggested.<sup>5</sup>

### 1.3 Ensure coordination of the process

Because it is so important, coordination in such a process requires particular attention. In fact, both the development and the implementation of a process for sex education require a concerted, coordinated effort, as well as a concern for continuity. The need for coordination applies to the entire process, in order to motivate the group and keep it motivated, recognize what has already been done, provide adequate support and guidance to the team and ensure that actions are consistent. It also applies to the organization and carrying out of each educational activity. It is therefore necessary to designate one or more individuals to play this key role.

Every institution will find the formula that suits it best. In certain cases, coordination could be taken on by one person (member of the school administration, school leader mandated by the administration, person with competencies in the subject or a specific interest in it)<sup>6</sup> or by teams, already constituted or not (team responsible for the educational project and the success plan or *Healthy Schools* approach, health-education tandem, etc.). These people should be provided with conditions to facilitate their task: clear mandate, taking into account the workload or annual planning, support, etc.

In addition to the coordination required to ensure the consistency of actions as part of the process for sex education, it is also essential to establish links with other actions and the various concerns taken into account in the school. The school's success plan, along with the *Healthy Schools* approach, is a key tool in this effort.



#### **Maintain a global vision of the needs and opt for integrated services:**

**The school should be vigilant to avoid fragmentation. "Integrated services are services that are part of a coherent, coordinated, harmonious system with shared objectives that everyone works collaboratively to attain."**

(MEQ, *Complementary Educational Services: Essential to Success*, 2002, p. 23, <http://www.mels.gouv.qc.ca/dgfi/csc/general/complementaires/complementaires.html>)

5. Certain schools will find it easier to mobilize their team around painting a portrait of the situation, which is proposed as the first step in the process (see Appendix 3).
6. One or more leaders, who are prepared to invest themselves in such a process, could be identified from the beginning or come to the fore in the course of the activity proposed to mobilize the school team.

## The five steps in the process



Once the need to provide students with quality sex education has been established, the implementation of such a process does not happen on its own. To help educators take on this responsibility, it is best to proceed systematically. A five-step process is proposed here:

- Establish a profile of the school community
- Become familiar with sex education topics
- Plan the activities
- Prepare and carry out the educational activities
- Review the process

The fact remains, however, that the process and tools will need to be adapted to the institution for which they are intended and to the people concerned. For example, a school may already have drawn up a profile of its current situation (first step in the process) while developing its educational project and success plan or implementing the *Healthy Schools* approach. In addition, depending on the context and the needs of the school, the process for sex education place could vary considerably. A realistic, pragmatic approach that focuses on the needs of the school and its population will have better chances of succeeding. The school should keep in mind all issues related to young people's sexuality.



**"Although all the broad areas are socially relevant and should therefore be included in the school's educational project, some correspond more to problems a school actually faces or to its specific orientations [...]. The relative importance accorded to each broad area and the various ways in which they are addressed may thus vary from one institution to another. However, school administrations must ensure that all the broad areas are genuinely part of school life. Collective planning is thus needed to ensure the coordination and consistency of individual actions."**

(MELS, *Québec Education Program, Secondary Cycle Two*, 2007, chapter 2, p. 3,  
[http://www.mels.gouv.qc.ca/sections/programmeFormation/seconaire2/index\\_en.asp](http://www.mels.gouv.qc.ca/sections/programmeFormation/seconaire2/index_en.asp))

## 2.1 Establish a profile of the school community

This step should make it possible to develop a clear portrait of the school and its resources. This is a golden opportunity to raise awareness about the specific characteristics of the school community, its character, what it has accomplished in matters of sex education and the challenges it faces.

### 2.1.1 Needs, strengths, limitations and challenges

At the outset, it is important to ask questions about various factors.

- a) **Needs:** those that the stakeholders in the school community perceive through what is said by students (in the classroom, in the schoolyard, during extracurricular activities or on the school bus), by parents or organizations in the community, and even through the media and the Internet.
- b) **Strengths:** on which the stakeholders can base their actions. Which mandates are they respectively responsible for? What contribution is each person prepared to make as an individual and as a member of a group? What has already been acquired? What links can be established with the services offered in the school?
- c) **Limitations:** those that can interfere with fulfilling the mandate to provide sex education. What are the conditions, fears and apprehensions that could hinder the school's actions?
- d) **Challenges:** those that are faced either individually or collectively. What kind of support and guidance is required?

It is important to reflect on the way school stakeholders view the scope of their action in sex education. How able is each individual, and how far is the entire team, prepared to go, given its strengths and limitations, and also the responsibilities of those involved in the process? The governing board and parents, as well as organizations in the community could contribute to this reflection on the sharing of responsibilities.

Before undertaking such a process, it is essential for a school to analyze and take a cold look at its situation, strengths and limitations. If they pay attention to the forces in play, the stakeholders will realize that they are not starting from square one; there are no doubt already many actions being carried out in the school. Moreover, the concept of "limitations" is far from being a negative factor. On the contrary, this invitation to consider one's limitations, both individual and as a group, is in a way an incentive to overcome them, rather than be hindered by them. It is an opportunity to acquire new resources, to seek out support and to meet challenges.



The questionnaire presented in Appendix 3 will help schools establish a profile of their current situation. Each school is encouraged to adapt it to its own needs. It could, for instance, be integrated into the process of reviewing the school's educational project and success plan, or be used with the situational analysis proposed by the *Healthy Schools* approach.

This questionnaire is intended for teachers, subject specialists, professionals, nurses, social workers, members of the support staff, in short, all the people associated with the students and who witness their sex-related words and actions, situations that require reflection or intervention, whether these involve children in elementary school or adolescents in secondary school.

### 2.1.2 The resources available

The portrait of the school's strengths makes it possible to identify resources, actions and mechanisms already in place. It is important to recognize one's own resources, as individuals and as a school team, and make use of them. It is essential above all not to neglect one's own potential; we are sometimes better equipped than we think, even with respect to sex education. Likewise, the resources of the community need to be taken into account. Once existing resources have been identified, then other available resources can be sought.



Appendix 4 contains a checklist designed to help inventory these resources, both those already in place and other potential resources. It covers the school network, the health and social services network, and the community network. This sample inventory is not exhaustive and will need to be adapted to the situation in each school.



#### Sex education, a concern shared with the health and social services network

According to the Québec public health program – updated in 2008 – the following activities may be organized for young people:

Support for the organization of consultation services in the area of sexual health, adapted to adolescents and young adults (youth clinic model), to promote family planning and combined with sex education activities

Planning and implementation of activities to promote health and well-being, as well as prevention actions in the education system in accordance with the *Healthy Schools* approach, in partnership with the Ministère de l'Éducation, du Loisir et du Sport and its network

(MSSS, *Programme national de santé publique 2003–2012 - Mise à jour 2008*, 2008, p.44, <http://publications.msss.gouv.qc.ca/acrobat/f/documentation/2008/08-216-01.pdf>)

## 2.2 Become familiar with sex education topics

An overview has made it possible to better understand one's school, its needs, strengths, limitations and challenges, and to target available resources. Before taking action, however, it is important to know what the activity will be about, hence the need to examine sex education topics.



"In any sex education measure it is important to consider the age, stage of development and social and cultural references of young people in order to avoid burdening them with concerns that they do not yet have, or at the other extreme, treating them with condescension inappropriate to their level of maturity."

(Reference document, p. 26)

The reference document *Sex Education in the Context of Education Reform* will be used to examine sex education topics. Pages 32 to 36 of this document list the various possible topics, divided into three age categories corresponding to pre-school education, elementary school and secondary school.



Appendixes 5 and 6 of this guide contain two separate tables listing these same sex education topics for preschool and elementary school education (Appendix 5), and for secondary school (Appendix 6). In addition to the benefit of providing an overview, these tables will likely be very useful for planning activities and, in particular, for choosing among the different possible topics, taking into account students' needs and available resources.



Another tool is proposed at this stage. It is a sample survey (see Appendix 7), which could be conducted among students. Indeed, why not ask those primarily concerned what subjects they would like to hear and talk about? Beyond the information that can be gathered this way, this survey is an excellent opportunity to inform students about the process that is being initiated in the school and to get them concretely involved.

The proposed survey is intended for students in Elementary Cycle Three. It could be adapted for Secondary Cycles One and Two;<sup>7</sup> however, it may be inappropriate for younger students. The choice of topics for these younger students could be based on everyday situations, exchanges with students and proposals contained in the reference document.

In addition, various tools designed in the context of the *Healthy Schools* approach (situation analysis support tool, reflective questioning sheets, etc.) could help the team narrow down its choices.

## 2.3 Plan the activities

Now it is time for action. This involves planning activities and establishing a realistic schedule.

Planning consists of three interrelated sub-steps:

- 1) choosing topics and activities
- 2) sharing responsibilities<sup>8</sup>
- 3) establishing the schedule

### 2.3.1 Choosing topics and activities



Although the two tables presented in Appendixes 5 and 6 form the basis for the choice of topics and activities, it is important above all to start with the school's needs. Indeed, a situation of particular concern in the school should be given priority.

Concern for consistency should also govern the choice of topics and educational activities. It is important to offer students activities that correspond to their needs, to ensure progress in information and education, and to avoid duplication. Hence the importance of basing the process for sex education on a comprehensive, concerted approach.

This choice should therefore take into account, as much as possible, topics that are considered priorities by the school stakeholders, suggestions made by students, characteristics of their development and the availability of resources. Indeed, in a process for sex education, everything is not interchangeable: an activity intended for one age group may not suit another. Similarly, a particular measure could be very appropriate at a specific time in the process, but not necessarily at another. Progress in information and education needs to be respected.

Appendix III of the reference document (pp. 42-55) provides several examples of activities for each of the sex education topics presented.

7. In secondary school in particular, the student council could be asked to contribute to this stage.

8. Establishing an inventory of resources (Appendix 4) will have already made it possible to target individuals or organizations who can help the team plan activities.



An approach that incorporates various multidisciplinary activities around a single topic makes it possible to maximize the effectiveness of the action. It is important to keep in mind the many opportunities to take action, both inside and outside the classroom. For example, in addition to learning situations carried out in the classroom, schools offer all kinds of possibilities for action: during extracurricular activities; during interactions in locker rooms and the schoolyard; through the development and application of the school's code of conduct; during promotion and prevention, and school life activities organized by complementary educational services; etc. These activities involve teachers, complementary educational services staff, health and social services centre staff, and the staff of community organizations working with the schools.

When outside resources are required, the availability of these resources could influence the choice of activities.



**"We can't assume the mission is accomplished after only one limited discussion on sexuality."**

(Reference document, p. 11)

### 2.3.2 Sharing responsibilities

Just as responsibilities must be shared among those in charge of coordinating the process, so must responsibilities be shared among all those involved in the process. Sharing responsibilities means being motivated and taking responsibility. The success of the process depends on these two factors. Indeed, once it has been acknowledged and accepted that the implementation of a process for sex education is a team effort, it must be recognized that each stakeholder will have to contribute to the process in his or her own way. It is important to remember that all school stakeholders are involved, although some contexts such as Science and Technology or Personal Development may, by their very nature, lend themselves to making specific contributions to various aspects of sex education.

In any case, it is important to determine the responsibility of each of the persons concerned when planning activities. Certain leaders who are prepared to commit to such a process will be able to play a more active role from the start and create a ripple effect among their colleagues.



**"In pursuing the underlying educational aims of the broad areas of learning, school personnel have to be personally engaged, plan activities appropriately and be aware of their role as models of values and attitudes."**

(MELS, *Québec Education Program, Secondary Cycle Two*, 2007, chapter 2, p.3,  
[http://www.mels.gouv.qc.ca/sections/programmeFormation/secondaire2/medias/en/2\\_QEP\\_Chap02.pdf](http://www.mels.gouv.qc.ca/sections/programmeFormation/secondaire2/medias/en/2_QEP_Chap02.pdf))



**"Given the complexity of some students' problems and the similar complexity of the solutions required, the school must open itself up to the groups and institutions of its community. Concerted action by the personnel or members of these groups and institutions and harmonization of their actions is essential for the welfare of the children and adolescents involved. The school is no longer alone in fulfilling its mission."**

(MEQ, *Complementary Educational Services: Essential to Success*, 2002, p.24,  
<http://www.mels.gouv.qc.ca/DGFI/csc/general/complementaires/complementaires.html>)

### 2.3.3 Establishing the calendar

The importance of a calendar is obvious considering the need to situate in time the topics and activities organized by various collaborators for various target groups.

Annual planning will make it easier to mobilize resources, ensure better coordination and make it possible to better anchor the process, through the school's success plan, for example. However, to ensure the viability of the process over the years, the school will need to see to it that actions are carried out consistently from one year to the next.



The examples of activity planning provided in Appendixes 8-A and 8-B include all of the elements mentioned above as well as the following essential factors: topics and aims, educational activity, context, schedule, target group, responsibility, support or collaboration and comments regarding evaluation.

An example of how to plan a sex education activity in preschool and elementary school is presented in Appendix 8-A, and in secondary school in Appendix 8-B. A sample planning form is available in Appendix 8-C.

## 2.4 Prepare and carry out the educational activities

Once the planning has been done and the main responsibilities have been determined, the links between the selected educational activities and the various subject area competencies or certain objectives of the complementary educational services programs still need to be established. This step is prerequisite to the actual activities, which are at the core of the process and include learning and evaluation situations carried out in the classroom by the teachers, individual or group activities led jointly with specialized complementary educational services personnel or with partners from the community, projects carried out cooperatively with members of the cycle team, etc.



An example of an educational activity is provided in Appendix 9-A. It illustrates the links between various components of the activity and certain elements in the education program and the complementary educational services programs. The example includes the planned activities and tasks, the target concepts, the dates selected, those responsible and the needs in terms of human, material and financial resources. An example of a procedure (see Appendix 9-B) and a sample educational activity form (see Appendix 9-C) are also presented.

In spite of the best possible planning, group management challenges may arise, whatever the nature of the activities being carried out. Group management, maintaining the interest and participation of students, the capacity to react to unforeseen circumstances are only a few aspects of the task to be accomplished. Appendix I of the reference document (pp. 39-40) suggests ten ground rules aimed at facilitating the management of sex education activities and the creation of a climate of trust among the students.

Also included in this document is an evaluation questionnaire that students may answer following an activity (Appendix 10). Like the section on evaluation on the educational activity sheet, this last tool will obviously be useful for the next step in the process, i.e. review.

## 2.5 Review the process

At the end of the process, it is necessary to set aside time to take a critical look at the process that has been carried out and adjust the action. The aim should be practical and concern the continuation and improvement of the process. Also, during the evaluation, it is important to keep in mind various questions, such as:

- What elements were brought into play during the process?
- What are the strengths, weaknesses and level of satisfaction of the various stakeholders (i.e. students, school staff, parents and partners in the community)? What is the impact of the actions undertaken?
- What are the results obtained: increased awareness and responsibility among students, school climate, rules of conduct, comfort and involvement of the various stakeholders concerned, etc.?
- What elements should be retained, improved, eliminated or added in order to continue the process in the coming year?

Although all the educators concerned by the process should participate in this evaluation, the prime responsibility belongs to the main actors: members of the administration and those responsible for coordination and the main activities.

A checklist designed for the review of the process is suggested in Appendix 11.



The evaluation elements already mentioned in the activity planning table (Appendix 8-C) or in the evaluation of educational activity (Appendix 9-C) will obviously form the basis for this assessment. Similarly, the student evaluation questionnaire (Appendix 10) will be taken into account.

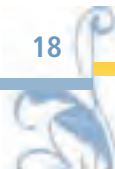
This type of assessment will make it possible to better evaluate the impact of the actions chosen. It will also help guide the process, so that sex education will be taken into consideration, year after year, in order to better contribute to the development of the students.

## Conclusion



The objective of this guide is to help schools and their partners initiate or continue a process of reflection and action so that sex education can become an integral part of their educational activities and contribute to the success of young people.

In this way, schools will be able to offer students opportunities for reflection and much-needed guidelines in the area of sexuality. The students will gain a better understanding of sexuality and learn to be more responsible by adopting healthy sexual attitudes and behaviours. This is of key importance.



# Appendixes



## PROPOSED TOOLS

|                     |                                                                                             |    |
|---------------------|---------------------------------------------------------------------------------------------|----|
| <b>Appendix 1:</b>  | Summary table of the document <i>Sex Education in the Context of Education Reform</i> ..... | 20 |
| <b>Appendix 2:</b>  | <u>Activity to mobilize the school team</u> .....                                           | 22 |
| <b>Appendix 3:</b>  | <u>Questionnaire to establish a profile of the situation</u> .....                          | 25 |
| <b>Appendix 4:</b>  | <u>Resource inventory checklist</u> .....                                                   | 32 |
| <b>Appendix 5:</b>  | Possible sex education topics for preschool and elementary school .....                     | 34 |
| <b>Appendix 6:</b>  | Possible sex education topics for secondary school .....                                    | 36 |
| <b>Appendix 7:</b>  | <u>Survey for students in Elementary Cycle Three</u> .....                                  | 38 |
| <b>Appendix 8:</b>  | A) Example of how to plan a sex education activity in preschool and elementary school. .... | 40 |
|                     | B) Example of how to plan a sex education activity in secondary school .....                | 42 |
|                     | C) <u>Sample planning form</u> .....                                                        | 44 |
| <b>Appendix 9:</b>  | A) Example of an educational activity .....                                                 | 45 |
|                     | B) Example of a procedure .....                                                             | 48 |
|                     | C) <u>Sample educational activity form</u> . ....                                           | 50 |
| <b>Appendix 10:</b> | <u>Evaluation questionnaire for students</u> .....                                          | 54 |
| <b>Appendix 11:</b> | <u>Process review checklist</u> . ....                                                      | 55 |

*\*Underscored appendixes include a link to a PDF file. Some of these PDF files are interactive.*

## EXAMPLES OF INITIATIVES CARRIED OUT IN THE EDUCATION SYSTEM

|                     |                                            |    |
|---------------------|--------------------------------------------|----|
| <b>Appendix 12:</b> | An example in two schools .....            | 57 |
| <b>Appendix 13:</b> | An example in a school board .....         | 59 |
| <b>Appendix 14:</b> | An example of local collaboration .....    | 62 |
| <b>Appendix 15:</b> | An example of regional collaboration ..... | 64 |

# Appendix 1

## Summary table of the document *Sex Education in the Context of Education Reform*

|                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Why a document on sex education now, and for whom? (p. 5)                                          | <ul style="list-style-type: none"> <li>To support school staff in its sex education mandate, particularly in the context of the education reform and the elimination of the <i>Personal and Social Development</i> program</li> </ul>                                                                                                                                                                                                                                                                          |
| <b>Chapter 1</b><br>The importance and necessity of sex education (pp. 6-7)                        | <ul style="list-style-type: none"> <li>Sexuality and the central role it plays in interpersonal relationships, self-fulfillment and well-being</li> <li>The abundance of sexual messages aimed at young people</li> <li>The importance of the family environment and its sometimes limited role</li> <li>Educators and their influence on children's lives</li> <li>The responsibility of educators to create learning situations</li> </ul>                                                                   |
| <b>Chapter 2</b><br>How to define sexuality and sex education? (pp. 8-11)                          | <ul style="list-style-type: none"> <li>Sexuality: more than just sexual practices and genital functions</li> <li>The importance of emotions and relationships in human sexuality</li> <li>Prevention, transmission of knowledge, and the exploration of interpersonal skills</li> <li>The sexual knowledge of young people versus their ability to understand and manage certain aspects of life</li> <li>The quantity of information provided as well as the quality of the educational attitude</li> </ul>   |
| <b>Chapter 3</b><br>Fears concerning the sex education mandate (pp. 12-16)                         | <ul style="list-style-type: none"> <li>The fear of saying too much</li> <li>The feeling of lacking strategies and ways of handling situations</li> <li>The fear of dealing with delicate or controversial subjects</li> <li>The fear of displaying ignorance</li> <li>The need for ground rules (see Appendix I)</li> <li>Examples of questions asked by children and adolescents</li> </ul>                                                                                                                   |
| <b>Chapter 4</b><br>Anchor points for sex education in the context of education reform (pp. 17-25) | <ul style="list-style-type: none"> <li>The <i>Education Act</i></li> <li>Complementary educational services</li> <li>Québec Education Program</li> <li>Sex education, a responsibility assumed by all members of the school team</li> <li>Sex education for students, a responsibility shared by the school and the community</li> <li>Examples of processes for sex education based on collaboration among all stakeholders (one example from elementary school and another from secondary school)</li> </ul> |



|                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Chapter 5</b><br>Significant features in child and adolescent development relevant to sex education measures (p. 26) | <ul style="list-style-type: none"> <li>• Summary of the psychosexual development of young people</li> <li>• The importance of considering the age, stage of development and social and cultural references of young people in any sex education measure</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Chapter 6</b><br>The nature of sex education activities (pp. 27-30)                                                  | <ul style="list-style-type: none"> <li>• Possible topics,<sup>9</sup> according to age groups (preschool, and elementary and secondary school)               <ul style="list-style-type: none"> <li>- Human body: male and female</li> <li>- The scope of human sexuality</li> <li>- Roles, sexual stereotypes and social norms</li> <li>- Puberty and body image</li> <li>- Human sexual growth and body image</li> <li>- Sexual exploitation</li> <li>- Emotional and romantic relationships</li> <li>- Sexual awakening</li> <li>- Sexual violence</li> <li>- Sexual health</li> <li>- Sexual health and the expression of human sexuality</li> </ul> </li> </ul> |
| <b>Chapter 7</b><br>The stakeholders in sex education (pp. 31-36)                                                       | <ul style="list-style-type: none"> <li>• Sex education, a responsibility shared by all adults who work with children and adolescents</li> <li>• The importance of working together as a team (administration and staff)</li> <li>• Students, the principal stakeholders</li> <li>• Parents, the first ones responsible for sex education</li> <li>• Teaching personnel, professionals and support staff in the education sector and in the health and social services sector</li> </ul>                                                                                                                                                                              |
| <b>Conclusion</b><br>(pp. 37-38)                                                                                        | <ul style="list-style-type: none"> <li>• The challenge of sex education: to enable young people to engage in accurate, critical and sensitive reflection on sexuality and its expression</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Appendix I</b><br>Ten ground rules<br>(p. 39-40)                                                                     | <ul style="list-style-type: none"> <li>• Ground rules useful for teachers involved in a process for sex education (in response to the fears mentioned in chapter 3)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Appendix II</b><br>Québec Education Program<br>(p. 41)                                                               | <ul style="list-style-type: none"> <li>• Summary table of the Québec Education Program: Preschool Education and Elementary Education</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Appendix III</b><br>Examples of activities, projects and learning activities (pp. 42-55)                             | <ul style="list-style-type: none"> <li>• Suggestions for teachers and complementary educational services staff for carrying out sex education activities</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Bibliography</b><br>(p. 56)                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

9. Some of these themes are addressed in the Secondary Cycle One Science and Technology program, for example : reproductive organs, fertilization, pregnancy, contraception and sexually transmitted diseases.

## Appendix 2

### Activity to mobilize the school team<sup>10</sup>

#### Objective

- Mobilization of the school team to implement a process for sex education.

#### Means proposed

- Team discussion<sup>11</sup> and plenary session using the reflection tools below:
  - Why sex education for children and adolescents? (See p. 23)
  - Myths or realities? (See p. 24)

##### Other possible tools:

- “Snapshots” of the situation experienced by some young people in Québec (p. 9)
- Questions asked by children and adolescents (reference document, pp. 14-15)
- Data from the health and social services network or community organizations on the prevalence of certain problems among young people: violence in romantic relationships, sexually transmitted infections (STI), teenage pregnancy rates and induced abortions, the age of first sexual experiences, etc.

#### Proposed perspectives for reflection

- Start with everyday life, what is known, that is, the needs of students who are the central stakeholders in the process.
- Emphasize the importance of the roles and responsibilities of all school stakeholders in the process. Reflecting on the sharing of responsibilities among the different stakeholders will make it possible to determine the respective areas of each one, in particular that of parents and the school’s partners, and to establish guidelines for the school’s specific mandate.

#### To go further

Together with the team, the facilitator may refer to certain sections of the reference document, such as:

- Fears concerning a mandate for sex education (pp. 12-14)
- The stakeholders in sex education (pp. 31-36)
- Anchor points for sex education in the context of education reform (pp. 17-25)
- Ten ground rules for providing sex education (pp. 39-40)

If necessary, the school may also call upon various resources in the community to mobilize its team: the school board, the health and social services network, the community network, sexologists, etc.

10. This activity could also be used to make parents aware of the importance and need to establish a process for sex education in the school.

11. The checklists could be filled in individually in the beginning.

## Suggested activity:

### Why do children and adolescents need sex education?

In your opinion, why is it still so difficult in this day and age for most adults to talk about love and sexuality with children and adolescents?

Why do you think it's important for students to receive sex education? What needs do you see among students?

List the difficulties or obstacles you anticipate in implementing a process for sex education in your school, in both individual and collective terms. What types of support could help you deal with these problems or obstacles?

## Suggested activity:

### Myths or realities?

Here are some statements that we sometimes hear concerning sex education for young people. Are they myths or realities? What do you think?

| Statement                                                                                | Agree | Disagree | Why? |
|------------------------------------------------------------------------------------------|-------|----------|------|
| Parents are the ones who should provide sex education, not the school.                   |       |          |      |
| I'm a visual arts teacher. I don't see how sex education concerns me.                    |       |          |      |
| Since sex education is everybody's responsibility, it's nobody's responsibility.         |       |          |      |
| The more you talk about it with young people, the more you encourage them to try things. |       |          |      |
| Children don't really need sex education.                                                |       |          |      |
| Sex education is useless. Young people already know enough.                              |       |          |      |
| Children are too young to understand sexuality.                                          |       |          |      |
| Younger teachers are more suited to teach sex education than older ones.                 |       |          |      |

## Appendix 3

### Questionnaire to establish a profile of the situation<sup>12</sup>

#### Needs of the school

The media often talk about problems that young people experience with regard to sexuality. Yet, we also witness certain situations in school (in the classroom, in the schoolyard or on the school bus) that tell us about students' needs in the area of sex education.

In our day-to-day life at school or in our own lives, do we encounter questions from students or situations that are related to any of the topics below? How is this manifested? Which topics should we deal with first?

| Priorities | Issues                                                                                                                                                                              | Priorities | Issues                                                                                                                           |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|----------------------------------------------------------------------------------------------------------------------------------|
|            | <ul style="list-style-type: none"> <li>Female and male anatomy</li> </ul>                                                                                                           |            | <ul style="list-style-type: none"> <li>Teen pregnancy</li> </ul>                                                                 |
|            | <ul style="list-style-type: none"> <li>Inappropriate clothing</li> </ul>                                                                                                            |            | <ul style="list-style-type: none"> <li>Contraception</li> </ul>                                                                  |
|            | <ul style="list-style-type: none"> <li>Excessive flirting, either between students or between students and adults in the school</li> </ul>                                          |            | <ul style="list-style-type: none"> <li>Sexual exploitation (sexual, physical or psychological violence, sexual abuse)</li> </ul> |
|            | <ul style="list-style-type: none"> <li>Differences between girls and boys</li> </ul>                                                                                                |            | <ul style="list-style-type: none"> <li>Sexual orientation</li> </ul>                                                             |
|            | <ul style="list-style-type: none"> <li>Body image, obsession with a perfect body, especially among girls</li> </ul>                                                                 |            | <ul style="list-style-type: none"> <li>Hypersexualization and early sexualization of children and adolescents</li> </ul>         |
|            | <ul style="list-style-type: none"> <li>Roles, sexual stereotypes, sexist remarks</li> </ul>                                                                                         |            | <ul style="list-style-type: none"> <li>The sexual behaviour of young people</li> </ul>                                           |
|            | <ul style="list-style-type: none"> <li>Access to sex sites on the Internet, sex education on the Internet, sexual Internet chat, the exploitation of sex on the Internet</li> </ul> |            | <ul style="list-style-type: none"> <li>Equality in romantic relationships</li> </ul>                                             |
|            | <ul style="list-style-type: none"> <li>Love versus sex</li> </ul>                                                                                                                   |            | <ul style="list-style-type: none"> <li>Sexually transmitted and blood-borne infections</li> </ul>                                |
|            | <ul style="list-style-type: none"> <li>Reproduction</li> </ul>                                                                                                                      |            | <ul style="list-style-type: none"> <li>Homophobia</li> </ul>                                                                     |
|            | <ul style="list-style-type: none"> <li>Inappropriate vocabulary related to sex</li> </ul>                                                                                           |            | <ul style="list-style-type: none"> <li>Pornography</li> </ul>                                                                    |
|            | <ul style="list-style-type: none"> <li>Sex-related vulgarity</li> </ul>                                                                                                             |            | <ul style="list-style-type: none"> <li>Other topics:</li> </ul>                                                                  |
|            | <ul style="list-style-type: none"> <li>The lack of a critical attitude toward the media</li> </ul>                                                                                  |            |                                                                                                                                  |

12. This questionnaire, intended for the school team, could be filled out by individual participants prior to a group discussion.

### Strengths of the school

Has our school undertaken any actions with regard to sex education? If so, which ones?

- Dress code and code of conduct (requirements with regard to respect, rules to be observed in the schoolyard, in the locker rooms, etc.)

---

---

---

---

- Activities by teaching staff (e.g. in Science and Technology, Ethics and Religious Culture, links with the broad areas of learning Health and Well-Being, Media Literacy) or the complementary educational services staff (e.g. meetings with teachers, lectures, training, lunchtime discussions, theme days, extracurricular activities)

- Specific occasions: Valentine's Day, grad dance, etc.

---

---

---

---

- Activities by the CSSS and other organizations in the community

Can we already see in our school a willingness to get involved in a process for sex education?  
Among the staff? \_\_\_\_ In the administration? \_\_\_\_ In the governing board? \_\_\_\_

Is this willingness expressed

- In the school's educational project and success plan? Specify.

- In the implementation of the complementary educational services programs? Specify.

- In the implementation of the *Healthy Schools* approach? Specify.

On which aspects of the Québec Education Program (aims, subject areas, cross-curricular competencies and broad areas of learning) can we base our actions?



---

In which aspects of the complementary educational services programs (support, assistance, school life, promotion and prevention) can we find support?

---

---

---

---

---

---

---

---

---

---

---

What contributions can we make individually?

---

---

---

---

---

What actions or contributions are more the area of the cycle team or the school team?

---

---

---

---

---

What actions or contributions could be made by parents or outside collaborators?

---

---

---

---

---

What are the advantages of joint action by all the stakeholders concerned?

---

---

---

---

---

What are the pitfalls to be avoided?

---

---

---

---

Does the school board seem willing to support the schools with regard to sex education?  
If so, which specific form of support can we count on?

---

---

---

---

Are there examples of regional or local concertation (e.g. MELS-MSSS concertation mechanisms, health and education committees, collaboration between the school board and the CSSS, *Healthy Schools* approach, community organizations) that could provide support for the implementation of a process for sex education? Specify.

---

---

---

---

---

---

---

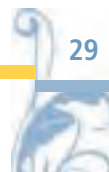
---

---

---

---

---



## Limitations of the school

Working with young people in the area of sexuality is not an easy task. What can bother us when a student ...

- Talks about sexuality? \_\_\_\_\_
- Asks a sex-related question? \_\_\_\_\_
- Makes jokes of a sexual nature? \_\_\_\_\_
- Confides in us about his or her romantic or sex life? \_\_\_\_\_

How do we react in the following situations?

- Use of crude language with sexual connotations \_\_\_\_\_
- Inappropriate clothing, not in keeping with the school's rules \_\_\_\_\_
- Gestures of a sexual nature \_\_\_\_\_
- Sexual intimidation \_\_\_\_\_
- Allusions to our own sex lives \_\_\_\_\_

With respect to a process for sex education, which "fears" affect us most? Specify.

- Fear of dealing with delicate, personal subjects \_\_\_\_\_
- Fear of saying too much, of offending the sensibilities of the child or adolescent \_\_\_\_\_
- Fear of parents' reactions \_\_\_\_\_
- Fear of controversy \_\_\_\_\_
- Fear of being questioned about our personal lives \_\_\_\_\_
- Embarrassment or discomfort about sex in general \_\_\_\_\_
- Embarrassment or discomfort about certain aspects of sexuality (e.g. ignorance or lack of knowledge about current methods of contraception, a problem dealing with issues related to teen pregnancy, discomfort with respect to pornography, embarrassment about vulgar humour or discomfort when discussing the subject of homosexuality) \_\_\_\_\_
- Lack of knowledge and fear of appearing ignorant \_\_\_\_\_
- Fear of encouraging sexual activities \_\_\_\_\_

- Other:

---



---



---



---



---



## Challenges to be met

Given the above, what challenges do we face?

---

---

---

---

---

---

---

---

Among these challenges, which ones should we deal with . . .

In the short term?

In the medium term?

In the long term?

|  |  |  |
|--|--|--|
|  |  |  |
|--|--|--|

What means (e.g. support, guidance, training) could we use to help us feel more comfortable when talking about sexuality or carrying out a process for sex education?

---

---

---

---

---

---

---

---

---

---

---

---

## Appendix 4

Resource inventory checklist<sup>13</sup>

| Type of resource                                                          | Availability |    | Possible role (e.g. facilitation, support, promotion, prevention, coordination) |
|---------------------------------------------------------------------------|--------------|----|---------------------------------------------------------------------------------|
| School system                                                             | YES          | NO |                                                                                 |
| Teachers and subject specialists (specify)                                |              |    |                                                                                 |
| •                                                                         |              |    |                                                                                 |
| •                                                                         |              |    |                                                                                 |
| Professionals                                                             |              |    |                                                                                 |
| • Psychologists                                                           |              |    |                                                                                 |
| • Psychoeducators                                                         |              |    |                                                                                 |
| • Spiritual care and guidance and community involvement animator (SCGCIA) |              |    |                                                                                 |
| • Other:                                                                  |              |    |                                                                                 |
| Support staff                                                             |              |    |                                                                                 |
| • Child care staff                                                        |              |    |                                                                                 |
| • Special education technicians                                           |              |    |                                                                                 |
| • Secretarial staff                                                       |              |    |                                                                                 |
| • Student supervisors                                                     |              |    |                                                                                 |
| • Janitors                                                                |              |    |                                                                                 |
| • Other:                                                                  |              |    |                                                                                 |
| Administrative staff                                                      |              |    |                                                                                 |
| Members of the governing board                                            |              |    |                                                                                 |
| Parents                                                                   |              |    |                                                                                 |
| Students (including members of the student council)                       |              |    |                                                                                 |
| School board                                                              |              |    |                                                                                 |
| • Education consultants                                                   |              |    |                                                                                 |
| • Coordinators                                                            |              |    |                                                                                 |
| • Partners with the <i>Healthy Schools</i> approach                       |              |    |                                                                                 |
| • Members of the parents' committee                                       |              |    |                                                                                 |
| • Other:                                                                  |              |    |                                                                                 |

13. This sample inventory should be adapted to the situation in each school. In fact, the resources listed are provided for information purposes only. Other resources specific to the institution may be added.

| Type of resource                                                                 | Availability |    | Possible role (e.g. facilitation, support, promotion, prevention, coordination) |
|----------------------------------------------------------------------------------|--------------|----|---------------------------------------------------------------------------------|
|                                                                                  | YES          | NO |                                                                                 |
| <b>Health and social services network</b>                                        |              |    |                                                                                 |
| Health and social services centre staff<br>(e.g. school services, youth clinics) |              |    |                                                                                 |
| • Nurses                                                                         |              |    |                                                                                 |
| • Social workers                                                                 |              |    |                                                                                 |
| • Sexologists                                                                    |              |    |                                                                                 |
| • Doctors                                                                        |              |    |                                                                                 |
| • Partners with the <i>Healthy Schools</i> approach                              |              |    |                                                                                 |
| • Other:                                                                         |              |    |                                                                                 |
| Youth protection                                                                 |              |    |                                                                                 |
| <b>Community</b>                                                                 |              |    |                                                                                 |
| Municipal organizations                                                          |              |    |                                                                                 |
| • Police services                                                                |              |    |                                                                                 |
| • Other:                                                                         |              |    |                                                                                 |
| Socioeconomic organizations                                                      |              |    |                                                                                 |
| • Private foundations                                                            |              |    |                                                                                 |
| • Social clubs                                                                   |              |    |                                                                                 |
| • Other:                                                                         |              |    |                                                                                 |
| Community organizations                                                          |              |    |                                                                                 |
| • Youth centres                                                                  |              |    |                                                                                 |
| • Transition homes                                                               |              |    |                                                                                 |
| • S.O.S. Grossesse                                                               |              |    |                                                                                 |
| • Centre d'aide et de lutte contre les agressions<br>à caractère sexuel (CALACS) |              |    |                                                                                 |
| • Crime victims assistance centre (CAVAC)                                        |              |    |                                                                                 |
| • Women's centres                                                                |              |    |                                                                                 |
| • Groupe de recherche et d'intervention sociale<br>gais et lesbiennes (GRIS)     |              |    |                                                                                 |
| • Other:                                                                         |              |    |                                                                                 |

## Appendix 5

### Possible sex education topics for preschool and elementary school<sup>14</sup>

The following topics are presented as suggestions only. They are classified according to the students' age and level of development. Other topics may be used when required.

| Topics                                                                                                                                                                                                                             | Ages                                                                                 |                                                                                     |                                                                                     |                                                                                       |                                                                                       |                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                    | 5                                                                                    | 6-7                                                                                 | 6-9                                                                                 | 6-11                                                                                  | 8-11                                                                                  | 10-11                                                                                 |
| <b>Human body: male and female</b>                                                                                                                                                                                                 |                                                                                      |                                                                                     |                                                                                     |                                                                                       |                                                                                       |                                                                                       |
| Identification of differences and similarities between the bodies of girls and boys                                                                                                                                                |    |                                                                                     |                                                                                     |                                                                                       |                                                                                       |                                                                                       |
| Knowledge of the various body parts associated with pregnancy and birth                                                                                                                                                            |    |                                                                                     |                                                                                     |                                                                                       |                                                                                       |                                                                                       |
| Knowledge of the various body parts associated with conception, pregnancy and birth                                                                                                                                                |                                                                                      |  |                                                                                     |                                                                                       |                                                                                       |                                                                                       |
| Knowledge of differences and similarities between the bodies of girls and boys                                                                                                                                                     |                                                                                      |                                                                                     |  |                                                                                       |                                                                                       |                                                                                       |
| <b>The scope of human sexuality</b>                                                                                                                                                                                                |                                                                                      |                                                                                     |                                                                                     |                                                                                       |                                                                                       |                                                                                       |
| Identification of the multidimensional aspects of sexuality (biological, psychoaffective, sociocultural, interpersonal and moral)                                                                                                  |                                                                                      |                                                                                     |                                                                                     |   |                                                                                       |                                                                                       |
| <b>Roles, sexual stereotypes and social norms</b>                                                                                                                                                                                  |                                                                                      |                                                                                     |                                                                                     |                                                                                       |                                                                                       |                                                                                       |
| Assertion of one's own sexual identity, while respecting the differences and diversity of others                                                                                                                                   |  |                                                                                     |                                                                                     |  |                                                                                       |                                                                                       |
| Understanding of the importance of sexual roles in the acquisition of one's identity and exercise of critical judgment concerning the restrictive nature of sexual stereotypes conveyed in society; effect on personal development |                                                                                      |                                                                                     |                                                                                     |  |                                                                                       |                                                                                       |
| Awareness of the existence of a multitude of stereotypes of male and female images concocted to serve the purposes of marketing and consumerism                                                                                    |                                                                                      |                                                                                     |                                                                                     |                                                                                       |  |                                                                                       |
| <b>Puberty and body image</b>                                                                                                                                                                                                      |                                                                                      |                                                                                     |                                                                                     |                                                                                       |                                                                                       |                                                                                       |
| Understanding of the anatomical, psychological and emotional changes that occur at puberty                                                                                                                                         |                                                                                      |                                                                                     |                                                                                     |                                                                                       |                                                                                       |  |
| Progressive management and acceptance of one's changing body image                                                                                                                                                                 |                                                                                      |                                                                                     |                                                                                     |                                                                                       |                                                                                       |  |
| Awareness of the negative effect of stereotyped and idealized body models on one's own body image                                                                                                                                  |                                                                                      |                                                                                     |                                                                                     |                                                                                       |                                                                                       |  |
| Development of a critical sense regarding stereotyped representations of male and female bodies in the media                                                                                                                       |                                                                                      |                                                                                     |                                                                                     |                                                                                       |                                                                                       |  |



| Topics                                                                                                                                                | Ages                                                                               |     |     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----|-----|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                                                                                                                                                       | 5                                                                                  | 6-7 | 6-9 | 6-11                                                                                | 8-11                                                                                 | 10-11                                                                                 |
| <b>Sexual exploitation</b>                                                                                                                            |                                                                                    |     |     |                                                                                     |                                                                                      |                                                                                       |
| Identification of attitudes and behaviours that help to prevent situations of sexual exploitation                                                     |  |     |     |  |                                                                                      |                                                                                       |
| Identification of basic rules of safety for preventing sexual exploitation                                                                            |  |     |     |                                                                                     |                                                                                      |                                                                                       |
| Reflection on basic safety rules in the prevention of sexual exploitation                                                                             |                                                                                    |     |     |  |                                                                                      |                                                                                       |
| Development of ability to break the silence if one is a victim of sexual harassment or exploitation                                                   |                                                                                    |     |     |  |                                                                                      |                                                                                       |
| Awareness of the importance of breaking the silence and denouncing situations of sexual violence to avoid the repetition of abuse with other victims  |                                                                                    |     |     |                                                                                     |   |                                                                                       |
| <b>Emotional and romantic relationships:</b><br>meaningful emotional relationships; awakening of romantic feelings                                    |                                                                                    |     |     |                                                                                     |                                                                                      |                                                                                       |
| Awareness of the importance of interpersonal relationships for a rich emotional life (family, friends, school personnel, other social contacts, etc.) |                                                                                    |     |     |                                                                                     |   |                                                                                       |
| Expression of questions, perceptions, fears, disappointments and hopes related to love                                                                |                                                                                    |     |     |                                                                                     |  |                                                                                       |
| Awareness of the emergence of a desire to be liked and to be in love                                                                                  |                                                                                    |     |     |                                                                                     |                                                                                      |  |
| <b>Sexual awakening</b>                                                                                                                               |                                                                                    |     |     |                                                                                     |                                                                                      |                                                                                       |
| Understanding of the universal nature of the process of attraction connected to puberty                                                               |                                                                                    |     |     |                                                                                     |                                                                                      |  |
| <b>Sexual health</b>                                                                                                                                  |                                                                                    |     |     |                                                                                     |                                                                                      |                                                                                       |
| Gradual awareness of the emotional implications of responsible sexual conduct (respect for oneself and others, maturity, communication skills, etc.)  |                                                                                    |     |     |                                                                                     |                                                                                      |  |
| Awareness of the active role each person can play in the preservation of sexual health                                                                |                                                                                    |     |     |                                                                                     |                                                                                      |  |
| Identification of certain events that can negatively affect a person's sexual health (STDs [STIs], AIDS, unwanted pregnancy)                          |                                                                                    |     |     |                                                                                     |                                                                                      |  |

## Appendix 6

### Possible sex education topics for secondary school<sup>15</sup>

The following topics are presented as suggestions only. They are classified according to the students' age and level of development. Other topics may be used when required.

| Topics                                                                                                                                                                                                                 | Ages                                                                                  |                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                        | 12-14                                                                                 | 15-17                                                                                 |
| <b>The scope of human sexuality</b>                                                                                                                                                                                    |                                                                                       |                                                                                       |
| Identification of the multidimensional aspects of sexuality (biological, psychoaffective, sociocultural, interpersonal and moral)                                                                                      |    |    |
| <b>Roles, sexual stereotypes and social norms</b>                                                                                                                                                                      |                                                                                       |                                                                                       |
| Distinguishing roles assigned exclusively to one sex or the other: the negative or positive effect on personal development and on society                                                                              |    |    |
| <b>Human sexual growth and body image</b>                                                                                                                                                                              |                                                                                       |                                                                                       |
| Knowledge of anatomical, psychological and emotional changes related to puberty                                                                                                                                        |    |                                                                                       |
| Embracing and accepting one's changing body image                                                                                                                                                                      |    |                                                                                       |
| Realization and critical analysis of the effect that stereotyped and idealized body models can have on accepting one's body image                                                                                      |  |                                                                                       |
| <b>Emotional and romantic relationships:</b> meaningful emotional relationships; awakening of romantic feelings; romantic relationships and painful disappointments; emotional and sexual intimacy; sexual orientation |                                                                                       |                                                                                       |
| Realization of the importance of interpersonal relationships for a rich emotional life (family, friends, school personnel, other social contacts, etc.)                                                                |  |  |
| Reflection on the desire to be popular, attraction and seduction in adolescence                                                                                                                                        |  |  |
| Understanding of the phenomenon of sexual orientation and adoption of respectful attitudes toward various sexual orientations                                                                                          |  |  |
| Awareness of the emotional and interpersonal issues involved in first romantic and sexual relationships                                                                                                                |  |                                                                                       |
| Awareness of elements to emphasize in order to best experience emotional and sexual intimacy                                                                                                                           |                                                                                       |  |

15. The topics presented here were taken from the reference document, pp. 27-30.

| Topics                                                                                                                                                                                                                                                                                                                       | Ages                                                                                  |                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                              | 12-14                                                                                 | 15-17                                                                                 |
| <b>Sexual violence:</b> violence in young people's romantic relationships; sexual exploitation; commercialization of sexuality (pornographic films, Internet pornography, erotic telephone lines, etc.)                                                                                                                      |                                                                                       |                                                                                       |
| Identification of attitudes, behaviours and strategies that help to prevent sexual violence                                                                                                                                                                                                                                  |    |    |
| Awareness of how the myths about sexual violence can affect individuals and society                                                                                                                                                                                                                                          |                                                                                       |    |
| Awareness of the role of every citizen in the prevention of sexual violence                                                                                                                                                                                                                                                  |                                                                                       |    |
| <b>Sexual health and the expression of human sexuality:</b> sexual conduct (management of risk and desire; well-being and pleasure); STDs [STIs] and AIDS; choices and options related to teenage pregnancy; contraception and voluntary interruption of pregnancy; parenthood and adolescence; drugs, alcohol and sexuality |                                                                                       |                                                                                       |
| Adoption of attitudes and behaviours that promote the respect of one's own and others' limits in the expression of sexuality                                                                                                                                                                                                 |    |    |
| Critical reflection concerning the adoption of responsible behaviour in romantic and sexual relationships                                                                                                                                                                                                                    |    |    |
| Knowledge of STDs, including modes of transmission, symptoms and treatments                                                                                                                                                                                                                                                  |    |    |
| Identification of behaviours involving risk (and the degree of risk) and prevention behaviours (self-assertion, delaying first sexual relations, safe sex practices, use of condoms, etc.)                                                                                                                                   |  |  |
| Understanding of community resources related to prevention of pregnancy, STDs and AIDS                                                                                                                                                                                                                                       |  |  |
| Reflection on how the adoption of responsible sexual behaviours regarding contraception, STDs/AIDS prevention and respect for the limits of each individual does not rule out pleasure and spontaneity                                                                                                                       |                                                                                       |  |
| Understanding of various methods of contraception and protection; presentation of those adapted to the reality of adolescence and the importance of using two methods of protection (the pill and condoms)                                                                                                                   |                                                                                       |  |
| Reflection on the meaning and demands of being a parent                                                                                                                                                                                                                                                                      |                                                                                       |  |
| Reflection on the issues surrounding voluntary interruption of pregnancy                                                                                                                                                                                                                                                     |                                                                                       |  |
| Demystification of sexual thrill-seeking (pleasure at all cost) versus the gradual discovery of sexual satisfaction (assured pleasure)                                                                                                                                                                                       |                                                                                       |  |
| Understanding of the effects of drug and alcohol consumption on sexual expression                                                                                                                                                                                                                                            |                                                                                       |  |

# Appendix 7

## Survey for students<sup>16</sup> in Elementary Cycle Three<sup>17</sup>

Indicate with a check mark whether you are interested in discussing the topics listed below.  
This survey is completely anonymous. **DO NOT** write your name.

Indicate only if you are a boy or a girl.

Boy ☐ Girl ☐

I would like  
to talk about  
this in class

| Topic                                                                                                                                                                 | YES | NO |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| The physical changes and personality changes that occur in boys during puberty                                                                                        |     |    |
| The physical changes and personality changes that occur in girls during puberty                                                                                       |     |    |
| The dress code and code of conduct, and the impact that they have on my relationships with others                                                                     |     |    |
| The importance of self-confidence and of respecting who I am as a boy or girl                                                                                         |     |    |
| The images of men and women in the media (advertising, videos, films, etc.) and the influence of those images on how I see myself and others, both boys and girls     |     |    |
| The differences between friendship, love and being in love                                                                                                            |     |    |
| Wanting to please and the desire to be in love                                                                                                                        |     |    |
| Pressure from friends to have a boyfriend or a girlfriend when I don't want one                                                                                       |     |    |
| Public displays of affection at school                                                                                                                                |     |    |
| Heartache among girls and boys my age                                                                                                                                 |     |    |
| The difference between "having a boyfriend or girlfriend" at my age, "having a relationship" when you're a teenager and "being part of a couple" when you're an adult |     |    |
| The reasons why older teens decide to have their first sexual experiences                                                                                             |     |    |
| Sexual harassment and sexual assault                                                                                                                                  |     |    |
| Access to sex sites on the Internet (pornography)                                                                                                                     |     |    |
| Rumours, sexual jokes, insults targeting girls or boys and the impact they can have                                                                                   |     |    |

16. This survey could provide an opportunity to inform students about the implementation of a process for sex education in the school.

17. Preferably grade 6 students.

Other topics I would like to talk about:

---

---

---

---

---

---

---

---

---

---

Questions I would like to ask:

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Appendix 8-A

## Example of how to plan a sex education activity in preschool and elementary school<sup>18</sup>

**Educational project:** respect for oneself and for others

**Success plan:** implement a process for sex education

**Québec Education Program:** to ensure that students adopt a self-monitoring procedure concerning the development of good living habits related to sexuality

**Complementary educational services program:** program of promotion and prevention services

| Topic and aim of the activity                                                                                                                                                                                                                                                    | Educational activities <sup>19</sup>                                                                                                                                                                                                    | Context                                                                                        | Schedule             | Target group         | Those responsible | Support or collaboration | Comments and evaluation of the process                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------|----------------------|-------------------|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human body: male and female<br>Identification of differences and similarities between the bodies of girls and boys                                                                                                                                                               | Through an activity created spontaneously by the child or learning activities based on games, help students discover the main characteristics of girls or boys by identifying similarities and differences, physically and emotionally. | Achievement context related to each of the six competencies of the preschool education program | November             | Preschool education  | Educators         |                          | This activity is relevant, since children have a lot of interest and questions, in particular on sexual differences. To be continued next year.                                                                                      |
| Roles, sexual stereotypes and social norms<br>Understanding of the importance of sexual roles in the acquisition of one's identity and exercise of critical judgment concerning the restrictive nature of sexual stereotypes conveyed in society; effect on personal development | Have students conduct an interview with their parents to increase their awareness about how daily chores are shared between the sexes.                                                                                                  | English Language Arts                                                                          | October and November | Elementary Cycle One | Teachers          | Parents                  | The compilation of interview results (in mathematics) proved difficult. It would be better to guide the students in creating a compilation table.<br><br>Writing a song on daily chores in music definitely stimulated the students. |
|                                                                                                                                                                                                                                                                                  | Suggest they learn to be more responsible by contributing to a household chore at home.                                                                                                                                                 |                                                                                                |                      |                      |                   |                          |                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                  | Compile the results from the interviews.                                                                                                                                                                                                | Mathematics                                                                                    |                      |                      |                   |                          |                                                                                                                                                                                                                                      |
|                                                                                                                                                                                                                                                                                  | Write a song based on the chores chosen by the students.                                                                                                                                                                                | Music                                                                                          |                      |                      | Music specialist  |                          |                                                                                                                                                                                                                                      |

18. This table is based on a table developed by the Commission scolaire de la Seigneurie-des-Mille-Îles (Guide, p. 60).

19. Several of the activities suggested in the two planning examples were taken from or based on examples in Appendix III of the reference document.

The activity for Elementary Cycle One is based on the MEQ document, *Girls and Boys, Let's Get Along! A Teaching Guide for Promoting Egalitarian Relationships Between the Sexes in Elementary School*, 2004, pp. 8-11, <http://www.mels.gouv.qc.ca/DGFJ/csc/general/accordons-nous.html>.

| Topic and aim of the activity                                                                                                                                                                                                                                                           | Educational activities                                                                                                                                                                                    | Context                      | Schedule | Target group           | Those responsible                                                                     | Support or collaboration                                                                                                                                                                                                                                                                                                                                                                | Comments and evaluation of the process                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|----------|------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Roles, sexual stereotypes and social norms</b><br>Understanding of the importance of sexual roles in the acquisition of one's identity and exercise of critical judgment concerning the restrictive nature of sexual stereotypes conveyed in society; effect on personal development | Using a personal selection of their favourite toys, encourage the students to ask questions about the design and fabrication of games and toys: general characteristics, shapes, colours, materials, etc. | Science and Technology       | January  | Elementary Cycle Two   | Teachers                                                                              | Parents                                                                                                                                                                                                                                                                                                                                                                                 | Most teachers say they have intervened informally with students when they have witnessed restrictive stereotyped comments. This aspect could, however, be emphasized next year, since there are still a lot of prejudices between boys and girls. |
|                                                                                                                                                                                                                                                                                         | For each toy, ask the following question: is it a game or toy for boys, for girls or for both sexes?                                                                                                      | English Language Arts        |          |                        |                                                                                       | Physical education specialist                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                         | Lead a discussion to help students become aware of the restrictive nature of stereotypes.                                                                                                                 |                              |          |                        |                                                                                       | Everyone working in the school system                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                         | Ask the students to observe and report on nonrestrictive models (e.g. a girl who plays hockey).                                                                                                           |                              |          |                        |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                         | Promote non-stereotyped behaviours in day-to-day interactions. <sup>20</sup>                                                                                                                              |                              |          |                        |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                   |
| <b>Puberty and body image</b><br>Progressive management and acceptance of one's changing body image                                                                                                                                                                                     | Through a research project and a meeting with a nurse, help students understand information about changes during puberty.                                                                                 | Science and Technology       | March    | Elementary Cycle Three | Teachers and nurse                                                                    | Activity to be repeated. Demanding in terms of coordination, but beneficial. During the discussion, the students made comments that indicated strong awareness that was relevant to the topic <i>Being versus appearing?</i> It was difficult to find a time when the psychologist and the SCGCIA were both available. Schedule to be planned at the beginning of the next school year. |                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                         | Initiate a discussion on sexual stereotypes.                                                                                                                                                              | English Language Arts        |          |                        |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                   |
|                                                                                                                                                                                                                                                                                         | Lead a workshop to help the students become aware of the harmful effects of obsession with a perfect body. Discuss the topic <i>Being versus appearing?</i>                                               | Ethics and Religious Culture |          |                        | Psychologist, Spiritual care and guidance and community involvement animator (SCGCIA) |                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                   |

20. It is important to inform the parents and all school stakeholders about the process being carried out in the classroom and to ask for their collaboration in promoting non-stereotyped behaviours.

# Appendix 8-B

## Example of how to plan a sex education activity in secondary school<sup>21</sup>

**Educational project:** respect for oneself and others

**Success plan:** implement a process for sex education

**Québec Education Program:** to ensure that students develop a sense of responsibility for adopting good living habits with respect to sexuality

**Complementary educational services programs:** program of promotion and prevention services, and of assistance services

| Topic and aim of the activity                                                                                         | Educational activities                                                                                                                                                              | Context                                                                          | Schedule             | Target group        | Those responsible                       | Support or collaboration | Comments and evaluation of the process                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|----------------------|---------------------|-----------------------------------------|--------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Human sexual growth and body image<br>Knowledge of anatomical, psychological and emotional changes related to puberty | Help the students list the transformations that occur during puberty and analyze the role of hormones in their development.                                                         | Science and Technology                                                           | October and November | Secondary Cycle One | Science and technology teachers         | Nurse                    | Coordination and organization took more time than anticipated. The experiment could facilitate planning for another year. |
|                                                                                                                       | Ask them to write a script or song in which the main character is going through an "adolescent crisis."                                                                             | English Language Arts (ELA)                                                      |                      |                     | ELA teachers                            | Music teachers           |                                                                                                                           |
|                                                                                                                       | Organize integration activities and a summary activity on the topic <i>Adolescent crisis: myth or reality?</i>                                                                      | Complementary educational services: program of promotion and prevention services |                      |                     | Teachers, school nurse and psychologist |                          | Beautiful synergy created by the involvement of all the stakeholders. Should be continued.                                |
| Sexual health<br>Critical reflection on the adoption of responsible behaviour in romantic and sexual relationships    | Help the students understand the principle of an epidemic.<br>Discuss with them the responsibility and power of each person to break the chain of transmission of infections.       | Science and Technology                                                           | February             | Secondary Cycle One | Science and technology teachers         | CSSS (youth clinic)      | A visual illustration of the chain of transmission of an epidemic has a pronounced effect on the students.                |
|                                                                                                                       | Make the links between STIs and AIDS.<br>Demonstrate various contraceptive methods.<br>Give the students documentation on the subject and on the various local resources available. | Complementary educational services: program of promotion and prevention services |                      |                     | School nurse                            |                          |                                                                                                                           |

21. This table is based on a document developed by the Commission scolaire de la Seigneurie-des-Mille-Îles (Guide, p. 60).



| Topics and aims of the activity                                                                                                             | Educational activities                                                                                                                                                                                | Context                                                                                               | Schedule | Target group        | Those responsible                                     | Support or collaboration        | Comments and evaluation of the process                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|----------|---------------------|-------------------------------------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Emotional and romantic relationships</b><br>Awareness of elements to emphasize in order to best experience emotional and sexual intimacy | Ask the students to identify and analyze the concepts of attraction, seduction and love in the romantic relationships of characters in novels they have read.                                         | English Language Arts: personal reading list                                                          | November | Secondary Cycle Two | ELA teachers                                          | Library technician              | This subject was a success among girls. Ways to reach the boys need to be rethought. The boys did, however, participate actively in the suggested discussion.<br><br>The collaboration of the library technician facilitated the organization of the activity. |
|                                                                                                                                             | Initiate a discussion among the students on these different elements. Discuss the elements to emphasize in order to experience emotional and sexual intimacy in a positive way.                       | English Language Arts                                                                                 |          |                     | ELA teachers and nurse, psychologist or social worker |                                 |                                                                                                                                                                                                                                                                |
|                                                                                                                                             | Inform the students of the assistance services available in the school and the community (e.g. regarding heartbreak, sexual orientation, sexual health).                                              | Complementary educational services: program of promotion and prevention services, assistance services |          |                     |                                                       |                                 |                                                                                                                                                                                                                                                                |
| <b>Sexual violence</b><br>Identification of attitudes, behaviours and strategies that help to prevent sexual violence                       | Conduct a survey among Cycle Two students in the school on violence in young people's relationships and the impact of the Internet on this topic (e.g. pornography sites, chat, sexual intimidation). | Complementary educational services: program of promotion and prevention services                      | March    | Secondary Cycle Two | Social worker, psychologist and SCGCIA                | CSSS<br>Community organizations | The results of the survey revealed unsuspected problems among the students. The professionals received many requests for individual consultations. There is a significant need in this regard: prevention activities need to be intensified.                   |
|                                                                                                                                             | Help the students understand the conditions required for a fulfilling and loving sexual relationship. Inform them about the assistance resources available.                                           | Ethics and Religious Culture                                                                          |          |                     | Ethics and religious culture teachers                 |                                 |                                                                                                                                                                                                                                                                |

# Appendix 8-C

## Sample planning form<sup>22</sup>

Educational project: \_\_\_\_\_

Success plan: \_\_\_\_\_

Québec Education Program: \_\_\_\_\_

Complementary educational services program: \_\_\_\_\_

| Topics and aims of activity | Educational activities | Context | Schedule | Target group | Those responsible | Support or collaboration | Comments and evaluation of the process |
|-----------------------------|------------------------|---------|----------|--------------|-------------------|--------------------------|----------------------------------------|
|                             |                        |         |          |              |                   |                          |                                        |
|                             |                        |         |          |              |                   |                          |                                        |
|                             |                        |         |          |              |                   |                          |                                        |
|                             |                        |         |          |              |                   |                          |                                        |

22. Based on a table developed by the Commission scolaire de la Seigneurie-des-Mille-Îles, (Guide, p. 60).

# Appendix 9-A

## Example of an educational activity

|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title:</b>                                                             | <b>Nobody understands me, not even me!</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Target groups:</b>                                                     | The four groups in Secondary II                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Topic:</b>                                                             | "Adolescent crisis" or anatomical, psychological and emotional changes related to puberty                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Objectives of the complementary educational services program:</b>      | <p><b>Program of promotion and prevention services:</b> to provide students with an environment conducive to the development of a healthy lifestyle and of competencies that are beneficial to their health and well-being, and provide them with opportunities to make informed choices in these areas.</p> <p><b>Program of support services:</b> to ensure that students have conditions conducive to learning, in particular teamwork and the willingness to work in partnership with school and outside resources.</p>                                                                                                                                                                                                                        |
| <b>Educational Aims and Competencies of the Québec Education Program:</b> | <p><b>Broad area of learning <i>Health and Well-Being</i>:</b> to ensure that students develop a sense of responsibility for adopting good living habits with respect to sexuality.</p> <p>- Focus of development: self-awareness and awareness of his/her basic needs</p> <p><b>Cross-curricular competencies:</b> <i>Uses information, Exercises critical judgment, Communicates appropriately.</i></p> <p><b>Subject-specific competencies:</b> <i>Makes the most of his/her knowledge of science (Science and Technology), Uses language/talk to communicate and to learn, and Reads and listens to written, spoken and media texts (English Language Arts).</i> Depending on the students' choice: <i>Creates a musical work (Music).</i></p> |

### The structure of the educational activity

| Activities and tasks                           | Content                                                                                                                                                                                                                                       | Dates         | Those responsible                                                                                |
|------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|--------------------------------------------------------------------------------------------------|
| 1. Initial activity                            | Students and their parents are asked to fill out, anonymously, a questionnaire on the school's Web site, ("student" version or "parent" version) on issues of concern to them and on ways of dealing with the changes related to adolescence. | October 1-10  | Bernard, psychologist, and Johanne, nurse                                                        |
|                                                | Compilation of results                                                                                                                                                                                                                        | October 11-12 |                                                                                                  |
| 2. Presentation of the project to the students | Presentation of survey results and connections with the purpose of the project <ul style="list-style-type: none"> <li>• Aim of the project</li> <li>• Presentation of the activities</li> </ul>                                               | October 15-16 | Lucie and Andréa, ELA teachers<br>Bernard and Johanne                                            |
| 3. Schematic representation of adolescence     | <ul style="list-style-type: none"> <li>• Anatomical and hormonal changes related to adolescence</li> <li>• Their effects on a person's behaviour</li> <li>• Target concept: definition of hormones, how they work and their roles</li> </ul>  | October 17-23 | Dominique and Louis, science and technology teachers<br>If necessary, collaboration from Johanne |

| Activities and tasks                                                                                                                                                                            | Content                                                                                                                                                                                                                                                                                                                                                                                                  | Dates                                     | Those responsible                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|-----------------------------------------------------------------------|
| 4. Integration activities carried out by the students                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                          | October 24-<br>November 9<br>(two cycles) |                                                                       |
| Illustration of the experience of adolescence through the presentation of a few texts (excerpts from novels, articles, etc.)                                                                    | <ul style="list-style-type: none"> <li>React to the texts, by explaining the thoughts, ideas or emotions they elicit.</li> </ul> <p>Target concept: giving words the appropriate meaning, depending on the context.</p>                                                                                                                                                                                  |                                           | Lucie and Andréa<br><br>Collaboration from Carlos, library technician |
| Brainstorming on what we call "adolescent crisis"                                                                                                                                               | <ul style="list-style-type: none"> <li>Use the scientific knowledge acquired, by linking elements from their reading and from personal experience.</li> </ul>                                                                                                                                                                                                                                            |                                           | Lucie and Andréa                                                      |
| Working in a team, write a short script in which the main character is going through an adolescent crisis and suffering the consequences                                                        | <ul style="list-style-type: none"> <li>Plan the text by choosing the appropriate elements to create a believable world.</li> </ul> <p>Target concept: use words literally and figuratively, and achieve a balance between standard language and familiar language.</p>                                                                                                                                   |                                           | Lucie and Andréa                                                      |
| Or<br>Creation of a song (text and music) on the same theme                                                                                                                                     | <ul style="list-style-type: none"> <li>Text: use the sounds of the words to create the desired effect and give it an evocative title.</li> </ul> <p>Target concept: use words literally and figuratively, and achieve a balance between standard language and familiar language.</p> <ul style="list-style-type: none"> <li>Music: choose musical elements that are appropriate for the text.</li> </ul> |                                           | Lucie and Andréa in collaboration with Jacques, music teacher         |
| Presentation of the productions on various media: theatre, video, song, etc.                                                                                                                    | <ul style="list-style-type: none"> <li>Ensure that the means selected are available and practical.</li> <li>Consider the effectiveness of the means selected with regard to impact and suitability for the audience.</li> <li>Identify the strengths in each presentation.</li> </ul>                                                                                                                    |                                           | Jacques, Lucie and Andréa                                             |
| Broad discussion on the presentations around the following question: Adolescent crisis, myth or reality?                                                                                        | <ul style="list-style-type: none"> <li>Compare the various positions.</li> <li>Identify the points of agreement and disagreement and explain them.</li> <li>Use both listening and speaking.</li> </ul>                                                                                                                                                                                                  |                                           | Lucie and Andréa                                                      |
| Preparation of an article for the school's monthly newspaper to be distributed to parents and organizations in the community<br><br>Inclusion of a few songs and texts composed by the students | <ul style="list-style-type: none"> <li>Text: provide information by writing descriptions that take into account experiences, observations and events.</li> </ul>                                                                                                                                                                                                                                         |                                           | Lucie and Andréa                                                      |

| Activities and tasks                  | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Dates                        | Those responsible                                                                                    |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------|
| 5. Summary and review of the activity | <ul style="list-style-type: none"> <li>Organize a meeting between the students from the four groups and the school stakeholders.</li> <li>Invite parents and facilitators from the youth centre.</li> <li>Briefly present the results of the survey.</li> <li>Present or exhibit the students' work.</li> <li>Organize workshops so students can exchange ideas with each other and with the adults present, using the following questions: <ul style="list-style-type: none"> <li>- What I have learned from a scientific point of view?</li> <li>- What have I learned about the changes I am experiencing in my body and my emotions?</li> <li>- What was my favourite activity and why?</li> <li>- What will allow me to continue my reflection (personally, in school, in my family, with organizations I take part in)? What activities could I suggest for this purpose?</li> </ul> </li> <li>Give a brief closing talk.</li> </ul> | November 22 in the afternoon | <p>Bernard and Johanne with all the stakeholders concerned</p> <p>Maryse, sexologist at the CSSS</p> |

### Needs

| Human resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Material resources                                                                                                                                                                                                                                                                                                                                 | Financial resources                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <p>Presentation of the project to the school team during the ped day on September 20</p> <p>Availability of the psychologist and nurse to prepare the survey, collect the results, suggest texts to read, support the teachers or guide them in carrying out the project</p> <p>Organization of Jacques' schedule during the week of November 4 so that he can be available to present the students' work</p> <p>Availability of the various stakeholders during the summary activity on November 22</p> <p>Availability of the sexologist from the CSSS</p> <p>Review by the cycle team on the December ped day</p> | <p>Availability of computers (to answer the on-line survey)</p> <p>From October 15 to November 9, reservation of three laptops, one video projector and two video cameras</p> <p>Reservation of a room, a laptop and a video projector for the summary activity on November 22 as well as the materials required for the student presentations</p> | <p>Budget to release the teachers assigned to other groups of students, when their presence is required</p> |

# Appendix 9-B

## Example of a procedure

|                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title:</b>                                                                                                                                          | <b>Am I influenced by the media?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Target groups:</b>                                                                                                                                  | Students in grades 5 and 6 (Elementary Cycle Three)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Topic:</b>                                                                                                                                          | <b>Roles and sexual stereotypes</b><br>Assertion of one's own sexual identity, while respecting the differences and diversity of others.<br>Understanding of the importance of sexual roles in the acquisition of one's identity and exercise of critical judgment concerning the restrictive nature of sexual stereotypes conveyed in society; effect on personal development.<br>Awareness of the existence of a multitude of stereotypes of male and female images concocted to serve the purposes of marketing and consumerism. |
| <b>Objectives of the complementary educational services:</b><br><i>Specify the services and objectives, according to the desired activity.</i>         | <b>Programs of support services, school life services, assistance services, promotion and prevention services:</b><br><hr/>                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Educational aims related to the Québec Education Program:</b><br><i>Specify the educational aims emphasized, according to the desired activity.</i> | <b>1. Broad areas of learning</b> (Health and Well-Being, Personal and Career Planning, Environmental Awareness and Consumer Rights and Responsibilities, Media Literacy, Citizenship and Community Life):<br><hr/> - Focus of development:<br><hr/> <b>2. Cross-curricular competencies</b> (intellectual, methodological, personal and social, communication-related):<br><hr/> <b>3. Subject-specific competencies</b> (Languages, Mathematics, Science and Technology, Social Sciences, Arts, Personal Development):<br><hr/>   |

### Structure of the educational activity

| Activities and tasks                                                                                                                                                                                                                                                                                                                                                           | Content | Dates | Those responsible |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|-------------------|
| <b>Initial activity</b><br><i>Design an activity to awaken or stimulate the students' interest in the topic selected.</i>                                                                                                                                                                                                                                                      |         |       |                   |
| <b>Main activity and productions of the students</b><br><i>Specify how the topic of roles and sexual stereotypes will be integrated into the competencies and the concepts of the area(s) of learning selected as well as the objectives of the complementary educational services.</i><br><i>Develop specific instructions for the main activity and student productions.</i> |         |       |                   |

| Activities and tasks                                                                                                                                                                                                                          | Content | Dates | Those responsible                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Links with other subjects</p> <p><i>Imagine scenarios for possible collaboration with other subject area teachers.</i></p> <p><i>Identify the educational aims and competencies that are related to the chosen topic and activity.</i></p> |         |       | <p>Teachers in the following subjects:</p> <ul style="list-style-type: none"> <li>• Ethics and Religious Culture</li> <li>• English Language Arts</li> <li>• Français, langue seconde</li> <li>• Science and Technology</li> <li>• Music, Visual Arts, Drama, Dance</li> <li>• Physical Education and Health</li> <li>• Social Sciences</li> <li>• Other:</li> </ul> |
| <p>Links with other school stakeholders</p> <p><i>Imagine scenarios for possible collaboration with other people or organizations for the purpose of carrying out the educational activity.</i></p>                                           |         |       | <ul style="list-style-type: none"> <li>• Nurse</li> <li>• Spiritual care and guidance and community involvement animator</li> <li>• Psychologist</li> <li>• Student supervisor</li> <li>• Social worker</li> <li>• Governing board</li> <li>• Parents</li> <li>• Community organizations</li> <li>• Other:</li> </ul>                                                |
| <p>Reflection, objectivation and evaluation</p> <p><i>Specify how the reflection, objectivation and evaluation will take place.</i></p>                                                                                                       |         |       |                                                                                                                                                                                                                                                                                                                                                                      |

### Needs

| Human resources | Material resources | Financial resources |
|-----------------|--------------------|---------------------|
|                 |                    |                     |

# Appendix 9-C

## Sample educational activity form

Title:

---

Target groups:

---

Topic:

---



---

Objectives of the complementary educational services:

Programs from support services, school life, assistance, promotion and prevention:

---

Educational aims related to the Québec Education Program:

Broad areas of learning:

---

- Focuses of development:

Cross-curricular competencies:

---

Subject-specific competencies:

---

Structure of the educational activity

| Activities and tasks | Content | Dates | Those responsible |
|----------------------|---------|-------|-------------------|
|                      |         |       |                   |
|                      |         |       |                   |
|                      |         |       |                   |
|                      |         |       |                   |



| Activities and tasks | Content | Dates | Those responsible |
|----------------------|---------|-------|-------------------|
|                      |         |       |                   |
|                      |         |       |                   |
|                      |         |       |                   |
|                      |         |       |                   |
|                      |         |       |                   |

## Needs

| Human resources | Material resources | Financial resources |
|-----------------|--------------------|---------------------|
|                 |                    |                     |

## Evaluation of educational activity

### Aspects to evaluate

#### Complementary educational services programs

- Elements taken into account and effects observed

---



---



---

- Difficulties encountered and aspects to be improved

---



---



---

#### Educational aims and competencies of the Québec Education Program

- Elements taken into account and effects observed

---



---



---

- Difficulties encountered and aspects to be improved

---



---



---

#### Activities

- Those that stimulated the students' interest

---



---

- Those that seemed the most relevant

---



---

- Those that promoted real learning among the students

---



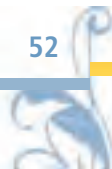
---

- Those that were more or less adequate (contents, duration, etc.)

---



---



---

**Effects of the action**

- What impact did this project have:
  - On the students?

---

---

---

- On the cycle team?

---

---

---

- On the school team?

---

---

---

- On the parents and resources in the community?

---

---

---

- Would it be useful to repeat this project? 

---

---

If so, should it be repeated as is or with modifications?

---

---

- What modifications could be made?

---

---

---

---

---

---

---

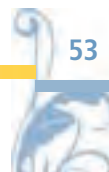
---

---

---

---

---



boy ☐ girl ☐

54

# Appendix 11

## Process review checklist

| Implementation of the process                                                                                                                                                                                                                                 | Assessment<br>(comments, strengths, weaknesses, level of satisfaction of various stakeholders, impact, etc.) | To continue with the process:<br>elements to maintain, improve, eliminate, add, etc. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| What is your overall evaluation of the process that was implemented? What are the factors that contributed most to its success?<br>What were the main obstacles?                                                                                              |                                                                                                              |                                                                                      |
| Were the different steps in the process followed?<br>1. Establish a profile of the school community<br>2. Become familiar with sex education topics<br>3. Plan the activities<br>4. Prepare and carry out the educational activities<br>5. Review the process |                                                                                                              |                                                                                      |
| What were the main activities carried out?                                                                                                                                                                                                                    |                                                                                                              |                                                                                      |
| Were these activities in keeping with what was initially planned? If not, why not?<br>Were activities added? If so, which ones?                                                                                                                               |                                                                                                              |                                                                                      |
| What human, material and financial resources were used?<br>Were they adequate? Were they in keeping with what was initially planned?                                                                                                                          |                                                                                                              |                                                                                      |
| What information was transmitted to the parents and the partners in the community?                                                                                                                                                                            |                                                                                                              |                                                                                      |

| Implementation of the process                                                                                                                         | Assessment<br>(comments, strengths, weaknesses, level of satisfaction of various stakeholders, impact, etc.) | To continue the process:<br>elements to maintain, improve, eliminate, add, etc. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| Was the calendar respected?                                                                                                                           |                                                                                                              |                                                                                 |
| How do you evaluate the coordination of the whole process?                                                                                            |                                                                                                              |                                                                                 |
| Were the tools suggested in the Guide useful?<br>Should they be improved? If so, which ones?                                                          |                                                                                                              |                                                                                 |
| Following the process, will the school's educational project and success plan need to be updated? What other actions could help continue the process? |                                                                                                              |                                                                                 |

| Results obtained                                                                                                                                                                                                                                       |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| Did the process have positive effects? If so, what were they?<br>(e.g. increased awareness and responsibility among students, climate in the school, rules of living, comfort and involvement of the students, staff, parents, partners) <sup>23</sup> |  |
| Did the process have negative effects? If so, which ones?<br>What measures could be taken to reduce or eliminate these negative effects?                                                                                                               |  |

23. To answer this question, refer, among other things, to the evaluation that was done of each of the educational interventions and the one done by the students.

## Appendix 12

### An example in two schools

#### Discussion forum in École des Deux-Rivières and École du Plateau

In 2006-2007, a new project was initiated in École des Deux-Rivières, in the Matapédia region, and in École du Plateau, in Saint-François-d'Assise. The principals of these two schools, the two Elementary Cycle Three teachers, and the nurse and the social worker from the CSSS who have positions in the schools introduced a process for sex education for Cycle Three students, in an original way. In fact, the students use information and communications technologies (ICT) to participate in a (closed) discussion forum on the Internet, in which an educational sexologist from the health and social services center (CSSS) answers their questions on human sexuality. Before launching the discussion group, the sexologist met with the students concerned, first to introduce herself, and then to discuss with them the scope of human sexuality. This was a useful introduction to this project.

#### The objectives of this project were the following:

- 1) Become familiar with the concerns of young people in the area of sexuality.
- 2) Ensure that young people receive accurate, balanced information on sexuality.
- 3) Design a learning situation related to the concerns of the young people.
- 4) Establish a way of working with health and social services professionals and people working in community organizations that is consistent with the new ways of doing things in the education system.

In order to attain these objectives, joint efforts between the health and social services network and the education sector were essential.

It is interesting to see the popularity of this group discussion among the young people and how the questions asked evolved in the course of the project. These questions concerned a whole range of topics usually recommended for students in the senior years of elementary school: the human body, the scope of human sexuality, roles, sexual stereotypes and social norms, puberty and body image, emotional and romantic relationships, sexual awakening and sexual health. Sexual exploitation was the only issue that did not come up. One question, however, concerned ways to react when you are sexually harassed, i.e. "What do you do when you tell someone you don't want to be his girlfriend but he won't leave you alone?"

This discussion group is also a way for the staff who have access to the forum to learn more about sexuality and become better equipped to answer questions from young people or react to certain problem situations. This makes it a kind of professional development.

The project will continue next year. A learning situation related to the concerns of young people expressed in the discussion group on the Internet will be developed in order to permit transfer of learning to the classroom. A link with the parents will also be established.

This project is a good example of the importance that a school team gives to sex education in its institution, and also of the collaborative efforts made to implement innovative strategies with the objective of increasing awareness among young people and equipping them to deal with this development issue, which is a key concern for them.

Here is one example of a question asked and the answer given in the discussion group.

**QUESTION:** "Why do parents always bug us when a girl calls us at home?"

**ANSWER:** "For a child, either a boy or a girl, puberty and the beginning of adolescence bring important changes, both physical and psychological. Among other things, girls and boys want to experience their first romantic relationships and spend more time with their friends. They become a little more distant from their parents.

"This situation can bring out all kinds of emotions in parents. While they are proud to see their kids growing up, they also feel concerns about all the changes their children are going through, as they gradually become adolescents.

"So when parents see their daughters or sons first start flirting or dating, they want to know what's going on, who their new friends are, if they're nice, etc. Some parents will be at ease and talk openly with their child, others will be a little more awkward. What you have to understand above all is that even though you feel like your parents are bugging you, it's because they care about you and what you are going through.

"If you really don't like the way your parents are acting, you can tell them so frankly. Together, you might be able to find a way to discuss things that work for all of you."



# Appendix 13

## An example in a school board

### The process at the Commission scolaire de la Seigneurie-des-Mille-Îles

#### BACKGROUND

For a few years, the idea of providing guidance to the school team in the area of sex education had been one of the concerns of the complementary educational services at the Commission scolaire de la Seigneurie-des-Mille-Îles. After the elimination of the Personal and Social Development (PSD) program, a process was outlined and orientations took shape with respect to the four complementary educational services programs. It was from this perspective that the school board decided to make the most of the professional expertise of one of its members. Since April 2006, the mandate of this professional (a sexologist) has been to support the schools in the area of sex education.

#### CHRONOLOGY

In April 2006, the school principals were informed of this new support service. An action plan was presented to them as well as various documents to help them grasp the subtleties and the changes required by sex education in the context of the education reform. In addition, the senior administrators, the school board members and the parents' committee were all informed about the implementation process. Collaboration was also established with the education consultant responsible for the *Healthy Schools* approach in elementary schools.

In a spirit of cooperation, the staff of the CSSS, as well as the regional public health department, were also met with in order to optimize actions and increase consistency of the message conveyed. This was followed by a sharing of tools and expertise. A lecture for parents of elementary and secondary school students, and participation at the *tables régionales de concertation* with certain community organizations were also among the measures implemented.

In August 2006, a tour of the secondary school teams by the sexologist provided opportunities for exchanges on what was already being done in the schools and provided a better understanding of the field of sex education. In this way, motivated people concerned about the welfare of students came forward, and a true process for sex education was established in the schools.

With respect to this change in perspective, the main mandate of the professional was to update the framework proposed by the MELS and the MSSS by supporting the schools in more comprehensive actions and by considering sex education to be one element in the contextualization of learning. Learning situations and various tools (PowerPoint documents and additional activities) were designed specifically to fit in with the Québec Education Program. The fact that the school teams felt they were being supported and guided in such a delicate area made it easy for them to be open to changes of practice and the sharing of responsibilities as proposed in the document from the MELS and MSSS. In this way, the students were able to benefit from a cognitive, reflexive and integrative approach with regard to sex education.

## SEX EDUCATION IN THE CONTEXT OF THE EDUCATION REFORM: COMMISSION SCOLAIRE DE LA SEIGNEURIE-DES-MILLE-ÎLES, 2006

| Objectives                                                                                 | Actions to be carried out                                                                                                       | Schedule           | Target group                                                                            | Coordination Collaboration                                                  | Expected results                                                                                                                                                                                                                                                                                                                      | Comments |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Inform secondary school administrations about the new sex education service.               | Send a letter and a summary of the document published by the MELS and MSSS (by e-mail).                                         | April 2006         | Secondary school principals and vice-principals                                         | Director of educational services, Sexologist                                | <ul style="list-style-type: none"> <li>Requests for action from people contacted</li> </ul>                                                                                                                                                                                                                                           |          |
| Initiate a partnership with the two health and social services centres.                    | Hold an awareness meeting.                                                                                                      | Before June 2006   | Person responsible for the file                                                         | Director of educational services, Sexologist                                | <ul style="list-style-type: none"> <li>Better understanding of what is already being done in the schools</li> <li>Development of a real partnership: exchange of material, structuring of activities, collaboration on special projects</li> </ul>                                                                                    |          |
| Make school managers aware of the document published by the MELS and MSSS.                 | Organize training with Francine Duquet (sexologist and designer of the document from the MELS and MSSS).                        | Mid-September 2006 | School principals and vice-principals elementary schools, secondary schools and centres | Director of educational services, Sexologist, Public health Regional office | <ul style="list-style-type: none"> <li>Better understanding of sex education</li> <li>Initiation of a process for sex education and dissemination of information to the school team</li> </ul>                                                                                                                                        |          |
| Encourage the school teams to start reflecting on their role in the area of sex education. | Tour the schools and hold 45-minute meetings to explain the document from the MELS and MSSS and answer questions from teachers. | August 2006        | School teams                                                                            | Sexologist, Secondary school administrators                                 | <ul style="list-style-type: none"> <li>Response from motivated individuals, calls, meetings and possible projects</li> <li>Better knowledge of what is already being done</li> <li>Better knowledge of the sexual reality of our young people</li> <li>Change in perspective and greater openness to quality sex education</li> </ul> |          |

| Objectives                                                                                                                                     | Actions to be carried out                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Schedule              | Target people                                                         | Coordination Collaboration                         | Expected results                                                                                                                                                                                                                                                                                       | Comments                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Update the framework proposed by the MELS and MSSS by offering support to the schools (cognitive, reflective and integrative approach).        | <ul style="list-style-type: none"> <li>Aim to involve various staff members in order to carry out activities or projects.</li> <li>Suggest instructional material to teachers.</li> <li>Guide teachers while respecting their areas of expertise.</li> <li>Develop learning situations:               <ul style="list-style-type: none"> <li>- related to the broad areas of learning</li> <li>- according to the psychosexual development of the students</li> <li>- in partnership with teachers and education consultants</li> </ul> </li> <li>Encourage the different partners to collaborate in the process of sex education.</li> </ul> | 2006-2007 school year | School teams in elementary schools, in secondary schools and students | Director of educational services, Sexologist, CSSS | <ul style="list-style-type: none"> <li>More comprehensive actions</li> <li>Process of mobilization throughout the schools</li> <li>Change in culture that could benefit students</li> </ul>                                                                                                            | <p>The contribution of complementary educational services resources can prove essential to the attainment of the objectives of the education program and the mission of the MELS, which is to instruct, socialize and qualify.</p> <p>For the students, the objective of quality sex education is to develop their critical faculties, their capacity for discernment and their sense of responsibility.</p> |
| Make parents aware of the importance of their role in as those most closely involved in quality sex education and equip them for this process. | <ul style="list-style-type: none"> <li>Organize conferences.</li> <li>Write documents for parents.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | School year 2006-2007 | Parents of students in the school board                               | Parents' committee, CSSS, Governing boards         | <ul style="list-style-type: none"> <li>Better collaboration between schools and families in the area of sex education (decrease in the number of resistant parents)</li> <li>Increased general knowledge in the area of sexuality</li> <li>Better awareness of the importance of their role</li> </ul> | The students will be able to benefit from a community that focuses its actions on the development of the competencies of young people.                                                                                                                                                                                                                                                                       |

Commission scolaire de la Seigneurie-des-Mille-Îles, Direction du service de la formation générale des jeunes, 2006.

## Appendix 14

### An example of local collaboration

#### Action research in sex education at the Commission scolaire des Affluents

In February 2004, stakeholders from Laval, Laurentides and Lanaudière received training on sex education. This training was organized jointly by the Ministère de l'Éducation du Québec (MEQ) and the Ministère de la Santé et des Services sociaux (MSSS) during a provincial tour in the context of the education reform. Following this awareness activity, an action research activity was undertaken at the Commission scolaire des Affluents.

During the 2004-2005 school year, fourteen meetings brought together various people working in the health and social services network and the education network: education consultants from the school board, secondary school teachers, the principal, the spiritual care and guidance and community involvement animator, the school psychologist, nurses from the CSSS, experts from the Direction de santé publique et d'évaluation de Lanaudière and from the MEQ's Laval, Laurentides and Lanaudière regional office. It should be noted that four people in the committee had training in sexology.

Overall, the action research was aimed at identifying strategies and actions that would make it easier to integrate sex education into the entire set of actions for which the many stakeholders in the school and related communities are responsible. Concretely, an action plan for the first year of implementation of the education reform in secondary school was developed. This plan was structured around three objectives: 1) train and support Secondary Cycle One staff; 2) define and set up structures at different levels (schools, school boards, regions, etc.) that would assure the inclusion and coordination of sex education in the education system; 3) design learning and evaluation situations (LES), and provide resources in the area of sex education to support staff.

This last objective was achieved in a few meetings. In fact, a multidisciplinary and multifaceted LES was planned and partly developed.<sup>24</sup> When the review of the action research was done, several participants mentioned the importance of designing more LES. Since then, a few more LES have been developed. However, they are formulated from a single-subject perspective and do not include the contribution of services éducatifs particuliers et complémentaires (SEPEC) [special and complementary educational services].

The implementation of the education reform in secondary schools is still recent. Although the Québec Education Program encourages collaborative work (subject areas, complementary educational services and community), this way of doing things is still in its infancy. It is still a challenge to plan, design and manage multidisciplinary and multifaceted LES in secondary schools. In addition, this type of LES planning is in keeping with the *Healthy Schools* approach, which shows how the health of young people can be significantly influenced by action at several levels: young people, their schools, their families and their communities. Consequently, although this new way of working requires ongoing cooperation and openness to change, it is also motivating, as it allows young people to come out winners.

24. See the LES planning table on next page. For the time being, only the development of components related to Science and Technology and Moral Education (ME) has been completed.  
(Author's note: when this example was written, Moral Education and Catholic Religious and Moral Instruction were still being offered. They have since been replaced by Ethics and Religious Culture)

# COMMISSION SCOLAIRE DES AFFLUENTS

## MULTIDISCIPLINARY AND MULTIFACETED LEARNING SITUATION

carried out as part of an action research activity in sex education in 2004-2005

### Secondary Cycle One

#### TOPIC: HUMAN SEXUAL GROWTH AND BODY IMAGE

- Aim:** On the basis of various subject-related and complementary anchor points, help the students think about various aspects and issues related to changes in their body image.
- Broad area of learning:** *Health and Well-Being*
- Educational aim:** Help students develop a sense of responsibility for adopting good living habits with respect to health, safety and sexuality.
- Focus of development:** Self-awareness and awareness of his/her basic needs.

| Subject involved                                                        | Possible anchor points related to the education program (Secondary Cycle One)                                                                                                                              | Suggestions taken from Sex Education in the Context of Education Reform, p. 25 and 50                                                                                                                                                                                |
|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Science and Technology                                                  | - Living world:<br>stages of human development                                                                                                                                                             | Physiological changes at puberty and effects on body image, <i>repercussions on reproduction</i> <sup>25</sup>                                                                                                                                                       |
| Moral Education (ME)<br>Catholic Religious and Moral Instruction (CRMI) | ME: paradoxes related to identity:<br>being versus appearing<br>CRMI: related to changes at puberty<br>- Work on the basis of the core competency<br><i>Takes a reflective position on ethical issues.</i> | Repercussions of stereotypes of beauty presented in the media on changing body image                                                                                                                                                                                 |
| Visual Arts, History                                                    | To be determined.                                                                                                                                                                                          | <i>Exhibition of photos or other objects related to the concept of beauty across various ages and cultures</i>                                                                                                                                                       |
| Services éducatifs particuliers et complémentaires (SEPEC)              | Possible anchor points related to the framework of complementary educational services                                                                                                                      | Suggestions taken from Sex Education in the Context of Education Reform, p. 25                                                                                                                                                                                       |
| Psychologist                                                            | Program of promotion and prevention services                                                                                                                                                               | Discussion on the importance of developing a positive body image (e.g. "How to be happy in spite of my imperfections?")                                                                                                                                              |
| Spiritual care and guidance and community involvement animator (SCGCIA) | Program of promotion and prevention services                                                                                                                                                               | Discussion on the values underlying the tension between feeling good about yourself and the frantic race to obtain an ideal body image<br><i>Values: happiness, introspection</i><br><i>Line of action: become conscious of one's inner world and spiritual life</i> |
| Nurse from the CSSS                                                     | Program of promotion and prevention services                                                                                                                                                               | <i>Discussion with young people on the emotional issues of puberty</i>                                                                                                                                                                                               |

Commission scolaire des Affluents, 2004-2005.

25. The text in italics corresponds to elements added to those presented in the reference document.

## Appendix 15

### An example of regional collaboration

#### In Gaspésie–Îles-de-la-Madeleine: The future of sex education, a challenge to be shared!

From September 2003 to June 2006, the Direction de santé publique de la Gaspésie et des Îles-de-la-Madeleine (DSP-GIM), in collaboration with the education network and the health and social services network, conducted a pilot project aimed at identifying avenues to promote the integration of sex education into school activities, in keeping with the perspective proposed by the education reform.

Following this pilot project, a model for support and guidance services was developed. These services are offered by the DSP in the schools that are interested in implementing a process of sex education. An educational sexologist, in collaboration with a resource person from the school board, provided the following support and guidance services:

- An awareness workshop, *Sex education: a question of good sense, guidelines and limits*, for all school staff
- A workshop on the process of sex education and appropriate tools for the collaboration between the health and education sectors, for those responsible for sex education
- Support meetings for the collaboration between the health and education sectors and the sex education team
- Workshop for parents
- Advice, telephone follow-up and validation of the sex education content of school activities
- Annual refresher day for those working in health and education
- Publication of *SEX'PRIMEUR*, a regional newsletter on sex education in the education system
- Access to the DSP-GIM documentation centre

This pilot project also revealed that, in order to integrate sex education into school activities, clear, constant support is needed from the school administration, including:

- releasing the people involved so that they may take part in the proposed workshops and concertation and coordination meetings. This can take the form of a “bank of hours” allocated to the team responsible for sex education.
- developing a framework program in sex education that is in keeping with and carried out through the school’s success plan, the Québec Education Program and the program of promotion and prevention services (one of the four complementary educational services programs).

In May 2007, the following model was presented to the regional MSSS-MELS committee. This committee and the local MSSS-MELS committees agreed to include sex education in their three-year action plan.

## Support and guidance model for the integration of sex education in the context of the education reform proposed by the DSP-GIM

### ANCHOR POINTS

#### Québec-wide

MSSS-MELS design, training and support team

- Publication of the document *Sex Education in the Context of Education Reform*, MEQ and MSSS, 2003
- Training session on *Sex Education in the Context of Education Reform* offered by the Direction de l'adaptation scolaire et des services complémentaires of the MELS in collaboration with the MSSS

#### Regionally

Direction de santé publique de la Gaspésie et des Îles-de-la-Madeleine (DSP-GIM) (sex education and prevention of STIs) and MEQ regional office

- Various training sessions, including:

*Les défis de l'éducation à la sexualité... à l'aube de la réforme scolaire, 2003. [The challenges of sex education ... as we begin the education reform]*

*L'éducation à la sexualité dans le contexte de la réforme du curriculum scolaire: ensemble, on s'y prépare! 2004. [sex education in the context of the reform: together we are getting ready]*

*L'éducation à la sexualité : une question de sens, de repères et de limites, 2005. [Sex education: a question of meaning, guidelines and limits]*

#### Locally

Offer of the following services by the DSP-GIM (sex education and prevention of STIs) at the school boards and the CSSS

- Information and awareness meetings on various themes related to sexuality for those working in the education system (complementary educational services, CSSS, schools, parents and community, youth centres, street workers, etc.)
- Consultation meetings on the sex education content of school activities
- Concrete procedures for the integration of sex education in the context of the education reform to promote the integration of a concerted approach to sex education within a cycle team, a school team, a school, etc. (frames of reference: reference document, complementary educational services, *Healthy Schools* approach).



## For more information

Québec, Ministère de l'Éducation. *Complementary Educational Services: Essential to Success*, 2002.  
<http://www.mels.gouv.qc.ca/DGFJ/csc/general/complementaires/complementaires.html>.

———. *Girls and Boys, Let's Get Along! A Teaching Guide for Promoting Egalitarian Relationships Between the Sexes in Elementary School*, 2004. <http://www.mels.gouv.qc.ca/dgfj/csc/general/accordons-nous.html>.

———. *Le petit Magazine des services complémentaires*. "Living a life based on love and tenderness: Working toward more harmonious dating relationships among young people," 2000.  
<http://www.mels.gouv.qc.ca/DGFJ/csc/general/magazine/magazine.html>.

———. *Québec Education Program, Preschool Education, Elementary Education*, 2001.  
[http://www.mels.gouv.qc.ca/lancement/prog\\_formation/index.htm](http://www.mels.gouv.qc.ca/lancement/prog_formation/index.htm).

———. *Sex Education in the Context of Education Reform*, 2003.  
<http://www.mels.gouv.qc.ca/DGFJ/csc/promotion/habitudes.html>.

———. *Two networks, one objective: The development of youth: Agreement for the complementarity of services between the health and social services network and the education network*, 2003.  
<http://www.mels.gouv.qc.ca/lancement/ententeMEQ-MSSS>.

Québec, Ministère de l'Éducation, du Loisir et du Sport. *Guide to Promote Reflection on Sexuality in the Adult Education Sector*, 2006.  
<http://www.mels.gouv.qc.ca/DGFA/disciplines/devpersetsocial/pdf/41-2002-A.pdf>.

———. *Healthy Schools: Guide for the education community and its partners – For the educational success, Health and well-being of young people*, 2005 <http://www.mels.gouv.qc.ca/DGFJ/csc/promotion/ecoleensante.html>.

———. *Québec Education Program, Secondary School Education, Cycle One*, 2006.  
[http://www.mels.gouv.qc.ca/DGFJ/dp/programme\\_de\\_formation/secondaire/qepsecfirstcycle.htm](http://www.mels.gouv.qc.ca/DGFJ/dp/programme_de_formation/secondaire/qepsecfirstcycle.htm).

———. *Québec Education Program, Secondary School Education, Cycle Two*, 2007.  
[http://www.mels.gouv.qc.ca/sections/programmeFormation/secondaire2/index\\_en.asp](http://www.mels.gouv.qc.ca/sections/programmeFormation/secondaire2/index_en.asp).

Québec, Ministère de la Santé et des Services sociaux. *Programme national de santé publique 2003–2012 - Mise à jour 2008*, 2008.  
<http://publications.msss.gouv.qc.ca/acrobat/f/documentation/2008/08-216-01.pdf>.

———. *The SexEducator*, A magazine for stakeholders and educators who are offering sex-education activities for young people of secondary-school age. Québec: Gouvernement du Québec.  
[http://www.msss.gouv.qc.ca/sujets/prob\\_sante/itss/index.php?aid=224](http://www.msss.gouv.qc.ca/sujets/prob_sante/itss/index.php?aid=224) ("education professionals" section).

———. *Transformations, Butterflies, Passions... and All Sorts of Questions. Parents' guide for discussing sexuality with their teens*. Québec: Gouvernement du Québec, 2007.  
<http://publications.msss.gouv.qc.ca/acrobat/f/documentation/2008/08-307-01A.pdf>.

## Other Internet sites that could be consulted

There are many Internet sites that offer information on sex education. The ones we are suggesting here are generally recognized as being useful. However, the fact that we cite them does not necessarily mean that the Ministère endorses all of their contents. It is up to those concerned to determine their relevance and how they wish to use them.

This list is not exhaustive. It is possible to find relevant information on many other sites, in particular those of certain public health departments.

- <http://www.jcapote.com>
- <http://www.jparle.com>
- <http://www.egalitejeunesse.com>
- [http://www.msss.gouv.qc.ca/en/sujets/prob\\_sociaux/teenage\\_pregnancy.php](http://www.msss.gouv.qc.ca/en/sujets/prob_sociaux/teenage_pregnancy.php)
- [http://www.msss.gouv.qc.ca/sujets/prob\\_sante/itss/index.php?home](http://www.msss.gouv.qc.ca/sujets/prob_sante/itss/index.php?home)
- <http://www.inspq.qc.ca/jasp/archives> (theme day *Aborder l'éducation à la sexualité en milieu scolaire, un peu, beaucoup, passionnément, autrement*, 20 novembre 2007)
- <http://en.teljeunes.com/home>
- <http://www.cendrillon.ca>
- [http://www.sexualityandu.ca/home\\_e.aspx](http://www.sexualityandu.ca/home_e.aspx)



## Sexual roles and stereotypes

The aim of this guide is to support schools and school boards in implementing a process for sex education that is consistent with the policy framework outlined in 2003, *Sex Education in the Context of Education Reform*. In fact, many schools, although they are convinced of the need to establish such a process, are still searching for concrete ways to put it into practice. It is therefore to meet this need that this tool was created.

Developed especially for schools, it concerns all the stakeholders in sex education in the education system, i.e. administrators, teachers, professionals, support staff, members of governing boards, school board officials and other educators, including parents, who are the persons primarily responsible for their children's education, the partners in the health and social services network, as well as resources in the community.

