

## Kindergarten

### Personal Safety Program (Third Edition)

#### **Lesson 1 – Feelings**

##### **Sexuality Education**

Sexual Growth and Body Image — Give examples of what you can express and feel with your body

- Feeling: five senses (taste, touch, smell, sight, hearing), emotions, sensations (pleasant or unpleasant)

##### **Preschool Education Program for 4-Year-Olds**

*Emotional development*

Self-knowledge

- Recognizes his/her personal characteristics
- Expresses his/her emotions
- Regulates his/her emotions

*Language development*

Oral language

- Interacts verbally and non-verbally
- Demonstrates his/her understanding
- Expands his/her vocabulary
- Expresses himself/herself orally in different ways

##### **Preschool Education**

Emotional and Social Strategies

- Paying attention

Cognitive and Metacognitive Strategies

- Observing
- Classifying
- Comparing
- Memorizing
- Using the right words
- Questioning and self-questioning
- Evaluating

Learnings Related to Emotional Development

- Feelings (e.g. joy, rage, fear)

Learnings Related to Social Development

- Social skills: politeness (e.g. greetings, please and thank you); attitudes expressed verbally and nonverbally (e.g. smiling, looking at people when they are speaking, congratulating); cooperative actions (e.g. encouraging others, offering help, sharing); participatory actions (e.g. distributing things, putting things away)

#### **Lesson 2 – Identifying a grown-up who you can go to for help**

##### **Sexuality Education**

Sexual Growth and Body Image – Give examples of what you can express and feel with your body

- Sharing your needs and wishes with others (e.g. friends, adults in your life, etc.): expressing yourself when sensations and feelings are pleasant or unpleasant; saying no and talking to an adult when you do not like a physical contact or being touched, or when you feel uncomfortable; talking with someone when you are not sure about something or when you feel the need.

## Kindergarten

### Preschool Education Program for 4-Year-Olds

*Physical and motor development*

Healthy lifestyle habits

- Learns about safety factors in his/her environment

*Social development*

Sense of belonging

- Creates connections with adults

Social skills

- Makes contact with others

### Preschool Education

Learnings Related to Emotional Development

- Personal data (e.g. date of birth, telephone number, address, family)

### **Lesson 3 – Naming body parts**

#### Sexuality Education

Sexual Growth and Body Image – Identify the parts of the body

- External parts: arms, head, buttocks, etc.
- External sexual parts: vulva, breasts, penis, scrotum, testicles
- Concept of private parts

### Preschool Education Program for 4-Year-Olds

*Physical and motor development*

Psychomotor skills

- Develops an awareness of his/her body

*Emotional development*

Self-knowledge

- Recognizes his/her personal characteristics

*Language development*

Oral language

- Interacts verbally and non-verbally
- Demonstrates his/her understanding
- Expands his/her vocabulary

### Preschool Education

Cognitive and Metacognitive Strategies

- Observing
- Classifying
- Comparing
- Memorizing
- Using the right words
- Questioning and self-questioning

Learnings Related to Sensory and Motor Development

- The parts of the body (e.g. eyebrows, throat) and their characteristics (e.g. brown eyes, short hair), functions (e.g. breathing, walking) and reactions (e.g. skin becomes red when exposed to sun)

## Kindergarten

### **Lesson 4 – Okay and not okay touching**

#### **Sexuality Education**

Sexual Growth and Body Image – Give examples of what you can express and feel with your body

- Sharing your needs and wishes with others (e.g. friends, adults in your life, etc.): expressing yourself when sensations and feelings are pleasant or unpleasant; saying no and talking to an adult when you do not like a physical contact or being touched, or when you feel uncomfortable; talking with someone when you are not sure about something or when you feel the need.

#### **Preschool Education Program for 4-Year-Olds**

*Physical and motor development*

Psychomotor skills

- Explores his/her sensory perceptions
- Develops an awareness of his/her body

Healthy lifestyle habits

- Learns about safety factors in his/her environment

*Social development*

Social skills

- Gradually assimilates rules of conduct
- Regulates his/her behaviour

#### **Preschool Education**

Motor and Psychomotor Strategies

- Discovering his/her sensory potential

Emotional and Social Strategies

- Controlling his/her impulses
- Paying attention

Learnings Related to Sensory and Motor Development

- The five senses—taste, touch, smell, sight, hearing—and characteristics associated with them (e.g. salty, rough), their functions (e.g. seeing, hearing)

Learnings Related to Social Development

- Rules of conduct (e.g. individual rights and responsibilities)

### **Lesson 5 – The buddy system**

#### **Preschool Education Program for 4-Year-Olds**

*Physical and motor development*

Healthy lifestyle habits

- Learns about safety factors in his/her environment

*Social development*

Sense of belonging

- Creates connections with the other children
- Creates connections with adults
- Participates in group activities

Social skills

- Makes contact with others

## Kindergarten

### *Cognitive development*

#### Thinking skills

- Uses his/her reasoning skills

### **Preschool Education**

#### Learnings Related to Social Development

- Social skills: politeness (e.g. greetings, please and thank you); attitudes expressed verbally and nonverbally (e.g. smiling, looking at people when they are speaking, congratulating); cooperative actions (e.g. encouraging others, offering help, sharing); participatory actions (e.g. distributing things, putting things away)
- Rules of conduct (e.g. individual rights and responsibilities)

### **Lesson 6 – If asked to go and your parents don't know, shout no!**

### **Preschool Education Program for 4-Year-Olds**

#### *Physical and motor development*

#### Healthy lifestyle habits

- Learns about safety factors in his/her environment

#### *Social development*

#### Sense of belonging

- Creates connections with adults

#### Social skills

- Gradually assimilates rules of conduct
- Makes contact with others
- Regulates his/her behaviour

#### *Language development*

#### Oral language

- Interacts verbally and non-verbally
- Demonstrates his/her understanding
- Expresses himself/herself orally in different ways

#### *Cognitive development*

#### Thinking skills

- Uses his/her reasoning skills

### **Preschool Education**

#### Learnings Related to Emotional Development

- Actions demonstrating responsibility (e.g. transmitting a message, putting away his/her toys, taking care of equipment)

#### Learnings Related to Social Development

- Social skills: politeness (e.g. greetings, please and thank you); attitudes expressed verbally and nonverbally (e.g. smiling, looking at people when they are speaking, congratulating); cooperative actions (e.g. encouraging others, offering help, sharing); participatory actions (e.g. distributing things, putting things away)
- Rules of conduct (e.g. individual rights and responsibilities)

## Kindergarten

### **Lesson 7 – What to do when lost**

#### **Preschool Education Program for 4-Year-Olds**

*Physical and motor development*

Healthy lifestyle habits

- Learns about safety factors in his/her environment

*Cognitive development*

Thinking skills

- Uses his/her reasoning skills

#### **Preschool Education**

Emotional and Social Strategies

- Finding ways to overcome difficulties and resolve conflicts

Learnings Related to Social Development

- Conflict management (e.g. explanation of the problem, solutions, compromises, making amends)

## Grade 1

### Personal Safety Program (Third Edition)

#### **Lesson 1 – Feelings**

##### **Sexuality Education**

Comprehensive View of Sexuality – Understand what sexuality is

- With your heart: emotions, feelings and how they are expressed

##### **Physical Education and Health**

Competency 2 – To interact with others in different physical activity settings

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

#### **Lesson 2 – A grown-up you can go to for help**

##### **Sexuality Education**

Sexual Assault – Recognize situations of sexual assault and ways of protecting yourself

- Reporting an incident: talking to someone if you do not feel comfortable with a situation, being familiar with the network of resources that can help you, asking for help until an adult listens and helps

##### **Physical Education and Health**

Competency 2 – To interact with others in different physical activity settings

Principles of communication

- Being understood by the person with whom one is interacting

Types of movements or actions

- Cooperation: helping, collaborating, interpreting, communicating, etc.

#### **Lesson 3 – Boundaries – How to be safe**

##### **Sexuality Education**

Sexual Assault – Recognize situations of sexual assault and ways of protecting yourself

- Self-protection skills: do not go with someone you do not know, make sure your parents know where you are, remove yourself from a place or situation that makes you feel uncomfortable, etc.

##### **Physical Education and Health**

Competency 2 – To interact with others in different physical activity settings

Principles of communication

- Being understood by the person with whom one is interacting

#### **Lesson 4 – Keep and speak secrets**

##### **Sexuality Education**

Sexual Assault – Recognize situations of sexual assault and ways of protecting yourself

- Self-protection skills: do not go with someone you do not know, make sure your parents know where you are, remove yourself from a place or situation that makes you feel uncomfortable, etc.
- Reporting an incident: talking to someone if you do not feel comfortable with a situation, being familiar with the network of resources that can help you, asking for help until an adult listens and helps

## Grade 1

### Physical Education and Health

Competency 2 – To interact with others in different physical activity settings

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

Types of movements or actions

- Cooperation: helping, collaborating, interpreting, communicating, etc.

### **Lesson 5 – The buddy system**

#### Sexuality Education

Sexual Assault – Recognize situations of sexual assault and ways of protecting yourself

- Self-protection skills: do not go with someone you do not know, make sure your parents know where you are, remove yourself from a place or situation that makes you feel uncomfortable, etc.

#### Physical Education and Health

Competency 3 – To adopt a healthy, active lifestyle

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

### **Lesson 6 – Trust your instincts**

#### Sexuality Education

Sexual Assault – Recognize situations of sexual assault and ways of protecting yourself

- Self-protection skills: do not go with someone you do not know, make sure your parents know where you are, remove yourself from a place or situation that makes you feel uncomfortable, etc.

#### Physical Education and Health

Competency 2 – To interact with others in different physical activity settings

Ethics-related aspects

- Dignity and self-control

## Grade 2

### Personal Safety Program (Third Edition)

#### **Lesson 1 – Emotions**

##### **Sexuality Education**

Emotional and Romantic Life – Recognize the various feelings that can be experienced in interpersonal relationships

- Range of feelings toward the people in your life: parents, family, friends, others
- Positive feelings: love, trust, respect, loyalty, solidarity, etc.
- Negative feelings: jealousy, disappointment, sadness, guilt, etc.

Emotional and Romantic Life – Discuss the different ways you can express your feelings to those you love

- Depending on the person
- Depending on the feelings
- Actions and attitudes that express feelings

##### **Physical Education and Health**

Competency 2 – To interact with others in different physical activity settings

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

Ethics-related aspects

- Dignity and self-control

Competency 3 – To adopt a healthy, active lifestyle

Relaxation

#### **Lesson 2 – Identifying a safe grown-up**

##### **Physical Education and Health**

Competency 2 – To interact with others in different physical activity settings

Principles of communication

- Being understood by the person with whom one is interacting

Types of movements or actions

- Cooperation: helping, collaborating, interpreting, communicating, etc.

#### **Lesson 3 – Safety awareness**

##### **Physical Education and Health**

Competency 3 – To adopt a healthy, active lifestyle

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings



## Grade 2

### **Lesson 4 – The buddy system**

#### **Physical Education and Health**

*Competency 3 – To adopt a healthy, active lifestyle*

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

### **Lesson 5 – Crossing boundaries**

#### **Physical Education and Health**

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting

*Competency 3 – To adopt a healthy, active lifestyle*

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations

### **Lesson 6 – Keep and speak secrets**

#### **Physical Education and Health**

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

Types of movements or actions

- Cooperation: helping, collaborating, interpreting, communicating, etc.

## Grade 3

### Personal Safety Program (Third Edition)

#### **Lesson 1 – Seven root safety strategies**

##### **Sexuality Education**

Sexual Assault – Develop your ability to apply safety rules to prevent a situation that puts you at risk or to deal with a situation of sexual assault

- Applying self-protection and self-defence skills: assert yourself, say no, scream, run away, look for help
- Difficulty applying safety rules in certain situations
- Seeking solutions: strategies to help you apply safety rules, identifying the people you can confide in
- Reporting an incident: talking to someone if you do not feel comfortable with a situation, being familiar with the network of resources that can help you, asking for help until an adult listens and helps

##### **Physical Education and Health**

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

Ethics-related aspects

- Dignity and self-control

*Competency 3 – To adopt a healthy, active lifestyle*

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

#### **Lesson 2 – Emotions**

##### **Physical Education and Health**

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

Methods of communication

- Sound signals, touch, visual signals, verbal cues

*Competency 3 – To adopt a healthy, active lifestyle*

Regular physical activity

- Psychological benefits (Positive emotions)

#### **Lesson 3 – Identifying a safe grown-up**

##### **Sexuality Education**

Sexual Assault – Develop your ability to apply safety rules to prevent a situation that puts you at risk or to deal with a situation of sexual assault

- Applying self-protection and self-defence skills: assert yourself, say no, scream, run away, look for help
- Seeking solutions: strategies to help you apply safety rules, identifying the people you can confide in
- Reporting an incident: talking to someone if you do not feel comfortable with a situation, being familiar with the network of resources that can help you, asking for help until an adult listens and helps

## Grade 3

### Physical Education and Health

Competency 2 – To interact with others in different physical activity settings

Principles of communication

- Being understood by the person with whom one is interacting

Types of movements or actions

- Cooperation: helping, collaborating, interpreting, communicating, etc.

Competency 3 – To adopt a healthy, active lifestyle

Regular physical activity

- Social benefits (Improvement of interpersonal relations or maintenance of harmonious interpersonal relations)

### **Lesson 4 – Personal boundaries and assertiveness**

#### Sexuality Education

Sexual Assault – Develop your ability to apply safety rules to prevent a situation that puts you at risk or to deal with a situation of sexual assault

- Applying self-protection and self-defence skills: assert yourself, say no, scream, run away, look for help
- Seeking solutions: strategies to help you apply safety rules, identifying the people you can confide in

#### Physical Education and Health

Competency 3 – To adopt a healthy, active lifestyle

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations

### **Lesson 5 – Friendship**

#### Sexuality Education

Comprehensive View of Sexuality – Become aware that there are different aspects to sexuality

- Around you: interpersonal relationships, awareness of messages in your environment on sexuality, awareness of rules and expectations that can influence your decisions, personal choices, search for adequate information on sexuality

#### Physical Education and Health

Competency 2 – To interact with others in different physical activity settings

Ethics-related aspects

- Respect for peers, rules, the referee

Competency 3 – To adopt a healthy, active lifestyle

Regular physical activity

- Social benefits (Improvement of interpersonal relations or maintenance of harmonious interpersonal relations)

### **Lesson 6 – Keep and speak secrets**

#### Sexuality Education

Sexual Assault – Recognize the different forms of sexual assault

- Forms of sexual assault: sexual contact or inviting sexual touching, exhibitionism and voyeurism, exposure to sexually explicit material

Sexual Assault – Develop your ability to apply safety rules to prevent a situation that puts you at risk or to deal with a situation of sexual assault

- Applying self-protection and self-defence skills: assert yourself, say no, scream, run away, look for help
- Reporting an incident: talking to someone if you do not feel comfortable with a situation, being familiar with the network of resources that can help you, asking for help until an adult listens and helps

## Grade 3

### Physical Education and Health

Competency 2 – To interact with others in different physical activity settings

Principles of communication

- Being understood by the person with whom one is interacting

Types of movements or actions

- Cooperation: helping, collaborating, interpreting, communicating, etc.

Competency 3 – To adopt a healthy, active lifestyle

Regular physical activity

- Social benefits (Improvement of interpersonal relations or maintenance of harmonious interpersonal relations)

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations

### Lesson 7 – The buddy system

#### Sexuality Education

Sexual Assault – Develop your ability to apply safety rules to prevent a situation that puts you at risk or to deal with a situation of sexual assault

- Applying self-protection and self-defence skills: assert yourself, say no, scream, run away, look for help
- Difficulty applying safety rules in certain situations
- Seeking solutions: strategies to help you apply safety rules, identifying the people you can confide in
- Reporting an incident: talking to someone if you do not feel comfortable with a situation, being familiar with the network of resources that can help you, asking for help until an adult listens and helps

#### Physical Education and Health

Competency 3 – To adopt a healthy, active lifestyle

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

### Lesson 8 – Online safety

#### Sexuality Education

Sexual Assault – Recognize the different forms of sexual assault

- Forms of sexual assault: sexual contact or inviting sexual touching, exhibitionism and voyeurism, exposure to sexually explicit material

Sexual Assault – Develop your ability to apply safety rules to prevent a situation that puts you at risk or to deal with a situation of sexual assault

- Applying self-protection and self-defence skills: assert yourself, say no, scream, run away, look for help
- Difficulty applying safety rules in certain situations
- Seeking solutions: strategies to help you apply safety rules, identifying the people you can confide in
- Reporting an incident: talking to someone if you do not feel comfortable with a situation, being familiar with the network of resources that can help you, asking for help until an adult listens and helps

#### Physical Education and Health

Competency 2 – To interact with others in different physical activity settings

Principles of communication

- Being understood by the person with whom one is interacting

Competency 3 – To adopt a healthy, active lifestyle

Safe participation in physical activity

- Safety rules to observe in different settings

## Grade 4

### Personal Safety Program (Third Edition)

#### **Lesson 1 – Seven root safety strategies**

##### **Physical Education and Health**

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

Ethics-related aspects

- Dignity and self-control

*Competency 3 – To adopt a healthy, active lifestyle*

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

#### **Lesson 2 – How we feel and how we act**

##### **Sexuality Education**

Sexual Growth and Body Image – Share your feelings about growing up

- Positive feelings: pride, excitement, independence
- Concerns or negative feelings: unease, embarrassment, shame

Emotional and Romantic Life – Understanding how certain attitudes and behaviours can influence interpersonal relationships

- Behaviours that make it easier to get along with one another: acceptance of diversity, concern for others, empathy, commitment, responsibility, respect, mutual assistance, communication, dealing with misunderstandings and conflicts
- Behaviours that make it harder to get along with one another: rumours, bullying, jealousy, control

##### **Physical Education and Health**

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

Methods of communication

- Sound signals, touch, visual signals, verbal cues

*Competency 3 – To adopt a healthy, active lifestyle*

Regular physical activity

- Psychological benefits (Positive emotions)

#### **Lesson 3 – Expanding the circle of protection around children**

##### **Sexuality Education**

Sexual Growth and Body Image – Share your feelings about growing up

- Sharing of feelings with people you trust

## Grade 4

### Physical Education and Health

Competency 2 – To interact with others in different physical activity settings

Principles of communication

- Being understood by the person with whom one is interacting

Competency 3 – To adopt a healthy, active lifestyle

Regular physical activity

- Social benefits (Improvement of interpersonal relations or maintenance of harmonious interpersonal relations)

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

### Lesson 4 – Friendship

#### Sexuality Education

Emotional and Romantic Life – Discuss your representations of love and friendship

- Definition and perceptions of friendship and love
- Characteristics of a friend and the importance of friendships

Emotional and Romantic Life – Understanding how certain attitudes and behaviours can influence interpersonal relationships

- Behaviours that make it easier to get along with one another: acceptance of diversity, concern for others, empathy, commitment, responsibility, respect, mutual assistance, communication, dealing with misunderstandings and conflicts
- Behaviours that make it harder to get along with one another: rumours, bullying, jealousy, control
- Aspirations for your interpersonal relationships

### Physical Education and Health

Competency 2 – To interact with others in different physical activity settings

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

Types of movements or actions

- Cooperation: helping, collaborating, interpreting, communicating, etc.

Ethics-related aspects

- Respect for peers, rules, the referee

Competency 3 – To adopt a healthy, active lifestyle

Regular physical activity

- Social benefits (Improvement of interpersonal relations or maintenance of harmonious interpersonal relations)

### Lesson 5 – Common lures

#### Physical Education and Health

Competency 3 – To adopt a healthy, active lifestyle

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

## Grade 4

### **Lesson 6 – Home alone**

#### **Physical Education and Health**

*Competency 3 – To adopt a healthy, active lifestyle*

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

### **Lesson 7 – Online safety**

#### **Physical Education and Health**

*Competency 3 – To adopt a healthy, active lifestyle*

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

## Grade 5

### Personal Safety Program (Third Edition)

#### **Lesson 1 – Seven root safety strategies**

##### **Sexuality Education**

Sexual Assault – Look at different contexts that involve sexual assault with a view to preventing them

- Real-world situations involving someone you know well, not very well or not at all (recreational activities, outings or activities with friends, people around you, public places, etc.)
- Virtual-world situations: someone you know and spend time with, someone you do not know, using the Internet with friends

Sexual Assault – Become aware that the rules to ensure your personal safety can apply to different contexts

- Using self-protection and self-defence skills appropriate to the situation: identifying strategies used by aggressors, determining what information can be safely shared in the real or virtual world, avoiding meeting with someone you do not know in the real or virtual world, reacting against sexual solicitation in the real or virtual world
- Seeking solutions: asking trusted adults for help, protecting your friends by preventing or telling an adult about a situation of sexual assault in the real or virtual world

##### **Physical Education and Health**

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

Ethics-related aspects

- Dignity and self-control

*Competency 3 – To adopt a healthy, active lifestyle*

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

#### **Lesson 2 – Emotions**

##### **Physical Education and Health**

*Competency 1 – To perform movement skills in different physical activity settings*

Types of activities

- Rhythmic and expressive activities (aerobics, mime, etc.)

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

Methods of communication

- Sound signals, touch, visual signals, verbal cues

*Competency 3 – To adopt a healthy, active lifestyle*

Regular physical activity

- Psychological benefits (Positive emotions)



## Grade 5

### **Lesson 3 – Circle of protection**

#### **Sexuality Education**

Sexual Assault – Become aware that the rules to ensure your personal safety can apply to different contexts

- Using self-protection and self-defence skills appropriate to the situation: identifying strategies used by aggressors, determining what information can be safely shared in the real or virtual world, avoiding meeting with someone you do not know in the real or virtual world, reacting against sexual solicitation in the real or virtual world
- Seeking solutions: asking trusted adults for help, protecting your friends by preventing or telling an adult about a situation of sexual assault in the real or virtual world

#### **Physical Education and Health**

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting

Types of movements or actions

- Cooperation: helping, collaborating, interpreting, communicating, etc.

*Competency 3 – To adopt a healthy, active lifestyle*

Regular physical activity

- Social benefits (Improvement of interpersonal relations or maintenance of harmonious interpersonal relations)

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

### **Lesson 4 – Boundaries**

#### **Sexuality Education**

Sexual Assault – Become aware that the rules to ensure your personal safety can apply to different contexts

- Using self-protection and self-defence skills appropriate to the situation: identifying strategies used by aggressors, determining what information can be safely shared in the real or virtual world, avoiding meeting with someone you do not know in the real or virtual world, reacting against sexual solicitation in the real or virtual world
- Seeking solutions: asking trusted adults for help, protecting your friends by preventing or telling an adult about a situation of sexual assault in the real or virtual world

#### **Physical Education and Health**

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting

Ethics-related aspects

- Respect for peers, rules, the referee

*Competency 3 – To adopt a healthy, active lifestyle*

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations

## Grade 5

### **Lesson 5 – Friendship**

#### **Sexuality Education**

Sexual Assault – Look at different contexts that involve sexual assault with a view to preventing them

- Real-world situations involving someone you know well, not very well or not at all (recreational activities, outings or activities with friends, people around you, public places, etc.)

Sexual Assault – Become aware that the rules to ensure your personal safety can apply to different contexts

- Seeking solutions: asking trusted adults for help, protecting your friends by preventing or telling an adult about a situation of sexual assault in the real or virtual world

#### **Physical Education and Health**

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

Types of movements or actions

- Cooperation: helping, collaborating, interpreting, communicating, etc.

Ethics-related aspects

- Respect for peers, rules, the referee

*Competency 3 – To adopt a healthy, active lifestyle*

Regular physical activity

- Social benefits (Improvement of interpersonal relations or maintenance of harmonious interpersonal relations)

### **Lesson 6 – Common lures**

#### **Sexuality Education**

Sexual Assault – Look at different contexts that involve sexual assault with a view to preventing them

- Real-world situations involving someone you know well, not very well or not at all (recreational activities, outings or activities with friends, people around you, public places, etc.)
- Virtual-world situations: someone you know and spend time with, someone you do not know, using the Internet with friends

Sexual Assault – Become aware that the rules to ensure your personal safety can apply to different contexts

- Using self-protection and self-defence skills appropriate to the situation: identifying strategies used by aggressors, determining what information can be safely shared in the real or virtual world, avoiding meeting with someone you do not know in the real or virtual world, reacting against sexual solicitation in the real or virtual world

#### **Physical Education and Health**

*Competency 3 – To adopt a healthy, active lifestyle*

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

### **Lesson 7 – Home alone**

#### **Sexuality Education**

Sexual Assault – Become aware that the rules to ensure your personal safety can apply to different contexts

- Using self-protection and self-defence skills appropriate to the situation: identifying strategies used by aggressors, determining what information can be safely shared in the real or virtual world, avoiding meeting with someone you do not know in the real or virtual world, reacting against sexual solicitation in the real or virtual world

## Grade 5

### Physical Education and Health

Competency 3 – To adopt a healthy, active lifestyle

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

### Lesson 8 – Online safety

#### Sexuality Education

Sexual Assault – Look at different contexts that involve sexual assault with a view to preventing them

- Virtual-world situations: someone you know and spend time with, someone you do not know, using the Internet with friends

Sexual Assault – Become aware that the rules to ensure your personal safety can apply to different contexts

- Using self-protection and self-defence skills appropriate to the situation: identifying strategies used by aggressors, determining what information can be safely shared in the real or virtual world, avoiding meeting with someone you do not know in the real or virtual world, reacting against sexual solicitation in the real or virtual world
- Seeking solutions: asking trusted adults for help, protecting your friends by preventing or telling an adult about a situation of sexual assault in the real or virtual world

### Physical Education and Health

Competency 3 – To adopt a healthy, active lifestyle

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

## Grade 6

### Personal Safety Program (Third Edition)

#### **Lesson 1 – Seven root safety strategies**

##### **Physical Education and Health**

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

Ethics-related aspects

- Dignity and self-control

*Competency 3 – To adopt a healthy, active lifestyle*

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

#### **Lesson 2 – Emotional range**

##### **Sexuality Education**

Comprehensive View of Sexuality – Become aware that sexuality is experienced and expressed through five dimensions

- Psychoaffective dimension: feelings and emotions, romantic awakening, body image, need for independence

##### **Physical Education and Health**

*Competency 1 – To perform movement skills in different physical activity settings*

Types of activities

- Rhythmic and expressive activities (aerobics, mime, etc.)

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

Methods of communication

- Sound signals, touch, visual signals, verbal cues

*Competency 3 – To adopt a healthy, active lifestyle*

Regular physical activity

- Psychological benefits (Positive emotions)

Stress management

#### **Lesson 3 – Circle of protection**

##### **Physical Education and Health**

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting

Types of movements or actions

- Cooperation: helping, collaborating, interpreting, communicating, etc.

## Grade 6

*Competency 3 – To adopt a healthy, active lifestyle*

Regular physical activity

- Social benefits (Improvement of interpersonal relations or maintenance of harmonious interpersonal relations)

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

### **Lesson 4 – Relationships**

#### **Sexuality Education**

Comprehensive View of Sexuality – Become aware that sexuality is experienced and expressed through five dimensions

- Interpersonal dimension: interpersonal relationships, communication, mutuality

Emotional and Romantic Life – Express any questions you have about romantic and sexual awakening

- Attitudes and feelings about these new phenomena: individual variations

#### **Physical Education and Health**

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting
- Being receptive to others' messages

Types of movements or actions

- Cooperation: helping, collaborating, interpreting, communicating, etc.

Ethics-related aspects

- Respect for peers, rules, the referee

*Competency 3 – To adopt a healthy, active lifestyle*

Regular physical activity

- Social benefits (Improvement of interpersonal relations or maintenance of harmonious interpersonal relations)

### **Lesson 5 – Healthy vs. unhealthy boundaries**

#### **Sexuality Education**

Comprehensive View of Sexuality – Become aware that sexuality is experienced and expressed through five dimensions

- Socio-cultural dimension: norms, rules for living together, expectations, stereotypes
- Interpersonal dimension: interpersonal relationships, communication, mutuality

#### **Physical Education and Health**

*Competency 2 – To interact with others in different physical activity settings*

Principles of communication

- Being understood by the person with whom one is interacting

Ethics-related aspects

- Respect for peers, rules, the referee
- Dignity and self-control

*Competency 3 – To adopt a healthy, active lifestyle*

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations

## Grade 6

### **Lesson 6 – Common lures**

#### **Physical Education and Health**

*Competency 3 – To adopt a healthy, active lifestyle*

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

### **Lesson 7 – Online safety**

#### **Sexuality Education**

Emotional and Romantic Life – Express any questions you have about romantic and sexual awakening

- Images and messages from your social environment and the media

#### **Physical Education and Health**

*Competency 3 – To adopt a healthy, active lifestyle*

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

### **Lesson 8 – Babysitters' safety**

#### **Physical Education and Health**

*Competency 3 – To adopt a healthy, active lifestyle*

Safe participation in physical activity

- Behaviours to adopt in potentially dangerous situations
- Safety rules to observe in different settings

## Secondary 1

### Personal Safety Program (Third Edition)

#### **Lesson 1 – Emotions**

##### **Physical Education and Health**

###### *Concepts to be learned*

Healthy lifestyle habits – Regular physical activity

- Psychological benefits (Mental relaxation, Positive emotions)

Healthy lifestyle habits – Sleep

- Psychological well-being

Detrimental lifestyle habits – Excessive use of multimedia technology

- Psychological effects

###### *Skills*

Principles of communication – Recognition of messages

Principles of communication – Communication of clear messages (acoustic or visual signals, verbal cues, touch) appropriate to the activity

Principles of communication – Communication of misleading messages appropriate to the activity

Nonlocomotor skills – Turning, pivoting, pirouetting, adopting postures

#### **Lesson 2 – Identifying personal boundaries**

##### **Sexuality Education**

Comprehensive View of Sexuality – Become aware that during adolescence, you will gradually adopt new roles and behaviours related to your sexuality and increasingly make your own decisions

- Construction of a vision and personal choices: wishes, needs, limits and the ability to consider those of others, whether or not to follow various gender stereotypes and social norms, strategies for finding information and help

##### **Physical Education and Health**

###### *Concepts to be learned*

Rules related to activities – Code of ethics

Rules related to activities – Safety rules

#### **Lesson 3 – How to set personal boundaries**

##### **Sexuality Education**

Comprehensive View of Sexuality – Become aware that during adolescence, you will gradually adopt new roles and behaviours related to your sexuality and increasingly make your own decisions

- Construction of a vision and personal choices: wishes, needs, limits and the ability to consider those of others, whether or not to follow various gender stereotypes and social norms, strategies for finding information and help

##### **Physical Education and Health**

###### *Skills*

Principles of communication – Recognition of messages

Principles of communication – Communication of clear messages (acoustic or visual signals, verbal cues, touch) appropriate to the activity

## Secondary 1

### **Lesson 4 – Friendships**

#### **Physical Education and Health**

##### *Skills*

Principles of communication – Recognition of messages

##### *Behaviour*

Conflict management

### **Lesson 5 – Relationships**

#### **Sexuality Education**

Comprehensive View of Sexuality – Become aware that during adolescence, you will gradually adopt new roles and behaviours related to your sexuality and increasingly make your own decisions

- Sexuality and its dimensions: biological, psychoaffective, socio-cultural, interpersonal, moral

Emotional and Romantic Life - Become aware of the role of feelings of love and attraction in adolescence

- Similarities and differences between feelings of friendship, love and attraction

#### **Physical Education and Health**

##### *Skills*

Principles of communication – Recognition of messages

### **Lesson 6 – Online record**

#### **Physical Education and Health**

##### *Concepts to be learned*

Rules related to activities – Safety rules

Detrimental lifestyle habits – Excessive use of multimedia technology

- Psychological effects
- Effects on physical capacity

### **Lesson 7 – Getting out of unhealthy situations**

#### **Sexuality Education**

Comprehensive View of Sexuality – Become aware that during adolescence, you will gradually adopt new roles and behaviours related to your sexuality and increasingly make your own decisions

- Construction of a vision and personal choices: wishes, needs, limits and the ability to consider those of others, whether or not to follow various gender stereotypes and social norms, strategies for finding information and help

#### **Physical Education and Health**

##### *Concepts to be learned*

Rules related to activities – Safety rules

Detrimental lifestyle habits – Excessive use of multimedia technology

- Psychological effects

##### *Skills*

Principles of communication – Recognition of messages

Principles of communication – Communication of clear messages (acoustic or visual signals, verbal cues, touch) appropriate to the activity



## Secondary 2

### Personal Safety Program (Third Edition)

#### **Lesson 1 – Identifying feelings**

##### **Sexuality Education**

Emotional and Romantic Life – Become aware of the challenges involved in first dating relationship

- Nature and intensity of feelings of friendship, love and attraction
- Challenge of breaking up and heartbreak: feelings experienced and situations that arise after the breakup

Sexual Behaviour – Recognize what can inform your choices concerning sexual behaviour in adolescence

- Knowing yourself: attitudes toward sexual behaviours (e.g. masturbation, touching, kissing, embracing), feelings, motivations, expectations, needs and limits

##### **Physical Education and Health**

*Concepts to be learned*

Healthy lifestyle habits – Regular physical activity

- Psychological benefits (Mental relaxation, Positive emotions)

Healthy lifestyle habits – Sleep

- Psychological well-being

Detrimental lifestyle habits – Excessive use of multimedia technology

- Psychological effects

*Skills*

Principles of communication – Recognition of messages

Principles of communication – Communication of clear messages (acoustic or visual signals, verbal cues, touch) appropriate to the activity

Principles of communication – Communication of misleading messages appropriate to the activity

Nonlocomotor skills – Turning, pivoting, pirouetting, adopting postures

#### **Lesson 2 – How we think, how we feel**

##### **Sexuality Education**

Emotional and Romantic Life – Become aware of the challenges involved in first dating relationship

- Challenge of breaking up and heartbreak: feelings experienced and situations that arise after the breakup
- Search for help and solutions to meet the challenges: people around you, school personnel, health professionals

##### **Physical Education and Health**

*Concepts to be learned*

Healthy lifestyle habits – Regular physical activity

- Psychological benefits (Mental relaxation, Positive emotions)

Healthy lifestyle habits – Sleep

- Psychological well-being

*Skills*

Stress management techniques – Relaxation techniques

- Mental imagery
- Breathing techniques

*Behaviour*

Acceptance of differences

## Secondary 2

### **Lesson 3 – Identifying healthy and unhealthy personal boundaries**

#### **Sexuality Education**

Emotional and Romantic Life – Become aware of the challenges involved in first dating relationship

- The relationship itself: divergent expectations, needs, motivations and limits of the partners

Sexual Behaviour – Recognize what can inform your choices concerning sexual behaviour in adolescence

- Knowing yourself: attitudes toward sexual behaviours (e.g. masturbation, touching, kissing, embracing), feelings, motivations, expectations, needs and limits
- Relationship with your partner: nature and intensity of shared feelings, comfort and trust felt with your partner, ability to respect the needs and limits of your partner
- Self-assertion and negotiation

#### **Physical Education and Health**

*Concepts to be learned*

Rules related to activities – Code of ethics

Rules related to activities – Safety rules

*Skills*

Principles of communication – Recognition of messages

Principles of communication – Communication of clear messages (acoustic or visual signals, verbal cues, touch) appropriate to the activity

### **Lesson 4 – Dating relationships**

#### **Sexuality Education**

Emotional and Romantic Life - Engage in a critical reflection on adolescent romantic relationships

- Characteristics of the couples around you and those presented in the media
- Characteristics of romantic relationships in adolescence

Sexual Behaviour – Recognize what can inform your choices concerning sexual behaviour in adolescence

- Anticipation of positive or negative implications concerning situations of sexual behaviour, including those involving the use of technology
- Real or perceived pressure from peers and the media, including sexually explicit material

Sexual Assault and Sexual Violence – Understand your own position on the notion of consent and its application in order to recognize a situation of sexual assault

- Notion of consent: age difference, reasons for accepting or refusing a sexual behaviour, validity of consent and situations in which consent is not possible, real or perceived sexual pressure, in the virtual world

#### **Physical Education and Health**

*Concepts to be learned*

Rules related to activities – Safety rules

Detrimental lifestyle habits – Excessive use of multimedia technology

- Psychological effects
- Effects on physical capacity

*Skills*

Principles of communication – Recognition of messages

## Secondary 2

### **Lesson 5 – Sextortion: What teens need to know**

#### **Sexuality Education**

Emotional and Romantic Life – Become aware of the challenges involved in first dating relationship

- Search for help and solutions to meet the challenges: people around you, school personnel, health professionals

Sexual Behaviour – Recognize what can inform your choices concerning sexual behaviour in adolescence

- Anticipation of positive or negative implications concerning situations of sexual behaviour, including those involving the use of technology
- Real or perceived pressure from peers and the media, including sexually explicit material

Sexual Assault and Sexual Violence – Understand your own position on the notion of consent and its application in order to recognize a situation of sexual assault

- Notion of consent: age difference, reasons for accepting or refusing a sexual behaviour, validity of consent and situations in which consent is not possible, real or perceived sexual pressure, in the virtual world
- Contexts: situations (e.g. isolation, drug or alcohol consumption, relationship of authority that makes refusal difficult, fear of upsetting the person), rights

#### **Physical Education and Health**

*Concepts to be learned*

Rules related to activities – Safety rules

Detrimental lifestyle habits – Excessive use of multimedia technology

- Psychological effects
- Effects on physical capacity

*Skills*

Principles of communication – Recognition of messages

Principles of communication – Communication of clear messages (acoustic or visual signals, verbal cues, touch) appropriate to the activity

## Secondary 3

### Personal Safety Program (Third Edition)

#### **Lesson – Healthy Relationships**

##### **Sexuality Education**

Identity, Gender Stereotypes and Roles, and Social Norms – Analyze different representations of sexuality in the public space

- Messages and images in media: advertising, reality TV, movies, music, social media and other interactive technologies, Internet, sexually explicit material
- Comparison of messages in the media and those conveyed by the people around you (peers, family, school)

Emotional and Romantic Life – Become aware of the benefits of a romantic relationship based on mutuality

- Consideration of each partner's needs: to love and be loved, to assert yourself and be listened to, to recognize the other and be recognized, to feel safe, to have space for yourself and leave space for your partner in the relationship, to respect your sexual needs and those of your partner
- Emotional intimacy: reciprocal feelings of sharing, caring for your partner and feeling cared about, trust and emotional closeness

Emotional and Romantic Life – Identify the importance of healthy conflict management in a romantic relationship

- Difficulties in a romantic relationship: sharing time between your friends and your partner, difficulty in assuming your sexual orientation, jealousy, cheating, violence
- Behaviours that promote conflict resolution: listening, communication of feelings, proposal of mutually satisfying solutions, compromise, seeking of help from the people around you and from school personnel
- Strategies to adopt when conflicts persist: seeking help from the people around you, school personnel and health professionals

Sexual Behaviour – Reflect on the importance of desire and pleasure in sexual behaviour

- Questions and concerns regarding sexual behaviours
- Place of psychological and physical pleasure: positive feelings that go with sexual behaviours (feelings of closeness, intimacy, well-being), sexual response (desire, arousal, orgasm, relaxation)

Sexual Behaviour – Become aware of the factors that can influence sexual relations in adolescence

- Context: romantic involvement or non-committed relationship (casual sex, friendship with benefits, one-night stand), planned or spontaneous, protected or unprotected relations, relational dynamics (interdependence or control), consent
- External motivations: to keep up with your peers in terms of experimentation, to escape from your problems, to keep your partner, to please someone else, to impress others, to be popular, to reject parental norms, to acquire social status, to avoid conflict
- Conditions for enjoyable sexual relations: to express your needs and limits (sense of self-efficacy), to respect them and respect those of the other person, to confront obstacles (perception of control: being able to stop sexual relations at any time if they are no longer desired), to be able to talk about it with someone you trust (people around you, school personnel, health professional), as needed

Sexual Assault and Sexual Violence – Become aware of the active role you can play in preventing or reporting a situation of sexual assault

- Situations requiring the use of self-protection skills: with a friend, an acquaintance, a romantic partner or ex-partner, a stranger in the real or virtual world
- Factors of vulnerability in each situation

Sexual Assault and Sexual Violence – Understand the experience of people who are victims of sexual assault in order to react appropriately if a friend confides in you

- Helpful attitudes: listening, empathy, non-judgmental attitude, believing the person, confidentiality, not insisting on hearing details of the assault, referral to a person who may be able to help (person at school or an organization)
- Resources that can help: at school, in the community

## Secondary 3

### Physical Education and Health

#### *Concepts to be learned*

Lifestyle Habits – Healthy lifestyle: stress prevention and management

- Types of stress and impact on daily life

Lifestyle Habits – Excessive use of multimedia technology

- Psychological effects

#### *Behaviour*

Help and Mutual Assistance

Acceptance of Differences

## Secondary 4

### Personal Safety Program (Third Edition)

#### **Lesson – Healthy Relationships**

##### **Sexuality Education**

Emotional and Romantic Life – Recognize the signs of violence in a dating relationship

- Warning signs: feeling that something is not right, feeling controlled or manipulated, feeling cut off from the outside world
- Occurrences of violence: verbal, psychological, sexual, physical
- Mutual violence
- People concerned, regardless of gender: victims, perpetrators or witnesses of violence

Emotional and Romantic Life – Search for solutions to prevent or stop violence in the context of a dating relationship

- Social support: seeking help from people close to you, listening to a friend who confides in you, reporting a situation of violence
- Empowerment: listening to yourself and trusting your intuition, taking your time before entering into a relationship, considering ending a relationship, ending the relationship

Sexual Behaviour – Understand your position on different issues related to sexual relations in adolescence

- New socio-sexual realities: non-committed relationship, use of social media to express your sexuality, sexting, sexualization of the public space
- Slander of reputation and double standards in the perceptions of girls and boys who engage in sexual behaviour
- Consent
- Dealing with social pressures and norms: from a partner, peers, parents and media, including sexually explicit material, and performance anxiety

Sexual Behaviour – Become aware of factors important to sustaining emotional intimacy and sexual intimacy

- Emotional intimacy between partners: sharing your secrets, communicating, trusting the other person, sharing activities and interests, sharing points of view, taking care of yourself and of the other person, ability to be assertive and to negotiate

##### **Physical Education and Health**

*Concepts to be learned*

Lifestyle Habits – Healthy lifestyle: stress prevention and management

- Types of stress and impact on daily life

Lifestyle Habits – Excessive use of multimedia technology

- Psychological effects

*Behaviour*

Help and Mutual Assistance

Acceptance of Differences