

# ATLAS

## Compass Program



A compilation of **discussion ideas, activities, and songs** to teach sex education in an inclusive and accessible manner and to promote healthy, egalitarian relationships





## Acknowledgements

The Compass Program was developed by Marie-Vincent ([marie-vincent.org](http://marie-vincent.org)).

We would like to thank the Public Health Agency of Canada, which made it possible for Marie-Vincent to develop a set of tools for the prevention of sexual violence against children ages 6 to 12. These tools are designed for children, parents, and close relatives as well as professionals, workshop facilitators, and managers in the community network and camps. The contribution of the Public Health Agency of Canada also made it possible to distribute our Compass training courses and tools. The opinions expressed herein do not necessarily reflect those of the Public Health Agency of Canada.

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We also express our warmest thanks to the professionals and caseworkers who work each day with children, as well as the parents, close relatives and other partners in community agencies and in camps. Your commitment and determination to effectively prevent sexual violence are an inspiration to us. Without your input, it would not have been possible to carry out such a project.

## Credits

*Atlas, Compass program: A compilation of discussion ideas, activities, and songs to teach sex education in an inclusive and accessible manner and to promote healthy, egalitarian relationships*

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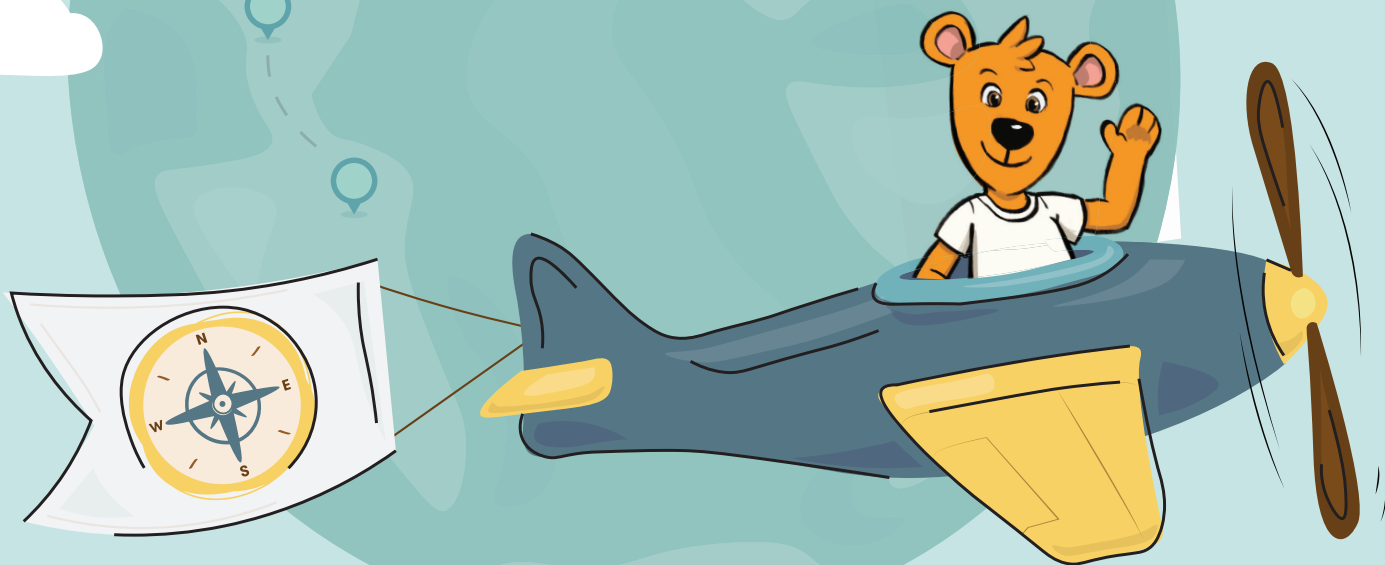
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# ATLAS

## Compass Program



# INTRODUCTION

The Atlas is a Compass program tool meant to be used to teach children ages 6 to 12 about sex education and healthy, egalitarian relationships through discussions, games, and songs. The content of this guide is adapted to the development level of primary school children, their level of understanding, and in keeping with the objectives of the sex education curriculum taught in schools.

It is intended to enable each adult working with children ages 6 to 12 to be involved in preventing sexual violence by initiating a dialogue about sexuality and becoming a trusted adult for the young learners.



The Atlas is divided into six major sections:

1

**Teaching children sex education: The basics**

In this section, you will find tips and techniques for teaching sex education that is appropriate for the needs of young students and adapted to your work environment.

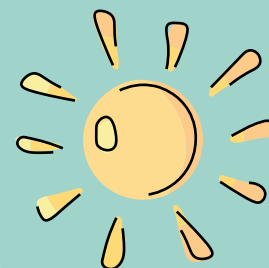
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**Preparing for launch: Let's talk about sex education! Discussion options for children and youths**

In this section, you will find discussion ideas on various topics that should be covered with children to help prevent sexual violence. The discussions are divided into three subsections: **Better knowing myself** (everything relating to self-awareness, emotions, physical development, etc.); **Protecting myself** (self-protection skills); and **Learning to live with others** (the challenges of interpersonal relationships). These topics do not need to be covered in any specific order. However, we recommend that you hold discussions on self-protection skills over as short a period of time as possible, so that children access the information quickly and can better protect themselves. The discussions have been given age-appropriate indicators. These will serve as guidelines for setting up discussions with your groups. Lastly, we encourage you to read the guide's contents and glossary before teaching the material.

10  
AND UP





3

**Hitting the road: Games, activities,  
checklist of adapted games**

This section features ideas for activities, either new ones or based on existing games, that you can do with the children. Feel free to use them as complementary tools for a discussion.

4

**What are we listening to? Revisited  
songs and nursery rhymes**

In this section you will find a selection of nursery rhymes and children's songs reworked in a playful way from a perspective of preventing sexual violence.

5

**Road maps to guide the way:  
Data sheets for Compass tools  
and glossary of terms**

This section contains data sheets to guide the use of other tools in the Compass kit, as well as a glossary of various definitions you might need during discussions with children (those words are highlighted in **green and bold** font in the different texts).

6

**Existing resources  
and references**

This section lists suggested resources and reading, teaching guides and tools that complement those in the Compass kit.

# TABLE OF CONTENTS

## 9 Teaching children sex education: The basics

- 10 How to answer children's questions about sexuality?
- 11 Considerations when organizing a group discussion
- 12 Your professional and legal obligations regarding gender diversity
- 13 Knowing the age of sexual consent in Canada

## 15 Preparing for launch: Let's talk about sex education!

### Discussion options for children and youths

#### Better knowing myself

- 18 Self-esteem
- 20 Bodies
- 22 The genitals
- 24 Puberty
- 26 The need for privacy
- 28 The awakening of love and sexuality
- 30 Emotions: What are they for?
- 32 My emotions in my body
- 34 Assertiveness

#### Protecting myself

- 38 Personal space and privacy
- 40 Consent
- 42 The trusted adult
- 44 High-risk situations
- 46 The little voice and high-risk situations
- 48 Good and bad touch
- 50 Good and bad secrets
- 52 Unacceptable acts and sexual violence
- 54 The self-protection sequence
- 56 Online privacy guidelines

#### Learning to live with others

- 60 Respect
- 62 Friendship and healthy relationships
- 64 Diversity
- 66 Debunking gender stereotypes

## 69 Hitting the road: Games, activities, checklist of adapted games

3

- 70 Checklist of non-gendered activities
- 71 Role model checklist for healthy, egalitarian relationships
- 72 Activity: Your personality mood board
- 73 Activity: The emotions in my body
- 74 Game: The emotive mime
- 75 Activity: Family diversity
- 76 Activity: The iconic creature of our group
- 77 Group project: Creating a counterstereotype
- 78 Game: You + me = no stereotypes
- 79 Activity: Detecting early sexualization
- 80 Game: Improvisation without stereotypes
- 81 Game: Word chain

## 83 What are we listening to? Reworked songs and nursery rhymes

4

- 84 Song about puberty and body image
- 85 Song about gender stereotypes
- 86 Songs about good and bad secrets
- 87 Song about privacy
- 88 Song about personal space and assertiveness

## 91 Road maps to guide the way: Data sheets for Compass tools and glossary of terms

5

- 92 Data sheet 1: Activity book for ages 6-9
- 98 Data sheet 2: Activity book for ages 10-12
- 102 Data sheet 3: Certificate for completion of the activity book Compass's Words of Wisdom: Your Logbook for Learning About Privacy, Safety, and Equality.
- 103 Data sheet 4: Certificate for completion of the activity book Compass's Words of Wisdom: Your Logbook for Satisfying Your Curiosity About Sexuality.
- 104 Data sheet 5: Instructions for *Marvin's Snakes and Ladders* game
- 116 Glossary

## 120 Existing resources and references

6





1

# **Sex Education: The Basics**

# HOW TO ANSWER CHILDREN'S QUESTIONS ABOUT SEXUALITY?

Children have been known to catch adults off-guard with questions about sexuality. **Before teaching sex education to children, we recommend that you familiarize yourself with the approaches to take when a child asks a question about sexuality.** Here's an overview.

**1**

Show openness. Emphasize the fact that the child has come to you for information and respect their questions.

*"I'm glad you came to see me with this question."*

**2**

Turn the question back to the child to find out what they know about the subject. Correct or add information if need be. Pay attention to the child's questions or answers, as these are indications of their level of psychosexual development, knowledge of the subject, and personal needs. You can then formulate an appropriate answer. Also, remember that you're conveying your own values with your answers or lack thereof.

*"What about you? Where do you think babies come from?"*

**3**

Should the need arise, allow yourself to tell the child that you need to think before answering. If you promise to answer later, be sure to do so.

*"That's a good question. Let me think about it and get back to you."*

**4**

Tell the child that they can trust you and come back anytime if they have other questions about sexuality.

**5**

Do not hesitate to reframe or refuse to answer any questions if they are about your own private life.

**6**

Avoid preconceived notions about differences.

!

Not answering, avoiding the question, or saying "We don't talk about those things" are attitudes that tell the child they shouldn't talk to you about sexuality. This might lead them to seek answers from less reliable sources, such as friends or the Internet. It can also result in them not telling you if they are in a **high-risk situation** or have been a victim of **sexual violence**.

# CONSIDERATIONS

## WHEN ORGANIZING

### A GROUP DISCUSSION

Between the ages of 6 and 12, children may be curious about sexuality, and some have many questions on the subject. However, their curiosity is often paired with embarrassment, which can be due to a greater need for privacy and the emergence of prudishness. As such, when you are leading a group discussion about sexuality, it can cause awkward reactions, such as giggling or comments made to mask discomfort. Before setting up group activities or discussions, it is wise to set basic rules for the group. This helps create a climate of trust and a safe space for everyone.

- Tell the group that all questions are valid and worthy of being asked.
- Insist on the importance of respect among classmates. It is important for the children to understand that they shouldn't mock a person's question or the person themselves. It's okay to laugh together at an amusing situation, but not to laugh at other people.
- Encourage the children to use the correct words for things and reassure them by offering to help when needed.

- Tell the children that it is normal and acceptable to be shy and not feel much like voicing an opinion. It is also possible that certain topics raised in discussion can make children feel ill at ease. Tell them that you are there to talk in private if the need arises.
- Suggest a confidentiality agreement: Everything said in this workshop stays between us. If we talk about someone, we don't mention their name.



# YOUR PROFESSIONAL AND LEGAL OBLIGATIONS REGARDING RESPECT FOR GENDER DIVERSITY

In your work, there are legal aspects to bear in mind regarding respect for sexual and gender diversity and its expression.

**Discrimination** based on **gender identity** and **gender expression** is prohibited under section 10 of the Québec Charter of Human Rights and Freedoms. As such, intentional or persistent refusal to respect a child's gender identity or expression, as well as a refusal to take the necessary measures to ensure an environment conducive to adequate development and self-fulfillment, may be considered forms of discrimination and entail legal consequences within your organization.

In your work, you may encounter a child whose first name or gender identification has been changed. Whether the changes are legally recognized or not, the Charter states that a child should not be forced to make the change legal in order to be respected and recognized by the adults around them.

Lastly, it is important to understand that parental authority does not relieve you of your legal obligations. Should a parent object to respecting their child's gender identity or expression in your environment, we recommend trying a frank discussion and working together with them.

On the one hand, the discussion will enable you to explain to the parent the legal framework of your practice and the importance of identity building in their child's development. On the other, it gives you the opportunity to ensure that the child has a safe home environment. If you have any concerns about a child's well-being or safety, including due to their gender identity or expression, do not hesitate to make an advisory call to your local Youth Protection office.

To find out more about your obligations with regard to inclusion and respect for gender diversity, please visit :

**CDPDJ website** (Commission des droits de la personne et de la jeunesse) in the online tools section Toolbox  
<https://www.cdpdj.qc.ca/en>

These organizations also offer a wealth of information and training tools:

**Gender Creative Kids**  
<https://gendercreativekids.com/>

**Coalition des familles LGBT+**  
<https://familieslgbt.org/en>



# KNOWING THE AGE OF SEXUAL CONSENT IN CANADA

In Canada, the legal age of **sexual consent** is 16.

By law, children under the age of 12 may not ever consent to a sexual act. Between the ages of 12 and 16, they may consent in accordance with the standards for the age range of the youths involved.

**12-13 years** → less than 2 years older

**14-15 years** → less than 5 years older

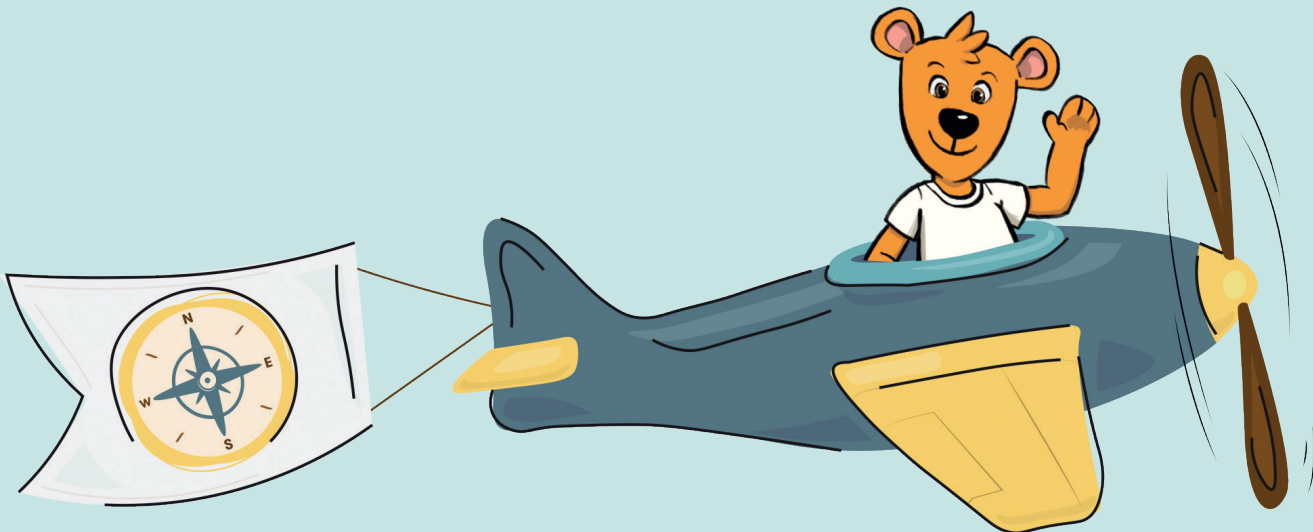
**16 years and over** → 16 years and over:  
**Consent** is valid.

However, some situations invalidate consent, regardless of the age of the persons involved:

The minor is in a situation of **sexual exploitation**.

The minor is in a situation of dependency (relationship with a foster parent, an adult providing shelter, an adult providing care, etc.)

The partner of the minor is in a position of authority over them (teacher, coach, caseworker, facilitator, etc.)





A cartoon illustration of a friendly-looking orange bear wearing a white t-shirt. The bear is standing and has its right paw raised slightly. A speech bubble is positioned above its head.

Discussion  
ideas

2

**Preparing for launch:  
Let's talk about  
sex education!**



2

Discussion  
ideas



**Better knowing myself**

# SELF-ESTEEM

**Self-esteem is the importance and value you place on yourself as a person.** It's what you think of yourself, how you see yourself, your strengths and your weaknesses. Self-perception can be influenced by self-confidence, self-knowledge, tastes, interests and assertiveness. Good self-esteem makes us feel confident and able to undertake lots of things. We are at ease voicing our opinions and expressing emotions to others.

To enjoy positive self-esteem, one must get to know oneself! For example: "I am... I like... I don't like..."

**What makes you unique?**

**What are your strengths?**

**Which things do you find more difficult?**

**What gets you going?**

**What scares you?**

**What makes you angry?**

→ Listen to the children's answers.

Sometimes, we hide certain aspects of our personality because we want to fit in like everyone else. If you've done this in the past, don't worry – it's totally normal! Everyone feels the need to be accepted and part of a group. But remember that in a group, each individual is unique. This gives the group beauty and power. Imagine if a rainbow was only blue, or only green... it would be much less beautiful!

Whenever you're having a bad day, when you are hurting or don't know how to talk about the emotions you are feeling, you can start by showing yourself some compassion. Today, everyone is being encouraged to show appreciation for themselves.

Put your hand over your heart and say out loud what your best qualities or strengths are.

**Stand in front of a mirror,  
hug yourself, look straight into  
your eyes, and say out loud:**

**I AM IMPORTANT.**



# BODIES

**Your body is precious. You use it to move, eat, sleep, play, love!** Your body is a fantastic machine. As you grow, it gains new skills and allows you to do things you weren't able to do before.

**What things do you like to do? How does your body help you achieve those things?**

**Are there things you were unable to do before but can do now because you've grown or changed?**

→ Listen to the children's answers.

Society puts great pressure on children and adults to make all bodies look the same. So many images and people tell us how our bodies should look. But the reality is quite different! Each body is unique; there aren't two the same. There isn't one that's better than the other. This is important to keep in mind. We can occasionally have negative thoughts about our body. This is absolutely normal. When it happens, it helps to remember all the things our body enables us to do, and to recall what we like about ourselves. In the end, your body never has to please anyone else, because it was made just for you. It allows you to run, laugh, move, dance, breathe, feel happiness and share your joy with the people around you.

Your body is also a messenger. All day long, it sends you signals that help you identify how you feel. You should listen to it!

**Can you decode the signals your body sends?**

- *BEEP BEEP:* My eyes are heavy, I'm having trouble focussing, my head is nodding: my body is tired. It's time to rest!
- *BEEP BEEP:* My legs are tingling, I feel jittery: my body is restless, I need to get up and move!
- *BEEP BEEP:* My stomach is growling, my energy level just dropped: my body needs fuel, I'd better eat something!

Sometimes life goes by so fast we don't notice the body's signals. When that happens, take a few minutes, sit down, and do the following exercise. We'll test it out together.

Put your feet on the floor, let your arms hang at your sides, or rest your hands on your thighs. Close your eyes. Breathe deeply through your nose in, out. Focus on what's going on in your body. We're going to try to make your mind visit every part of your body. Imagine that you're an explorer travelling through your body. What's happening in your feet? Left foot... right foot... And in your legs? Left leg... Right leg... Travel up to your knees, and then your thighs. Now, imagine you're in your stomach. Climb up the length of your spine. Let's see what's happening around your heart... what colour do you see? Do you hear any noises? Now make your way up to your shoulders and then down your arms. Try to explore right down to the tip of each finger. Then go back up to your neck and imagine you're stretching as far as you can! A little jog through the side of the head with stops at the mouth, the nose, the ears, the eyes...

Can you detect your body's signals now? When you hear what your body is saying, you can take care of it. This is the best gift you can ever give it.





# THE GENITALS

**The genitals, or private parts, are the body parts under your underwear or bathing suit.**

Lots of children find it amusing or embarrassing to talk about private parts, but they are just body parts like any other!

**What is it about genitals that makes people giggle?**

→ Listen to the children's answers.

**What other words have you heard when people talk about genitals?**

→ Listen to the children's answers.

Some sex organs are located inside the body; we can't see them. Others are located outside the body.

**Using the real words for them, can you name the genitals you know of?**

→ Listen to the children's answers.

## Possible answers

The external sexual parts of the body are the penis, the vulva, the buttocks, the scrotum (which contains testicles), anus, breasts and nipples.

The internal sexual parts of the body are: the uterus, urethra, prostate, vagina, ovaries and the fallopian tubes.

Private parts have three functions.

**Do you know what they are?**

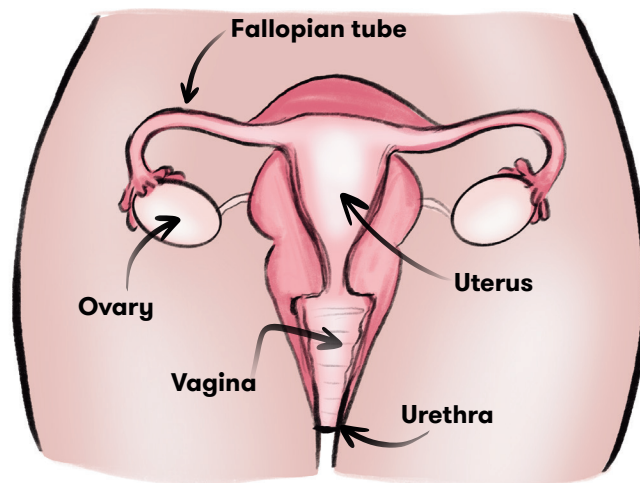
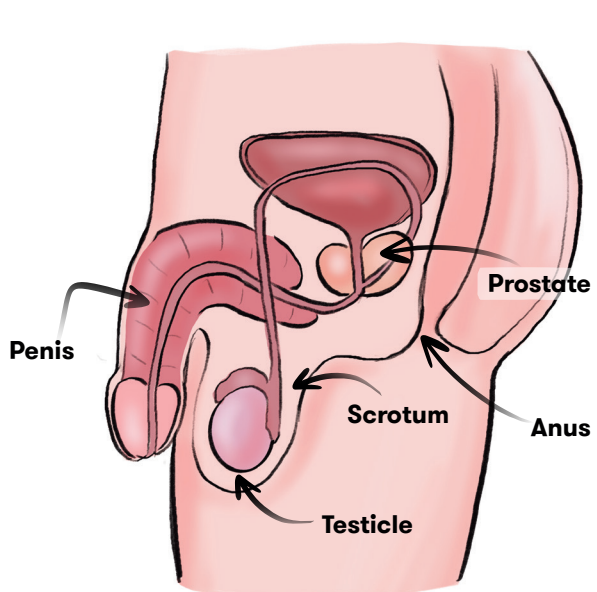
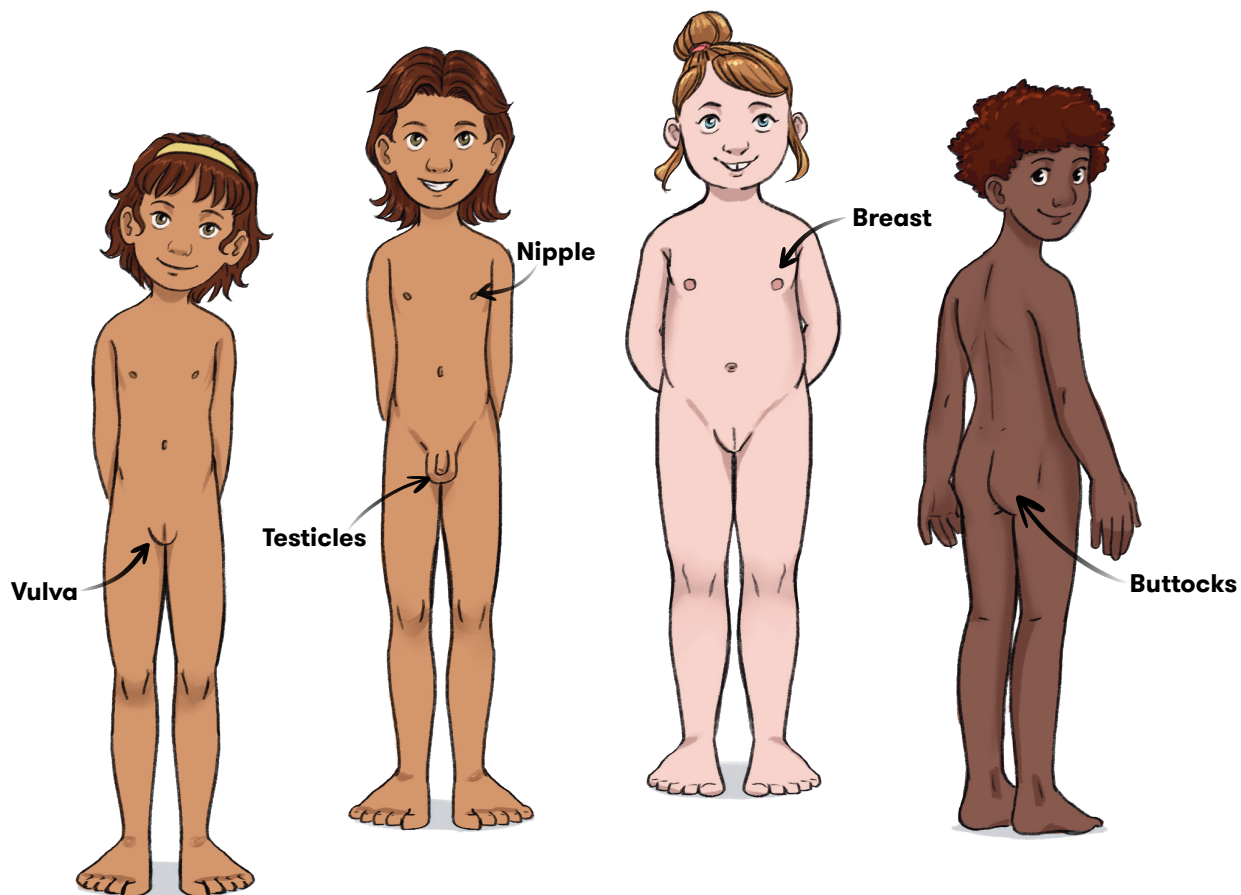
- Elimination: To urinate (go pee) or defecate (go poo).
- Reproduction: Some private parts produce cells designed to make a baby. The spermatozoa (sperm) are produced inside the testicles and the ova are produced by the ovaries. The breasts contain mammary glands that produce milk to feed newborn babies.
- Pleasure: The private parts are very sensitive areas of the human body. Touching them can cause pleasurable feelings.

It is totally normal to be curious about bodies, private parts (which we also call sex organs or genitals) and to discover your own body. You might also want to compare your body with other people's bodies to understand how they're made. Remember, though, that respect for privacy (yours and other people's) is very important. The private parts are precious and private. It's the reason why you can't walk around naked in public. Imagine if everyone was outdoors without any clothes on? How would you feel about that?

You might also find that it's pleasurable to touch your private parts – it allows you to experience new sensations. This is normal! But if you want to look at or touch your genitals, you must do so in a private location. That way, you are respecting your privacy and the privacy of others.

Also, if you have questions about bodies, private parts or their functions, you can ask a trusted adult or look at the books that explain private parts.\*

\* See the "Existing resources" section for suggested reading on sex and sexuality.



# PUBERTY

8

AND UP

**Do you know what **puberty** is? It's the transition period experienced by your heart, mind and body as you age from childhood into adolescence.** Some changes occur quickly and others more slowly. Some changes are visible, while others take place unseen inside your body.

**When does puberty begin?**

→ Listen to the children's answers.

Usually between the ages of 10 and 12, but it is possible to go through puberty earlier or later. Everyone experiences puberty at a different pace! Everyone also experiences physical changes.

**Can you name any?**

→ Listen to the children's answers.

## Possible answers

Growing taller, appearance of underarm hair and pubic hair, darkening pigmentation on sex organs, changes in the voice (mutation, also known as "breaking"), increased perspiration, body odours, sebum production that makes hair and skin oilier, pimples

So-called female bodies undergo bodily changes at puberty.

**Do you know what sort of changes?**

→ Listen to the children's answers.

## Possible answers

Onset of menstruation, vaginal discharge, growth of breasts (not necessarily symmetrically), widening of the hips, change in the vulva's appearance

So-called male bodies undergo changes at puberty.

**Do you know what sort of changes?**

→ Listen to the children's answers.

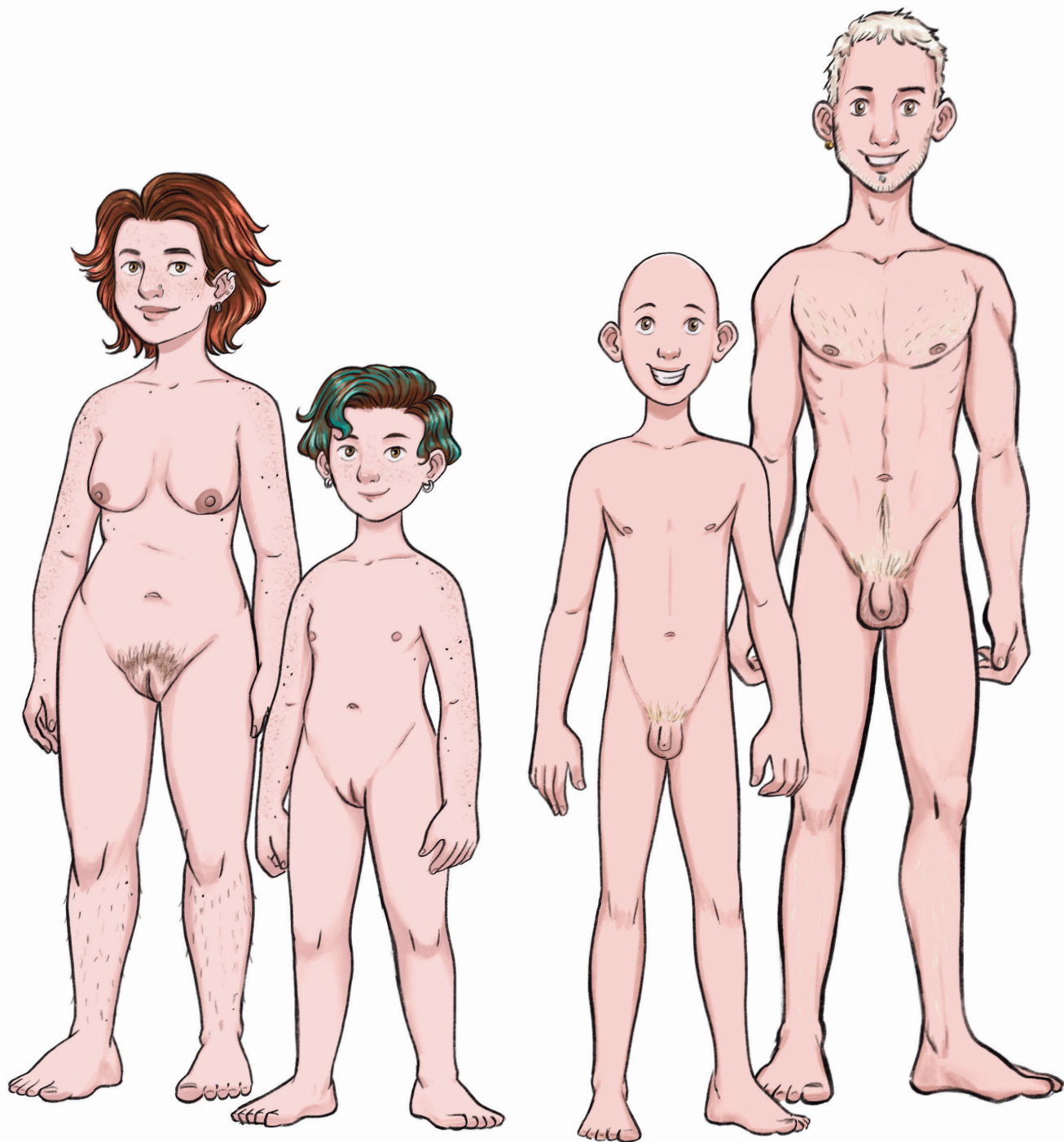
## Possible answers

More frequent **erections**, first ejaculations, growth of testicles and penis, appearance of facial hair, body hair (chest and/or back), widening of the shoulders

Puberty is a time that can seem strange, stressful and exciting. During puberty, you can feel a ton of emotions, all of them valid.

Remember that every child will go through this stage as they get older; only the speed of the changes will be different. Here's a tip: instead of focussing on the unpleasant aspects of puberty (like acne pimples, arms that seem too long, a voice that breaks, period that comes on at the wrong time), try to see the bright side. Because your body is changing, you can accomplish new things.

You can lift heavier loads, run faster, and reach items on higher shelves, for example! Mind you, puberty can be an especially tough time for some kids, because their bodies are showing changes that don't quite match up to how they feel inside. If you ever feel this way, don't keep those unpleasant emotions bottled up: Talk to a **trusted adult**.



# THE NEED FOR PRIVACY

**The need for privacy is the need to do certain things alone (in private).** The older we get, the more we feel this need. It is perfectly normal, because as we get older, we learn how to take care of ourselves in an autonomous fashion – you no longer need a parent to wipe your bum or give you a bath. We also want to share secrets with our friends and do things without our parents being around. Lastly, we want a personal and private space – usually, our bedroom. We want to decorate the bedroom to reflect our personality, and sometimes it becomes a “No Trespassing!” zone in the house, forbidden to younger or older residents!

**Is your bedroom a private space?**

**How do you make others respect your privacy?**

→ Listen to the children's answers.

The personal space that becomes an increasingly private place is also reflected in our physical personal space, which can expand as we age because we also develop what is called prudishness: the tendency to be embarrassed by things we associate with sexuality and intimacy – things like naked bodies, or shows of affection like kissing, cuddling or caresses. If this is true of you, remember that everyone, even people you love, should respect your personal space. Never hesitate to express how you feel and assert yourself when someone intrudes on it.

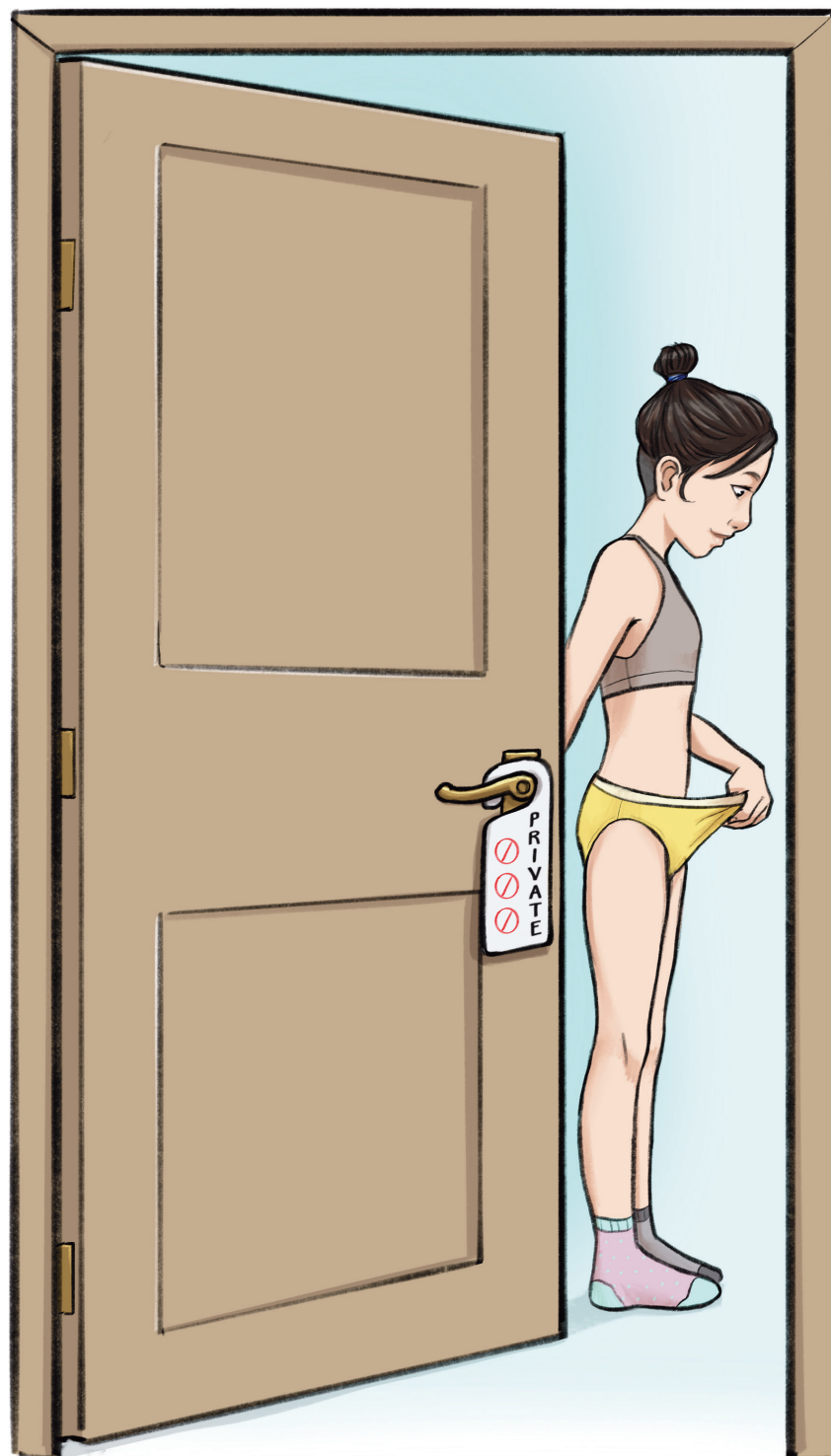
**Have you noticed your personal space getting bigger or smaller?**

**Are there things that didn't embarrass you before that now make you feel shy or awkward?**

→ Listen to the children's answers.

The need for more privacy also implies spending more time alone. There will be times when you feel the urge to explore your body when you're naked, looking at it, touching it. This is all normal! It helps you get to know yourself and understand which kinds of touching are nice and which are not. It can also be relaxing and pleasurable. But remember that this sort of touching must be done in private. Make sure it happens at home, when you are alone in a private place like your bedroom or the bathroom.





# THE AWAKENING OF LOVE

## AND SEXUALITY

10

AND UP

Maybe you've heard this question, a somewhat complex one that even adults can have trouble answering:

### What is love?

→ Listen to the children's answers.

Every person, no matter where they are on the planet, has wondered about this question at one point or another in their lifetime. The answer is at once complex yet quite simple: love can be experienced very differently from one person to the next. Love comes in different forms. There is the love we feel for ourselves, for our whole person, with our strengths and weaknesses. There is the love we feel for our family, our parent(s). There is the love we feel for our friends, which, of course, we call friendship. And then there is love itself, the feeling we can have for another person. It can be fleeting (a crush, a fling, a blip) or it can last a very long time. This love can comprise several ingredients: desire, attraction, affection, attachment... it can be gentle and quiet or hotly passionate. It can also be mutual or one-sided. Love happens in the heart but also in the mind and body. It makes us experience all kinds of emotions, desires and sensations.

### Can you name some?

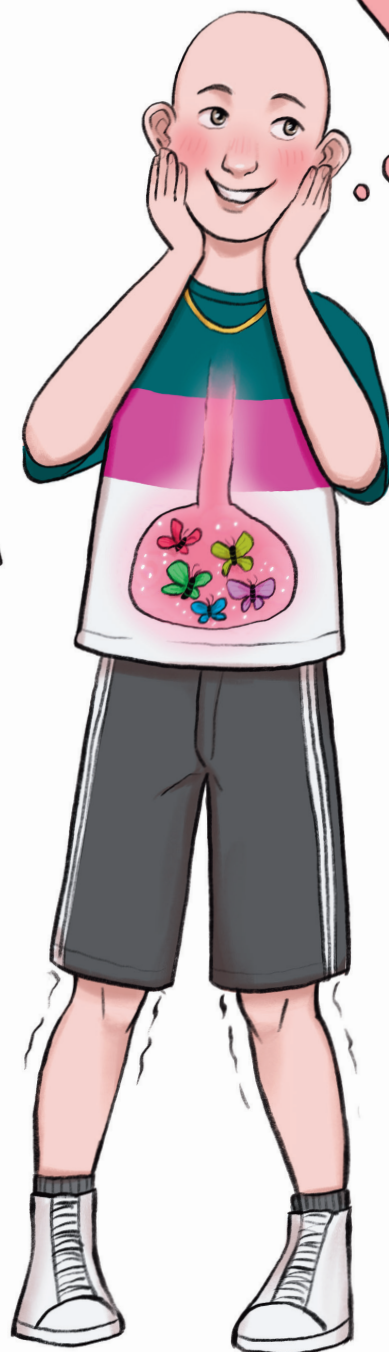
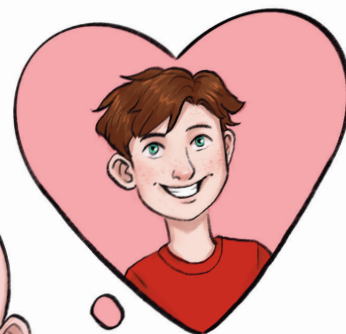
→ Listen to the children's answers.

→ If necessary, add elements from the following: blushing, kissing, hugging, holding hands, writing a love letter, fascination, questions about **sexual orientation**, dreaming, **vaginal lubrication**, chills, rapid heartbeat, nervous butterflies, weak knees, closeness, curiosity about sex, discovering my body, touching my **private parts**, touching, embarrassment, desire to please, **erection**, hesitation, inciting laughter.

When we're children, adults often misunderstand our feelings of love. They tell us "you're not really in love" or "you'll understand when you grow up". It's pretty funny when you think about it, because most shows, books and films aimed at young people talk about love, and adults often ask us questions like "do you have a little boyfriend/girlfriend?" when we are as young as kindergarten. Anyway, what you need to know, is that the feelings you have are real and valid.

Though most people fall in love at some point in their lives, there is no rush to be in a romantic relationship. You are entitled to not be interested in love! Furthermore, some will suggest that taking the time to know and love yourself first will make it easier later to tell someone what you like and don't like. And if someone is in love with you but you don't love them the same way, or you simply aren't interested in dating that person, that is perfectly okay. Be kind when you inform the other person and above all, be yourself.





# EMOTIONS: WHAT ARE THEY FOR ?

## Part 1

**Emotions can be pleasant, less pleasant, and unpleasant.**

**Do you know them? Can you name a few?**

→ Listen to the children's answers.

When one names an emotion, ask them to vote thumbs up or down if they think it is pleasant, unpleasant, or neutral. If need be, add emotions to encourage discussion.

**Did you know that all emotions, even the unpleasant ones, have a purpose?**

**What purpose do you think anger serves?**

→ Listen to the children's answers.

### Possible answers

Anger is an alarm system that tells us we are not being heard, understood or respected. We use it to enforce respect for our rights and to set our personal boundaries.

**What purpose does sadness serve?**

→ Listen to the children's answers.

### Possible answers

Sadness forces us to focus on ourselves in reaction to an upsetting event. It is like a protective cocoon. When we feel sad, we tend to stay still, seemingly storing up our strength to climb out of the sad mood. Sadness is also used to understand others and demonstrates sensitivity to what they are feeling. As such, it is connected to empathy (the ability to put yourself in someone else's shoes).

**What purpose does fear serve?**

→ Listen to the children's answers.

### Possible answers

Fear is designed to protect us from danger. It is an alarm system that triggers our self-protection instinct, which means we need to get to safety.

You are entitled to be angry, feel sad, or be afraid. Everyone – children and adults alike – feels emotions. We express them with words and also with our bodies.

→ The discussion continues page 32.



# MY EMOTIONS IN MY BODY

## Part 2

### How does your body react when you are afraid?

→ Listen to the children's answers.

#### Possible answers

Startle, freeze in place, heart beats faster, irregular breathing, feel hot, stomach clenching, desire to hide, moist palms, shaking.

### How does your body react when you are angry?

→ Listen to the children's answers.

#### Possible answers

Grumbling, frowning, tightening the lips, glaring, clenching the teeth, stamping your foot, clenching your fists, red in the face, urge to hit something.

### How does your body react when you are sad?

→ Listen to the children's answers.

#### Possible answers

Crying, shaking, lump in throat, feeling nauseated, hunched over, sensation of heaviness, curled up in fetal position, desire to be alone, feeling limp and tired.

It's normal but not very enjoyable to feel unpleasant emotions! Fortunately, there are lots of things you can do to feel better, such as:

- Breathe deeply and slowly. To help you do this, imagine you are smelling a beautiful flower and then gently blowing out a candle.

→ To illustrate the exercise for ages 6 to 9, ask the children to pretend they are gently holding a flower with one hand and holding a birthday candle in the other. Demonstrate the example of sl-owww-ly smelling the flower and gennnt-ly blowing out the candle until they start to feel calmer.

- Take your mind off things by doing activities or actions that make you feel good.

→ Ask the children to name hobbies that help them calm down or focus on more cheerful things.

Talking about your feelings with a trusted person can also help you feel better. If someone has made you angry, scared you or hurt you, telling that person how you feel can also ease the feelings. Use simple words and the first person (I, me). Example: I feel sad when you won't let me play with you at recess; I am angry because you said you would call me, but you didn't, etc. Finally, if you are with someone and they appear to be feeling an emotion you can't identify, you can always ask how they are feeling. They may not answer, but at least you will have made the effort.



# ASSERTIVENESS

## What's the difference between asserting yourself the right way and the wrong way?

From a very young age, we are told "Listen to instructions." "Sit up straight at the table." "Be polite." "No means no. Because I say so." So... when can we assert ourselves?

Asserting yourself means asking others to listen to your opinion and respect it. It's important to learn how to assert yourself, because it is how we let others know how we feel about a given situation – what bothers us or what we enjoy. It is also the way we set our boundaries in dealings with other people. When we are able to communicate our needs in a respectful, nonviolent and positive way (by clearly identifying what we want and don't want), we are being assertive the right way. Here are a few tips for doing it:

Good assertiveness tactics:

- **NON-VERBAL:** Make sure my posture is good. Spine straight, feet firmly positioned, I hold up one hand or put my hands on my hips. I look the person in the eye.
- **MY MESSAGE:** Saying what I don't like and saying it clearly. I speak in the first person (I, me).
- **MY TONE:** I speak loudly.

You might get angry if these techniques don't work and you get the feeling somebody is disrespecting you.

Have you heard people say that anger is not a good emotion?

What purpose do you think anger serves?

Anger is an alarm system that tells us we are not being heard, understood or respected. We use it to enforce respect for our rights and to set our personal boundaries.

Do you think the best time to assert yourself is when you are angry? Is your message being clearly heard?

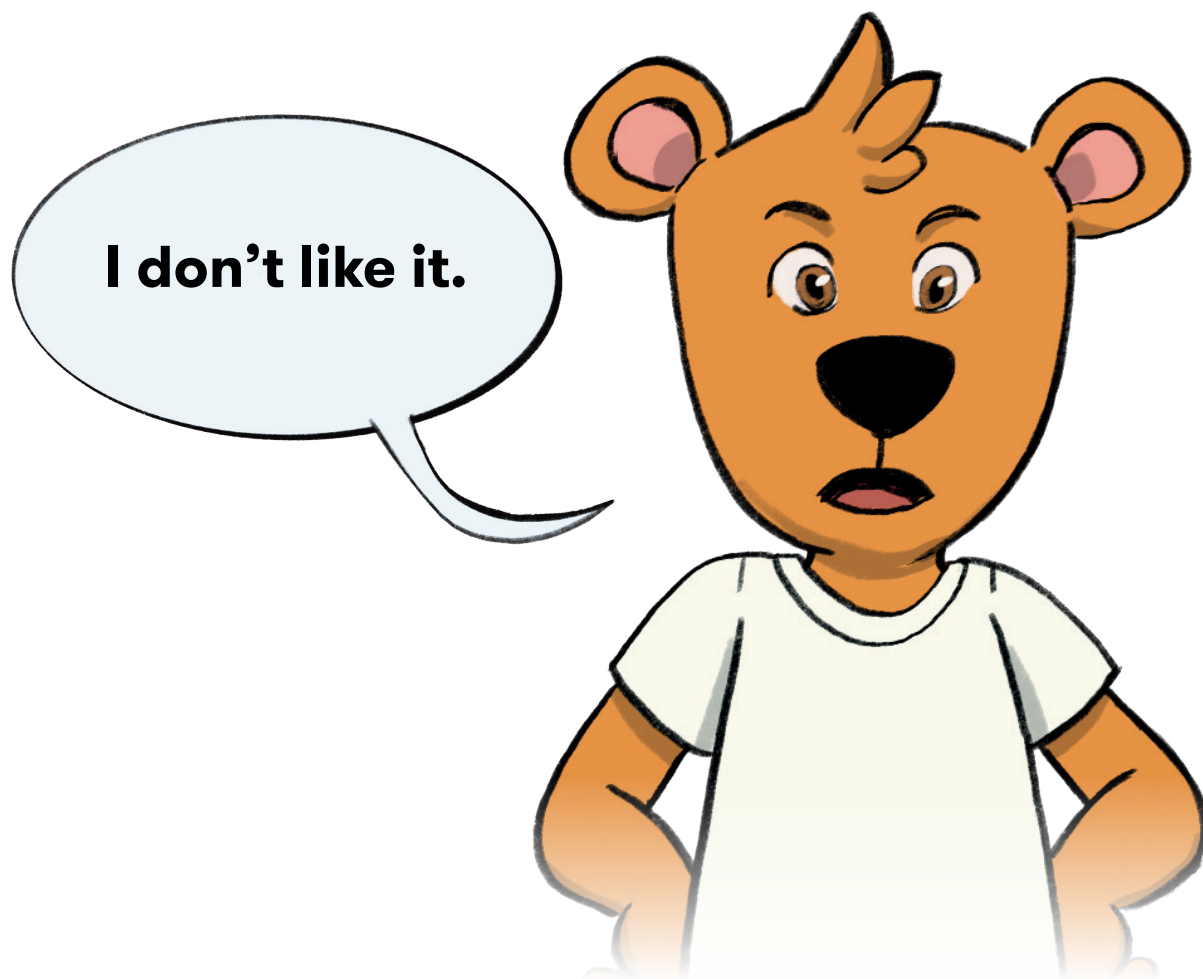
→ Listen to the children's answers.

When do you think it would be ok to use anger to assert yourself?

→ Listen to the children's answers.

### Possible answer

When you feel you're in danger or somebody is attacking you.







2

Discussion  
ideas



**Protecting myself**

# PERSONAL SPACE AND PRIVACY

6-9

AGES

**Some children enjoy getting hugs or being tickled; others don't.**

Some days we don't feel like being cuddled or touched by other people, and it's okay to say we want to be left alone. There are also people we don't feel like hugging or kissing. It's okay to refuse to approach them, even if they insist.

**When you think about your day, what period of the day do you most want to be quiet and alone? When do you feel like hugging or cuddling?**

**Tell me about a time when someone intruded on your personal space without asking your permission.**

→ Listen to the children's answers.

Did you know that you should always ask for permission before touching other people? If the person says no, it's not because they don't like you; they just need their personal space. It's important to listen when someone says no. We call that "respecting personal space."

**Personal space** is the area around you that you need to feel comfortable. The space can be big or small. It can change size with the time of day; for example, if you come back from school after having an argument with a friend, your space might be very large, and you need time to yourself. At bedtime, you want to cuddle with a parent or have them stroke your hair while they read you a story. Your personal space then has shrunk to very small! You can always say no when people don't respect the boundaries of your personal space – even when it's someone you love, like a parent, brother, sister or friend, another family member, or even someone who is responsible for you, like a teacher, a camp counsellor or a caseworker.

**How do you know if you're intruding on someone's personal space? Can you name some clues?**

→ Listen to the children's answers.

## Possible answers

The person frowns, looks away, stiffens or seems ill at ease, pushes you away, states that you're in their personal space, tells you to back off, distance themselves from you.

I would like to hug my friend, but he says NO.

**Can I give him a hug anyway?**

→ Listen to the children's answers.

What if he doesn't say anything? Can I still give him a hug? If he says "no" or nothing at all, just stop. Without a yes, the answer is no. **In what ways can we express that physical contact is okay?**

→ Listen to the children's answers.

## Possible answers

Saying yes, nodding, saying out loud what we like and what we don't like.

Your personal space is a private space, and others must ask permission to enter it. Similarly, did you know that we should always knock on a door and ask to go into a bathroom or a bedroom where someone might be getting dressed? These are private areas, and it is important to wait until the person tells us it's okay to come in before doing so. A private place is a place where you can be alone. Waiting for the door to be opened to a private place is called "respecting privacy."



# CONSENT

10-12

AGES

**Have you heard of the word “consent”?**

**Sexual consent is the act of granting permission to someone to engage in intimate and/or sexual activities.**

**Can you name conditions that make consent valid?**

→ Listen to the children’s answers and complete with the elements below.

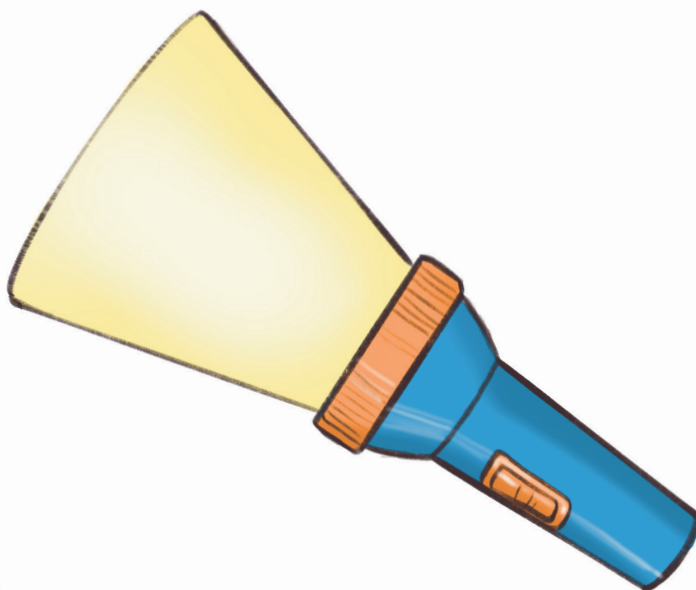
First, to obtain a person’s consent, we must give them all possible space and freedom to respond. Consent must therefore be freely granted. It is not to be obtained by pressure, threats or force. Some comments that might seem trivial can be enough to put pressure on a person: “If you really loved me, you would...” or “I dare you!” Consent is also invalid if it is not confirmed, and for that, you need to ask!

Second, the person is allowed to change their mind at any time. They can say yes at first, then decide otherwise. In such a case, the “no” wins! The person can also agree to some acts and refuse others.

Thirdly, we must also make sure that the other gives their enthusiastic consent at all times: their gestures, their behavior and their words all mean YES! For example, smiling, making sounds that signify that they like what is going on, saying they’re having fun.

Lastly, it is important that consent be of an informed nature: the consenting person must be fully aware of what they are agreeing to.

Other aspects of sexual consent are governed by law. For example: consent is only valid as of the age of 16. For youths of 12 or 13 years old, it applies only if the other partner is a maximum of 2 years less a day older. For youths of 14 or 15, the age gap is 5 years less a day maximum between the two partners. Lastly, in a relationship where one of the two persons has power or authority over the other, consent is invalid. For example: a teacher, a caseworker, a camp counsellor, a sports coach, a foster parent, or any adult in a position of trust, must never be involved in a sexual relationship with a child or an adolescent.



# THE TRUSTED ADULT

**An adult you trust is someone with whom you feel comfortable**, someone you enjoy seeing, who makes you smile and can help if you have a problem. It's also a person who respects your **personal space**.

**Remind me again what personal space is?**

→ Listen to the children's answers.

## Answer

The space around you that you need to feel comfortable. The space can be large or small. It depends on each person and can vary with circumstances.

**In what circumstances can you talk to a trusted adult?**

→ Listen to the children's answers.

You should talk to a trusted adult when:

- A person commits an act or asks you to commit an act they are not allowed to do.
- A person asks you to keep a **bad secret**.
- Your heart, head or body is telling you, "No! That's not right."
- Your brain says, "I don't like this," "This doesn't feel right," "I want to get out of here."
- You're afraid of someone or don't want to be near them.
- A stranger asks you to follow them or go somewhere with them.
- A person threatens you or tries to convince you to do something you don't want to do.
- You have a problem, even if the problem involves someone you like or love.

**Who are the trusted adults in your life?**

→ Listen to the children's answers. If they name only family members, ask this additional question:

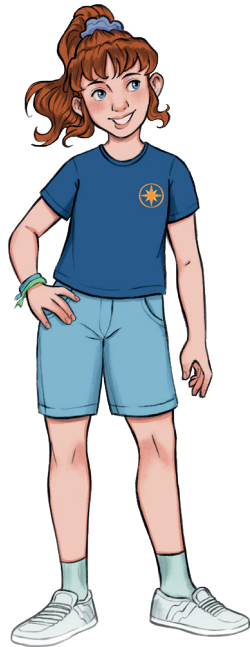
**Did you know that there are other people you can talk to? Who might be trusted adults in your life, other than members of your family?**

→ Listen to the children's answers.

## Possible answers

Caseworker, teacher, coach, police officer, neighbor, educator, etc.

Did you know that I am always here for you when you need to talk? My job is also to listen to how you feel in your heart, to help when you have a problem, and to answer your questions. I am a trusted adult for you. You can come talk to me whenever you want!



# HIGH-RISK SITUATIONS

## Part 1

A **high-risk situation** is one that presents a risk to your physical and/or psychological safety.

If you find yourself in a dangerous situation, your brain, heart and body can send out alarm signals.

Here are a few examples. **Tell me when you detect a high-risk situation.**

→ Elements **in red** are the ones the children should identify as elements of a high-risk situation.

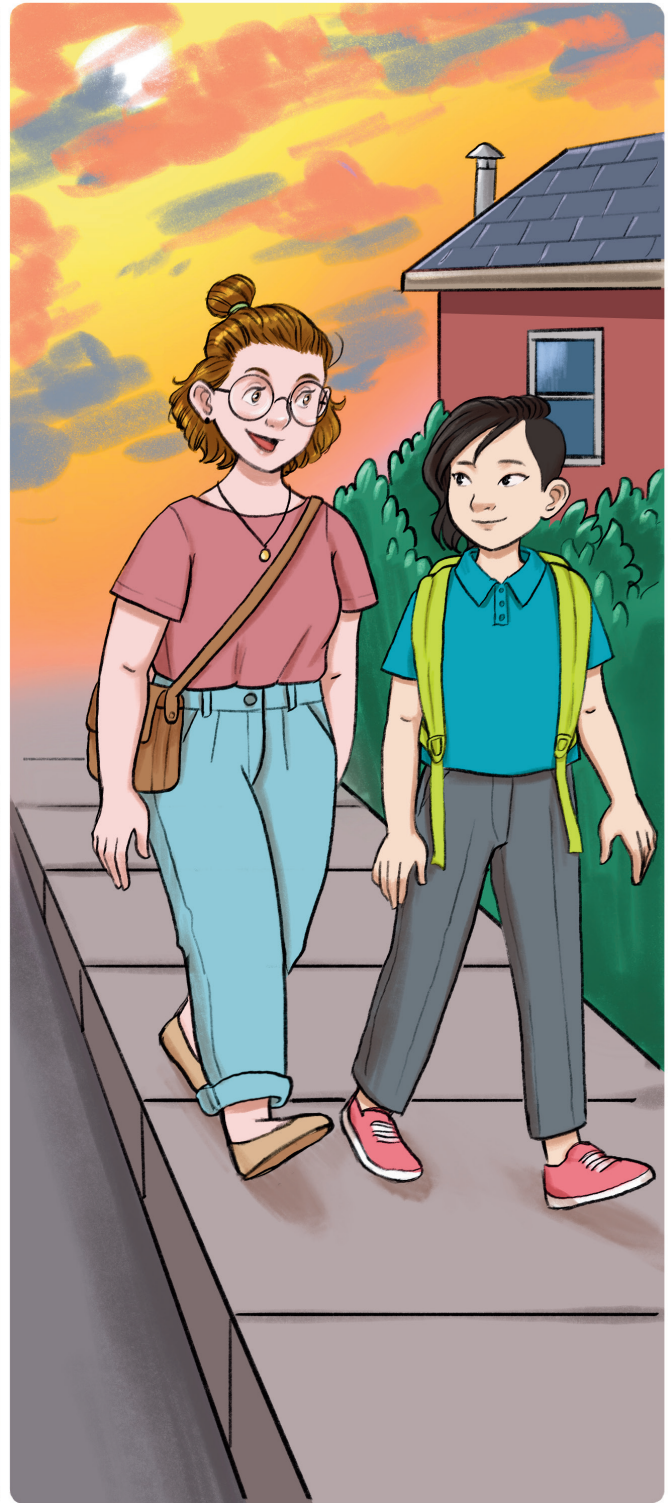
- I'm taking out the garbage at home. I hear a noise in the neighbour's backyard. I see that it's their cat, Scratchy, who's digging in the trash cans.
- My dad gives me permission to go play at my friend Zoe's house. A girl I don't know knocks at the front door and invites us to go play at her house. We go **without telling Zoe's parents. I also forget to tell my dad that I'm going somewhere else.**
- When I was staying overnight at my aunt's house, I got up during the night for a glass of water. My uncle was in the living room **watching adult videos of people having sex. He asked me if I want to watch them** with him.
- I always walk home from school with my sister. Today, she had a dentist's appointment, so I decided to ask my neighbour to walk home with me.
- I'm **alone** at home because my mom is out doing the groceries. There's a knock at the door. **I open the window a bit just to say I can't answer the door because my mother isn't home.**
- My favourite babysitter comes over. We sit together on the couch to watch a movie with a bowl of popcorn. At one point, she asks me to **put my hand in her pants to touch her private parts.**
- I'm playing my favourite online game. Someone sends me a direct message (DM) asking me **how old I am and which school I go to.** After we chat for a while, the person **asks me to send them a photo of me in my underwear.**
- I walk to the corner store alone for the first time, but **I get lost** on my way back home. I see a house with a Block Parent sign, so I knock there. The person who answers the door asks for my address and phone number so that they can contact my parents.\*



The discussion continues on page 46.

\* Explain to children that this information should not be shared with just anyone, except in a situation where help is needed and a trusted adult has been identified, as in this situation.





# THE LITTLE VOICE AND HIGH-RISK SITUATIONS

## Part 2

When we find ourselves in a high-risk situation, the body, heart and mind talk to us so we can be ready to act and defend ourselves if need be. We often call this our “**little voice**” or “the voice of instinct.” You need to decode and learn to listen to these messages.

**What physical sensations do you notice when you are face to face with a potential hazard or in a high-risk situation?**

→ Listen to the children’s answers.

### Possible answers

Your heart beats faster, your breathing is irregular, you are perspiring, your palms are moist, your legs feel weak, your hands and feet are tingling, your eyes are wide, you freeze up, your body is tense, you shake.

**What thoughts might be going through your head?**

→ Listen to the children’s answers.

### Possible answers

“I’m scared...” “What have I got myself into?” “Oh no!” “Strange, I suddenly don’t feel so good.” “Is this okay?” “How can I get myself out of this?” “I shouldn’t have said yes...” “I shouldn’t have come here...”

**What emotions might you be feeling in your heart?**

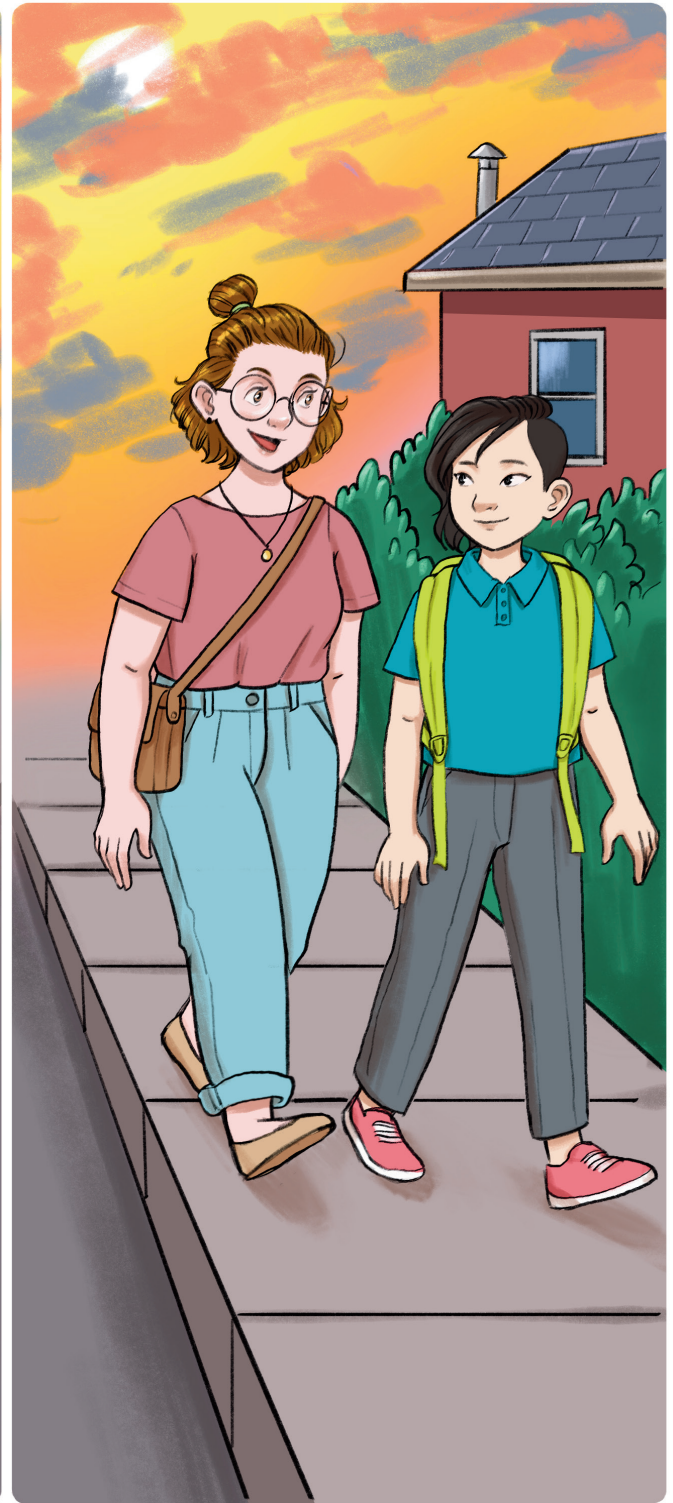
→ Listen to the children’s answers.

### Possible answers

Fear, surprise, anxiety, anger, shame, powerlessness, guilt, confusion.

In a high-risk situation, you might feel that it’s your fault and hesitate to talk to adults about it out of fear of being punished, blamed or scolded. At times like these, we’re more likely to confide in a friend. Still, keep this in mind: it’s important to talk to a trusted adult. Your parent, close relatives, teacher, caseworker or even a friend’s parents can all be trusted adults for you. I am also a trusted adult. And don’t forget, if you talk to an adult but that person does nothing to help, speak to another adult until someone helps you. Talking about the situation can help you feel better and keep you safe.





# GOOD AND BAD TOUCH

**Respect for our bodies – our own, and other people’s – is very important.** We must always get a person’s permission before touching them. Other people should also ask our permission before touching us. There are touches that make us feel good (good touching), some that make us feel bad (bad touching), and some that are confusing. We feel it in the body, heart and mind.

A good touch is a pleasant type of touching you enjoy. It warms your heart and fills you with happiness and well-being. You are thinking positive thoughts, such as, “I like this,” “I would like this to continue,” etc. The physical sensations are pleasant.

## Can you name some examples of good touching?

→ Listen to the children’s answers.

A bad touch is a touch you don’t want, a touch that hurts or makes you angry, afraid or sad. Your brain is saying, “No!” or “Stop!” or “I don’t like this!” Your body is sending unpleasant messages: you feel bad, your stomach is in a knot, there’s a lump in your throat, you feel like screaming or crying.

## Can you name some examples of bad touching?

→ Listen to the children’s answers.

A confusing type of touching might feel nice to your body but causes unpleasant thoughts in your mind or heart; or nice in the heart but unpleasant to the mind and/or body. This type of touch is complicated and hard to understand.

## Can you name some examples of confusing touch?

→ Listen to the children’s answers.

### Examples

I’ve had a toothache for a few days. I go to the dentist to have it fixed. I am relieved because my pain will go away, but the needle that freezes my gum hurts and I am mad at the dentist for that.

My mother is fixing my hair for a party. I’m happy because she’s spending this time with me. I am nervous and eager for the party. My mother pulls a bit hard on my hair with the brush, and it hurts.

Touches involved in **sexual violence** can be confusing kind of touching. Your body might find it pleasant, or you might enjoy the attention being paid to you, even though your head tells you this touch is bad.

If you experience confusing touching, talk to a **trusted adult**. That person will be able to listen to you, help you think clearly about the situation, and keep you safe.



# GOOD AND BAD SECRETS

## Do you know the difference between good and bad secrets?

A **good secret** is one that can make you feel good, make you laugh or make you feel calm. It is always a positive thing and can be shared with a **trusted adult**. It has a time limit; it is not meant to be kept secret forever. It is about happy events, like a surprise, for example.

## Can you name some examples of good secrets?

→ Listen to the children's answers.

A **bad secret** is one that can make you feel sad, worried, confused or afraid. A bad secret is one you feel you can't even share with a trusted adult, that someone wants you to keep quiet, or that involves the **private parts** or unacceptable touching. A secret that puts you in a **high-risk situation**, i.e. endangers your body and/or your well-being, is always a bad secret too.

Some people might try to scare you or convince you to keep a bad secret.

## What might those people tell you to convince you?

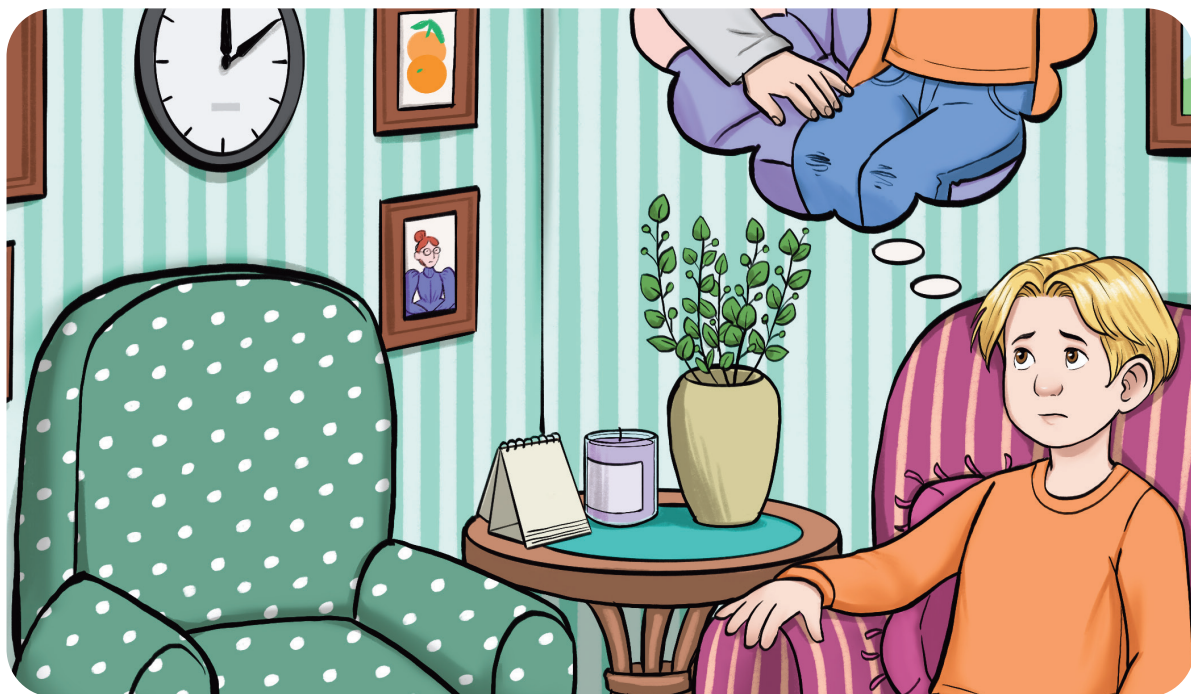
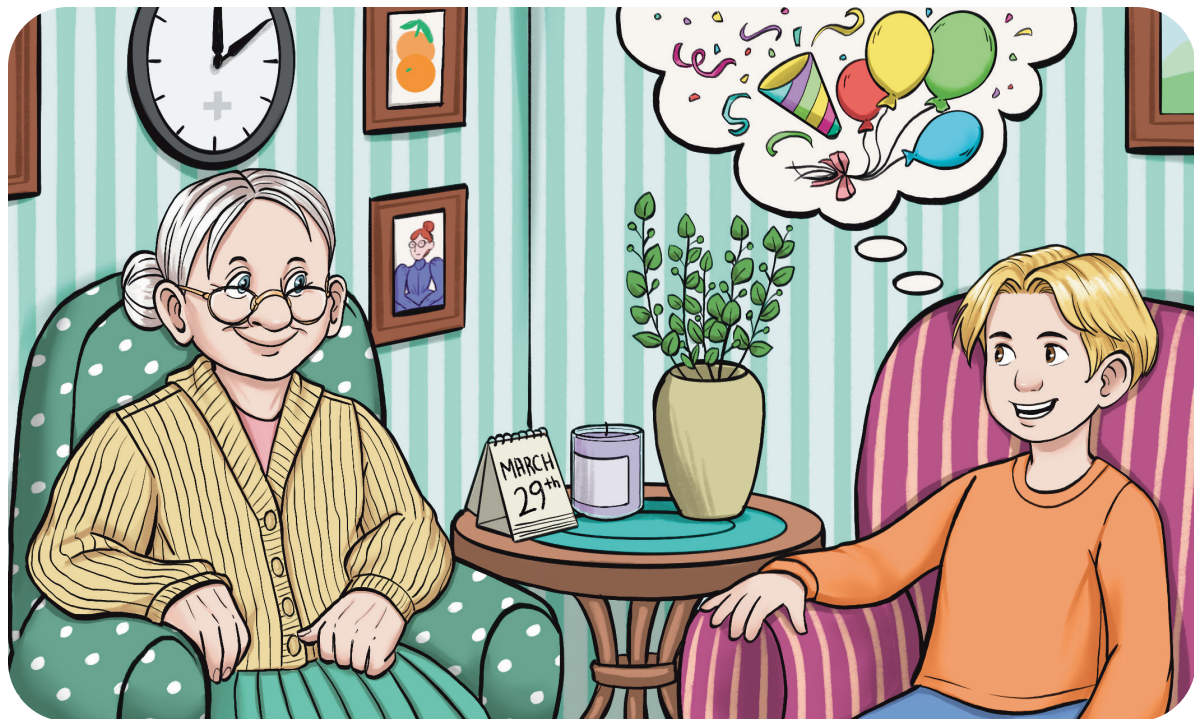
→ Listen to the children's answers.

Such people might say:

- I'll get in trouble if you tell anyone.
- You will get in trouble/be punished if you tell anyone.
- We won't be able to see each other anymore.
- I will be very sad and hurt if you don't keep our secret.
- Nobody will believe you anyway, I will tell them you're lying.
- If you tell, I will hurt you/someone you love.

Even if you're asked to keep quiet, it's important to tell a trusted adult your secret. They can help you feel better and stay safe. If you talk to someone and they do nothing to help, talk to another trusted adult until you get the help you need.





# UNACCEPTABLE ACTS AND SEXUAL VIOLENCE

**It could happen that someone commits an inappropriate act involving your private parts or theirs.**

This type of behaviour can be hard to understand, and can cause a range of emotions: fear, anger, sadness, confusion, embarrassment, shame... Remember this: **NOBODY** is allowed to touch your genitals or look at them, put their mouth on them, take photos or film them. Conversely, nobody can demand that you look at, touch, film, photograph or put your mouth on their genitals. This applies to online behaviour, as well; nobody has the right to share videos or images of their genitals or those of another person, nor videos or images of a sexual nature, nor sexual comments directed at you or made in your presence. These behaviours all constitute **sexual violence** and are unacceptable. Did you know that sometimes it can be another young person who makes unacceptable gestures towards you? Whether the person is an adult or a teenager, they could face charges if they behave in this way towards you. Regardless of age, acts of sexual violence are always unacceptable.

Unacceptable behaviour can cause us to feel strange emotions. But remember, though you might find it funny, or be asked to keep it a secret, or involves someone you like: all of it remains unacceptable. You might also think that it's your fault, you're sorry you didn't talk about it sooner, or wonder if you've done something wrong. If this ever happens, remind yourself that adults know the law and know what they are not allowed to do with children. They and they alone are always responsible. It is **NEVER YOUR FAULT**.

You may not know what to do in such a situation. Sometimes, when someone has an unacceptable behaviour towards us, our reactions are different from our usual ones. It can be hard to assert yourself, say no, or run away to get help.

**Can you tell me why this can be hard to do?**

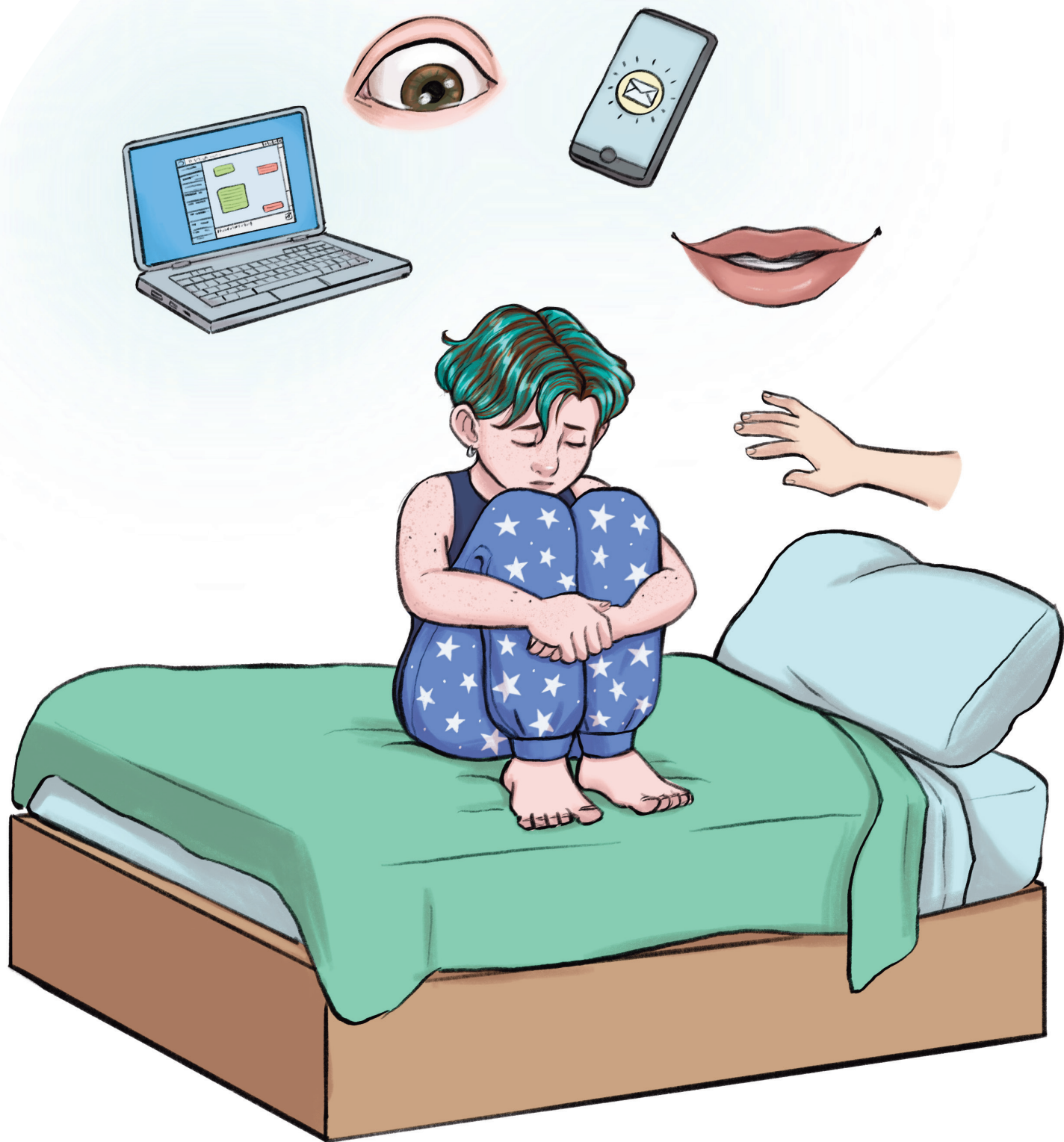
→ Listen to the children's answers.

There are several possible reasons:

- When you're afraid to hurt someone's feelings, disappoint them, worry them or make them angry.
- When you're afraid that the person will hurt you or hurt someone you love.
- When your head and heart say no but your body says yes.
- When you like the person whose behaviour is inappropriate and fear not being able to see them again.
- When you're afraid nobody will believe you
- When you're embarrassed or ashamed of what happened.
- When you have promised to keep it secret.
- When the person is scaring you, is bigger than you and stronger than you.

These are all reasons that can make you feel responsible for someone else's unacceptable acts. Remember, it is **NEVER YOUR FAULT**. It is always the fault of the person who has acted inappropriately. If you find yourself in such a situation, talk to a **trusted adult** who can help. If that person does nothing to help, talk to someone else until you get the help you need.





# THE SELF-PROTECTION SEQUENCE

**Anytime, if you find yourself in a situation that puts you in danger and you feel in your mind, heart and body that something is wrong, you can protect yourself by talking loudly or shouting.** You can also use physical force to defend yourself and get away to get help from a **trusted adult**. This is called **self-protection**, and it's a right.

**Let's practice the self-protection sequence:**

→ Ask the children to stand and practice this with you.

**1 I listen to my mind, my heart and my body.** If they send me alarm signals, I listen to them and react.

**2 I assert myself:** I speak clearly and use words to declare what I want or do not want. I demand that others respect me and my **personal space**. I stiffen my body. My spine is straight, feet planted firmly on the ground, I hold up one hand or put my hands on my hips. I look the other person in the eyes. I speak loudly. I can even shout. I say, "NO!" or "STOP!" or "I DON'T WANT TO!" or "HELP!"

**3 I run away as fast as I can.** If the person tries to stop me, I can hit them to get free. I am allowed to protect myself. I need to get to a place where there are other people. I look for a trusted adult who can protect me.

**4 I talk to a trusted adult** about what has just happened. If that person does nothing to help, I talk to another trusted adult until I find someone who will help.

You might sometimes find it hard to assert or protect yourself in a **high-risk situation**. This can happen for many different reasons. If it has ever happened to you, remember that it is never your fault.

No matter what happens, you can always talk about it with the trusted adults in your life. Even if it's something that happened a long time ago, it is never too late to talk about it. It's a brave thing to do!



# ONLINE PRIVACY

## GUIDELINES

**Did you know that when you play online games or sign up on social networks, the other people on those sites have access to quite a bit of information about you and your life?**

Apps or websites can be so well made that you don't even notice that you're sharing important personal information when you use them.

**What personal information do you think should be protected online?**

→ Listen to the children's answers.

### Possible answers

- Your real name.
- Your age.
- Your contact information (address, phone number, email address, etc.).
- Your other social accounts.
- Your movements.
- Your location (geolocation).
- Your passwords.
- Your school.
- Your photo.

**What are the risks of someone having access to this information?**

→ Listen to the children's answers.

### Possible answers

- Loss of control over your photos and personal information: Everything goes into the public domain, meaning the information can be shared and accessed by everyone, even the information you want to keep private or only for people close to you.
- Identity theft: Someone can pretend to be you.
- Someone can find where you live and try to see you in person.
- Someone can collect information about you and use it to threaten or bully you (cyberbullying).

**What can you do to make sure your private information is protected online?**

→ Listen to the children's answers.

### Possible answers

- Use a nickname or short form of your name when you create an account.
- When you create an account, only complete the fields that are mandatory (usually indicated by an asterisk \*).
- When you communicate with people online, avoid giving out personal information, as mentioned previously.
- Avoid sharing photos of yourself (especially those you wouldn't want everyone to see).
- Ask a parent to help you with the privacy settings on your app or game to ensure your safety.
- At all times, and especially when you aren't sure what to do in an online situation, talk to a **trusted adult**.







2

Discussion  
ideas



**Learning to live  
with others**

# RESPECT

## Have you ever heard the expression

**“harmonious cohabitation”?** This expression refers to the fact that when you live in a group, even if each person is different, and it’s not always possible to get along with everyone, it’s still important to find ways of living in harmony with each other.

Respect for others is a crucial ingredient in harmonious cohabitation. Do you know what that means? Respect is an attitude that each person should develop when dealing with other people. There are three keys to respect.

They are:

- **Good listening:** Paying attention to what others are saying and discerning the needs and boundaries being expressed.
- **Open-mindedness:** Demonstrating openness to diversity in all its forms (physical, sexual orientation, gender identity, cultural, functional, family, etc.).
- **Empathy:** Paying attention to other peoples’ emotions and being sensitive to them.

Respect is also taking care to avoid **discrimination**. Discrimination is not treating people equally because of their **gender, gender identity, sexual orientation**, the colour of their skin, their origins, skills and many other aspects. To discriminate against someone is to infringe on their rights.

You can set an example for respectfulness in your daily life. If you hear someone insult another person, or if you witness a discriminatory act, you can help make change happen! Talk to a **trusted adult**. Together, you can find ways to ensure that this sort of behaviour is not repeated and that everyone is treated respectfully.





# FRIENDSHIP AND HEALTHY RELATIONSHIPS

**Relationships with the people around us change as we grow up.** For example, we enjoy spending more time with friends; they have become important in our lives. We want to confide our secrets to them or talk about worrisome or embarrassing subjects.

**How would you describe a real friend?**

→ Listen to the children's answers.

As we grow older, it's possible to develop new kinds of relationships; we might feel an attraction and/or love for another person, and that person might feel the same way about us. This is exciting and fills us with happiness, but also with questions. How do you know if this relationship is right for you? And with friends?

**What do you think are the essential elements of a healthy friendship, or love relationship?**

→ Listen to the children's answers.

A few very important ingredients can be found in a friendship as well as in a love relationship.

**Trust:** The other person is there for me when I need help. I feel safe with them. I feel that I can confide in this person.

**Tell me about a person you trust.**

**How do you feel when you're with them?**

→ Listen to the children's answers.

**Respect:** I'm comfortable sharing my feelings, ideas or needs because this person takes them into consideration and doesn't judge me. This ingredient makes a big difference if we have an argument with someone we love. We can't always agree with someone's conflicting point of view, but when we listen to what they say and respect how they feel, it's much easier to resolve a situation.

**Acceptance:** I feel free to always be myself with this person.

**Tell me about someone with whom you feel completely at ease being yourself.**

**How does your heart feel when you're together?**

→ Listen to the children's answers.

**Well-being:** I generally feel good when I'm with that person. If unpleasant emotions ever arise, there is room to talk about them and understand each other.

**Equality:** What I think, feel, and want or don't want is as important as what the other person thinks, feels, and wants or doesn't want. Trust, respect, acceptance and well-being are shared in our relationship. That means the relationship is reciprocal and that both people are being considered.

A healthy relationship, whether it be friendship or love, is a source of happiness. It makes us feel loved, part of a group of like-minded people, and have some fun.

# THE INGREDIENTS OF A HEALTHY RELATIONSHIP



**W**

## **for Well-being**

I feel good when I'm with the other person.



**A**

## **for Acceptance**

I feel I can be myself at all times with the other person.



**T**

## **for Trust**

The other person is there for me when I need them.



**E**

## **for Equality**

What I think, feel, want or don't want is just as important as what the other person thinks, feels, wants or doesn't want. Trust, respect, acceptance and well-being are shared in our relationship. This means that the relationship is reciprocal and that both people are valued!



**R**

## **for Respect**

I feel comfortable talking about my feelings, ideas or needs with the other person, who listens.

# DIVERSITY

**When you hear the word “diversity,” think of a rainbow - a special and unique meteorological phenomenon.** A rainbow appears when sunlight hits water droplets in the sky. It is often said that a rainbow has seven colours. In fact, it actually has thousands of colours, and every observer will perceive different shades.

**How do you feel when you see a rainbow?**

**What do you like about it?**

→ Listen to the children’s answers.

If a rainbow was just one colour – say, all yellow or all green, would you find it as beautiful and fun to look at? What makes a rainbow so wonderful is its many different colours all at once.

People are like rainbows. Every person on this Earth is different and unique. Each has their own colour. Have you noticed all the people around you and how unique they are? Your family, friends, the people you meet at school, when you play a sport, at the library, etc.

None of these people have the same skin colour. They were not all born in the same era, in the same country, and don’t all speak the same language. They aren’t the same age, and their families are all different.

→ Ask the children to hold up their hands side by side and see how their shape and skin colour are different.

**Tell me about your family.**

**What makes it special and unique?**

→ Listen to the children’s answers.

Everyone around you has a family, people they love and who love them. They have dreams. They all need to eat, sleep, play, feel safe and be appreciated. All of the people around you have a name and are human beings like you. But we are all unique and that’s what makes everyone different from everyone else! It wouldn’t be as interesting if we were all the same. Just like a rainbow!



# DEBUNKING

## GENDER STEREOTYPES

**A gender stereotype is a misconception people develop about what girls and boys should like, be able to do or not do, or how they should behave.** Such ideas put children and adults into little boxes from which it can be hard to escape. These labels do not fully represent the world's diversity. They can prevent us from being free, from being and becoming our true selves. Furthermore, stereotypes can influence our relationships with others and can even impact friendships.

### Can you think of any examples?

→ Listen to the children's answers.

#### Possible answers

When a boy and a girl are friends, people assume they're in love (gender stereotype and heteronormative stereotype). When a child is excluded from a group because people assume their gender should prevent them from engaging in that activity. When adults in charge of children fuel the rivalry between boys and girls by putting them on opposing teams in sports, competitions or activities.

Gender stereotypes are all around us: in books, on TV, on clothing... How do you detect or recognize them? Be observant and analyze what you see. Compare the status granted to boys versus that granted to girls. Notice ready-made phrases such as "Boys don't cry!" "Stop your gossiping... girls are always yakking!" Reject the unrealistic expectations intended to push people into the same mould where everyone looks alike, likes the same things and behaves the same way.

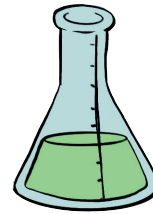
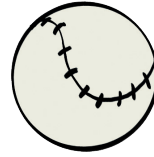
### Here are some questions you can ask yourself while you watch a favourite TV show, or you read a book.

- Do the characters reflect the diversity of body shapes, **sexual orientation** or **gender identity**, culture, religion, physical features and skills, etc.? Are they an accurate reflection of the uniqueness of every individual? Do we see same-sex couples or parents, for example? Are the cultural representations stereotypical?
- Do the characters have stereotypical appearances?
- Do the male characters have big muscles and manly features, and the females long blond hair and manicured nails, slim bodies and perfect skin? Are they changing their appearance to please someone?
- Do the male characters all behave in the same, predictable ways? What about the women and girls? What happens when they're in love? In TV shows and movies that are heavily stereotyped, the girls are very often portrayed as ultra-feminine, always wearing makeup, very concerned with appearance and love relationships, and not so friendly with each other. The boys are often jocks with low grades at school who have trouble expressing their emotions, who cheat on girlfriends and aren't very nice until THEIR dream girl arrives on the scene and changes his ways. Male characters are often portrayed as having the strength, cunning, and intelligence to save the day.
- Do the characters share tasks, missions and chores? Do the men take charge of mowing the lawn, repairing the car and defending the town while the ladies make dinner and watch the kids?

### Do these questions make you think of a particular TV show, book or movie? Can you name shows or movies that go against these trends and depict diversity by offering other models?

→ Listen to the children's answers.











**Hitting the road:  
Games, activities,  
checklist of adapted  
games**



## CHECKLIST OF

## NON-GENDERED ACTIVITIES\*

Oops! A few adjustments might be in order.

Excellent, your activity appears to be egalitarian and stereotype-free!

Yes

No

When I create teams for my activities, do I separate the groups by **gender**?

☐☐

When I explain instructions for my activity, do I perpetuate stereotypes (terminology used)?

☐☐

Does my activity represent a power struggle between boys and girls (for example, do the girls need to be “rescued” by the boys)?

☐☐

Free activity – Do the children divide their play space into gendered groups (for example, the boys taking up a lot of space and the girls staying in the corners and sidelines, or always separate from each other)?

☐☐

**Does my activity feature any fictional characters?**

**If so, a few questions I can ask myself...**

Do my characters have descriptions, and if so, do their qualities and skills fall into stereotypes?

☐☐

Which professions are these characters in?  
Are they conventionally female or male jobs?

☐☐

If my characters are parents, do they perform stereotypical tasks?  
Domestic chores, for example...

☐☐

Are my characters all similar and look the same?

☐☐

Are my characters male only?  
Are they female only?

☐☐

\* Inspired by the guide “Les livres et les jouets ont-ils un sexe”? published by the Secrétariat à la condition féminine, and the guide “Pour des camps sans stéréotypes” by Recif 02.



## ROLE MODEL CHECKLIST FOR HEALTHY, EGALITARIAN RELATIONSHIPS

- ☐ I pay attention to the equipment and materials made available in areas used by the children, as well as the decorative elements and room layout.
- ☐ I pay attention to the rules and codes of conduct in my workplace (dress code, locker-room regulations, etc.). I make sure that the requirements are the same for everyone and that they do not perpetuate any myths or stereotypes.
- ☐ I deal equally with all children; my expectations are the same regarding compliance with rules, demeanour, and freedom of expression.
- ☐ I ALWAYS intervene when I witness behaviour that is sexist, homophobic or transphobic, whether aimed at a child, an adult or by an adult toward a child.
- ☐ I take care to avoid stereotypes when speaking to children.
- ☐ When I ask for assistance from a child, I do so without regard for gender.
- ☐ When I address the children, I am careful about the pet names I give them.
- ☐ When a child needs assistance, I encourage other children to help, regardless of their gender.
- ☐ When I address my colleagues in front of children, I take care not to convey any stereotypes.
- ☐ When I address a child's parent(s), I remind myself that each parent has the same role and the same responsibilities to their offspring. I take care not to address all my questions to just one parent.
- ☐ When my team and I allocate tasks to employees, I make sure that the tasks are shared equally and are not based on gender stereotypes.



## Topics

Self-esteem and self-knowledge

# ACTIVITY: MOODBOARD OF YOUR PERSONALITY!



## Purpose

- To encourage children to reflect on their interests, tastes and personality traits.
- To promote self-knowledge.



## Supplies

- Sheets of paper (ideally, 11" x 17")
- Glue
- Magazines (all kinds)
- Wrapping paper
- Coffee filters
- Feathers
- And anything else that can be cut out, crumpled, torned and glued!



## Instructions

A moodboard (or inspiration board) is a large piece of cardboard on which you can stick, staple or draw different inspiring images. Ask the children to build a moodboard that reflects their personality and is inspired by:

Favourite colours

Dream job

Favourite animals

Hobbies

Idols

Fabric, patterns and  
materials the child likes

After this, lead a class discussion. Ask the children to present their mood boards to the group, if they want to.



## Topics

Self-knowledge, emotions

# ACTIVITY: THE EMOTIONS IN MY BODY



## Purpose

- Encourage the child to identify to physical sensations caused by different emotions they might feel.



## Supplies

- Large sheets of paper
- Crayons, dry or oil pastels, finger paints, materials that can be glued on (glitter, feathers, pieces of tissue paper, etc.)



## Instructions

- Place the paper sheets on the floor and have the children lie down in the starfish position. If you don't want the children to lie on the floor, you can also stick the paper sheets to a wall.
- In teams of two, ask the children to use a crayon to trace the body of their teammate on the paper. It is important that each child freely agree to this step. For the crotch area, suggest the children stop tracing at knee level. They can complete the rest of the drawing on their own afterward.
- When the tracings are finished, ask children to indicate on the drawing of their body where and how they feel certain emotions (see the discussion on emotions).
- Ask the children to show their drawing to the group and explain their choice of colours, materials and patterns.

*\* Let your imagination run wild and be original with your suggestions. You can choose to explore one particular emotion or emotions relating to certain situations, such as: when you're in love (see the discussion on awakening to love) or in a high-risk situation (see the discussion on high-risk situations).*



## Topic

Emotions

# GAME: THE EMOTIVE MIME

(inspired by the french game *Terre-air-mer*)



## Purpose

- To help the child recognize and identify non-verbal communication of emotions.



## Equipment

- A foam ball  
(or any other kind of ball)



## Instructions

Appoint one person to lead the game and have them stand in the middle of a circle of children. That person takes possession of the ball and rolls it to someone else, while naming one of these emotions “embarrassment,” “fear” or “anger”. The person who receives the ball then mimes a physical sign of the word chosen by the game leader.

*Example: If the word is “fear,” the person could mime their heart beating fast, having moist palms, trembling, freezing in place, etc. Examples of sensations can be found in the discussion of emotions and high-risk situations.*

If the person is unable to mime an emotion in under 10 seconds, they are eliminated and must step out of the circle. If they succeed, they replace the game leader in the middle. A sign of emotion cannot be mimed twice in the same game. If a person mimes a physical sign that has already been mimed by another person, they are eliminated. The game ends when the game leader is the only person left standing.

\* *Note: Emotions can be changed and adapted to the group’s age.*

**Suggested emotions to mime for ages 6 to 9:**

Anger    Surprise  
Pride  
Joy    Shame

**Suggested emotions to mime for ages 10 to 12:**

Enthusiasm  
Curiosity    Guilt  
Disgust  
Stress

**After the game, convey this key message to the group:**

“All emotions are valid, and everyone is entitled to them, whether they are pleasant or unpleasant. Emotions are constantly changing. They come and go in an instant, depending on the moment’s events. As we grow older, we begin to experience new emotions. Each person feels and expresses them differently, as we saw in the game!”



## Topic

Familial diversity

# ACTIVITY: THE DIVERSITY OF FAMILIES



## Purpose

- To encourage the children to reflect on family diversity.



## Supplies

- Scissors
- Large sheets of paper
- Glue
- Magazines
- Crayons



## Instructions

For this activity, ask the children to imagine a family that is not like theirs. They can cut pictures out of magazines, calendars or other visual materials and glue “their new family” on the paper. They can also add doodles and other images to set the context for their family, such as the imagined home, household pets, favourite foods, etc. They could even draw dialogue bubbles for conversations held by family members or list the personality traits of each character.

Ask the children to present their imaginary family to the group.

Ask the children to explain what they like about their imaginary family and why they’d like to be part of this family.

Ask them to look at the families their classmates have created. Is there one family, among all the imaginary ones, that resembles their own? In what way?

\* To continue the discussion, have the children play the 7 Families game from the Compass tool kit.



## Topics

Belonging, strengths

# ACTIVITY: OUR GROUP'S MYTHICAL CREATURE



## Purpose

- To get each child to realize that people can create interesting things when they work together.
- To reinforce the sense of belonging to the group.



## Supplies

- Roll of paper
- A crayon for each participant
- A two-minute hourglass



## Instructions

Game for small or big teams.

Like the game “Exquisite Corpse,”\* each child adds to a player’s drawing without knowing what that person drew. The first player sketches a character’s head. When the time is up, the player folds the sheet of paper, leaving a few lines of their drawing visible, and passes it to the next player, and so on. In this way, each child contributes to creating the work.

When the page is unfolded at the end, it reveals an original creation that can be used as the group’s emblem. Ask the children to pick a name for this mythical creature.

\* A paper game in which several players write or draw something without knowing what the previous player(s) added to the work (<https://museedartsdenantes.nantesmetropole.fr/wp-content/uploads/2024/07/25/atelier-cadavre-exquis.pdf>)





## Topics

Gender stereotypes, diversity

# GROUP PROJECT:

## CREATE A COUNTERSTEREOTYPE



### Purpose

- To get the children actively involved in debunking stereotypes.



### Supplies

- Your choice, depending on the chosen media: (A poster, mural, video, etc.)



### Instructions

Must be preceded by a discussion of gender stereotypes with the children (see discussion about gender stereotypes, page 66), and use of the Compass's Words of Wisdom activity book or a book on the subject in the resources on page 120.

Ask the group to name one or more stereotypes that bothers them, such as stereotypes about household chores, sports, subjects at school, parenting roles, clothing, jobs, etc. Together, identify counterexamples of those stereotypes and choose a way to illustrate them. The result can be shown to other groups. You might decide to make a huge paper mural that represents diversity (for example, fathers taking care of babies), or record a short video about a team of female athletes, a fashion show with clothes that are different from what we are used to seeing, etc.



## Topic

Gender stereotypes

# GAME: YOU + ME = NO STEREOTYPES

(based on the Happy Salmon game\*)



## Purpose

- To offer the children a range of non-gendered activities to enjoy.



## Supplies

- Slips of paper
- Crayons



## Instructions

Preliminary step: On a sheet of paper, write down some activity ideas for the children (see the examples below). Each activity should be listed on **two** separate slips of paper.

Each child should have the same number of slips (minimum of 5).

### Activity examples:

Playing video games    Drawing    Playing with dolls    Playing pear ball    Jumping on a trampoline    Singing

Reading    Playing hockey    Chess    Building with LEGO blocks    Meditating

Talking on the phone    Skipping    Building something    Ballet

karate    Figure skating    Painting    Baseball

All the children play at the same time, which can create a lot of chaos. Each player is given the same number of pieces of paper. They must MIMIC the activity written on them, looking for another player doing the same thing. When two children doing the same mime spot each other, they have to slap each other's hands and can get rid of their pieces of paper. The first player to get rid of all his papers wins. Don't forget to ask the children to pick the papers up when the game is over!

\* [https://www.explodingkittens.com/products/happy-salmon?srsId=AfmBOOpJ-thZJtVoMn\\_bllkcZsicVsxqNJyqkMkMgr9tt2uuKD52aDM](https://www.explodingkittens.com/products/happy-salmon?srsId=AfmBOOpJ-thZJtVoMn_bllkcZsicVsxqNJyqkMkMgr9tt2uuKD52aDM)



### Topics

Early sexualization, gender stereotypes, body image, self esteem

## ACTIVITY: DETECTING EARLY SEXUALIZATION



### Purpose

- Raise awareness of the images of femininity and masculinity that are promoted in the media.
- Help the children learn to detect the use of sex in the media to sell products that have nothing to do with sex.



### Supplies

- Media material: Magazines, newspapers, advertisements, etc.\*



### Instructions

Read the following to the children:

“The world of advertising is a huge pool of opportunities for selling products. From cream ads to running shoes, cars to coffee, the media that want to sell us things often use sexuality to draw people’s attention to their products or get people talking about them.”

Ask the children if they can identify some images in which sex is used to sell a product.

Ask the children how they feel when they see such images, and what stereotypes are being conveyed.

Ask the children what impact this type of advertising could have on children’s behaviour and self-esteem. Complete with the discussion ideas on self-esteem.

\* See this document for examples:

<https://antipub.org/wp-content/uploads/2023/11/RAP-SEXISME-PUB-FINAL.pdf>



## Topic

Gender stereotypes

# GAME: IMPROVISATION WITHOUT STEREOTYPES



## Purpose

- Put into practice ways of deconstructing gender stereotypes.



## Supplies

- Pieces of cardboard on which different subjects for improvisation are written.



## Instructions

Before the game, lead a discussion on gender stereotypes (see discussion of gender stereotypes, page 66), use the activity book “Compass’s Words of Wisdom” or any book on the subject (see references on page 120). Then, explain to the kids that their mission will be to avoid all stereotypes in their improvisations. Divide the group into teams of two or three (avoid separating them based on gender). A scenario could be acted out by each team, or two teams could compete with the same scenario. Pay attention to what the youths say and do, and try to detect even the subtlest sign of stereotyping. After each performance, point out the positive elements by taking the time to open a group discussion.

Suggested improv ideas:

	<u>The hockey game</u>	<u>This makes me cry</u>	<u>A terrible Christmas present</u>
<u>The dance class</u>	<u>The weirdest argument ever</u>	<u>Your first party</u>	<u>The canoe-camping outing</u>
<u>A snowball fight</u>	<u>Everyone’s sulking but me!</u>		
<u>The video game tournament</u>	<u>The fashion show</u>	<u>My first plane trip</u>	<u>A science fair that goes wrong!</u>

You can also use your own improvisational situations to play this game!



## Topic

Any Compass theme

# GAME: WORD CHAIN



## Purpose

- Have fun while remembering important Compass program themes.



## Supplies

- None



## Instructions

Have the children sit in a circle and let them pick a category. The person leading the game can also play this activity, which is intended to review certain key concepts.

The first person to play a turn says a word related to the chosen topic. Each player then continues the chain by naming a word related to the previous word. The chain ends when a player cannot think of a valid word.

Variation: For ages 10-12, you can choose words that start with the last letter of the previous word. Example: Body; Youth; Heart.

### Compass topic ideas:

Healthy relationships (respect, trust, acceptance, well-being, equality, love, friendship, communication, etc.)

Love (emotion, awakening, sensations, kissing, cuddling, strange, new, etc.)

Friendship (hugs, buddy, complicity, jealousy, conflict, secret, trust, etc.)

Growing up (discovery, puberty, newness, change, emotions, responsibilities, etc.)

Gender stereotypes (freedom, becoming, roles, features, boxes, gender, generalization, expectations, etc.)

Equality (diversity, equality, discrimination, rainbow, respect, etc.)

Consent (boundaries, personal space, permission, freedom, informed, whole-hearted, validity, laws, etc.)

Self-protection skills (high-risk situation, self-protection, assertiveness, secrets, little voice/instinct, safety, trusted adult, etc.)





**What are we listening to?**

**Reworked songs**

**and nursery rhymes**

Some of our classic nursery rhymes and songs may not have aged very well. We can update them just for the fun of it!

\* To discover a ton of interesting nursery rhymes and songs, visit Repère, the digital encyclopedia of camp creativity produced by the Association des camps du Québec!





## MY BODY IS AMAZING

To the tune of

*She'll Be Coming Round the Mountain\**

My body is amazing, yes it is! (Yes, it is!)

My body is amazing, yes it is! (Yes, it is!)

It can jump, it runs around, it can dance and touch the ground,

My body is amazing, yes it is! (Yes, it is!)

Each body is unique, yes it's true, yes it's true,

Each body is unique, just like you!

Though it's changing every day, I will love it anyway,

Each body is unique, just like you!

Sometimes things seem really strange, but that's okay, that's okay,

Sometimes things seem really strange, but that's okay!

They say it's just puberty, Growing up is part of me,

Sometimes things seem really strange, but that's okay!

I feel things I've never felt, big and small, big and small,

I feel things I've never felt, big and small!

New emotions every day, Help me learn along the way,

I feel things I've never felt, big and small!

When I look into the mirror, I'm unique, I'm unique,

When I look in the mirror, I'm unique :

"I am strong and I belong, Everybody sing along"

When I look into the mirror, I'm (fr) FANTASTIQUE

\* Adapted by Suzanne Rey



## NO LIMITS ON FUN

To the tune of

*The More We Get Together\**

Jack twirls in a skirt so bright, skirt so bright, skirt so bright,  
Alexandra plays hockey with all her might!

Nathan bakes a chocolate treat,  
My dolls are dressed so neat,  
We all do what feels just right, feels just right!

Lily, Thomas, Zach and Jay, dance away, dance away,  
Spinning, jumping, having fun their own way!  
All the kids are playing too,  
Doing what they chose to do,  
Having fun with what they love, every day!

Eli's parents came to see, came to see, came to see,  
All the fun and joy-filled energy!  
Laughing, playing, dancing free,  
Being just who they want to be,  
Happy as they're meant to be, meant to be!

No one says what we should like, we should like, we should like,  
We all pick the things we love to do!  
Games and sports and baking too,  
Science, music, dance, it's cool,  
We all choose the things we love to do!

\* Adapted by Suzanne Rey



## SONG ABOUT PRIVACY AND BOUNDARIES

To the tune of

*Do Your Ears Hang Low?\**

Do you know the tale 'bout Jasmine and Evelynn?  
They met at the pool, where the lockers were seen,  
Jasmine changed so fast, right out in the open space,  
Evelynn said, "Wait, this is not the place!"

Jasmine didn't know, "Why should I hide?"  
"It's only us girls, we can stand side by side!  
But Evelynn replied, "Some things should be just for you,  
Private time and space are important too!"

If you change your clothes, find a space just for you,  
If you use the bathroom, close the door, that's what we do,  
Private parts are special, they belong to only you,  
And respect for others is important too!

The lesson here today, is to keep in mind,  
Privacy's important, for you and for mine,  
Give yourself some space, and respect the space of friends,  
That's the way we care, on that we all depend!

\* Adapted by Suzanne Rey



## SONG ABOUT PERSONAL SPACE AND ASSERTIVENESS

To the tune of

Yankee Doodle\*

My brother wants a hug today,  
But I don't want a hug, no way!  
My friend tries to hold my hand,  
I say "No! Please understand!"

I stand up tall, I make it clear,  
I use my words so they can hear,  
I can say no, and that's okay,  
My body's mine, it's here to stay!

Mom's neighbour ruffles my hair,  
I don't like it, it's not fair,  
Auntie asks me for a kiss,  
But I can say "I'll pass on this!"

I stand up tall, I make it clear,  
I use my words so they can hear,  
I can say no, and that's okay,  
My body's mine, it's here to stay!

If I don't want a hug today,  
That's okay, it's still my way,  
I will always have a choice,  
I'll stand up tall and use my voice!

\* Adapted by Suzanne Rey



## SONG ABOUT GOOD AND BAD SECRETS

To the tune of

*Old Mac Donald*

There are good and bad secrets

Ee | Ee | Oo

Do you know the difference

Ee | Ee | Oo

Just like the weather

Let's sing together

In your heart, sun or cloud, good or bad

To be safe and to be **STRONG**

Listen to this song

If your secret is funny

Ee | Ee | Oo

Makes you feel calm or happy

Ee | Ee | Oo

A gift, a surprise

A prank, a party

You can share with your friends or family

When those conditions are met

It's a good secret

If your secret makes you sad

Ee | Ee | Oo

Confused, scared, ashamed or mad

Ee | Ee | Oo

If you don't feel well

It should ring a bell

You should tell an adult, they can help

When those conditions are met

It's a bad secret

Secrets about private parts

Ee | Ee | Oo

Never keep them in the dark

Ee | Ee | Oo

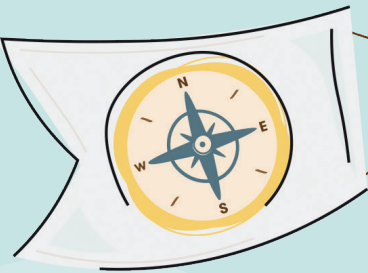
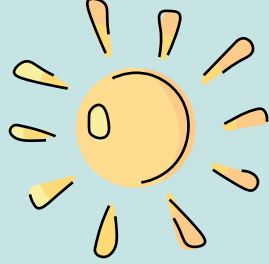
They are bad secrets

Never stay quiet

It's your right to get help and be safe

Talk to a trusted adult

It's never your fault!







**Road Maps  
to Guide you:  
Compass Data Sheets  
and Glossary**





## DATA SHEET

# 1

### Worksheet for the Compass's Words of Wisdom Activity Book: Your Logbook for Learning About Privacy, Safety and Equality

The Compass activity book for children ages 6 to 9 is a sexual violence prevention tool in the Compass program. It covers a range of topics relating to sex education, the promotion of healthy and egalitarian relationships, and self-protection skills relating to sexual violence.

#### The objectives of the activity book are:

- **To initiate and maintain** a dialogue between children and adults about sexuality.
- **To further children's knowledge** about sex education and healthy, egalitarian relationships.
- **To put into practice strategies** for assertiveness, self-protection skills, and debunking of gender stereotypes.
- **To enable children to acquire** these notions in a fun, free and spontaneous way with trusted adults.

As a trusted adult, you have a privileged role with children. You are in the best position to pass on these concepts and to detect potential or actual situations of sexual violence. Your commitment can help make real changes in their lives.

This worksheet helps you plan your guidance for the topics in the activity book. Each section lists its topics and objectives so that you can prepare every step in your ongoing intervention. The child who receives the activity book will be expected to come and see you after completing each section to have their compass affixed (stamp or sticker), at which point you can initiate a conversation with them on the notions covered.

When the activity book has been completed, the child will be awarded a **I AM THE MASTER OF MY DESTINATION** certificate (see data sheet 3). This means that the child has acquired the knowledge to recognize and react to high-risk situations. It does not mean, however, that your protective role ends at the end of the book! Repetition of the messages is the key to success in developing children's skills. We encourage you to continue your sex education lessons with them, using the other tools in the Compass kit.

#### Important: Introduction of the logbook

Before giving the logbook to the child, make sure you have put certain winning conditions in place. First, we recommend that you start a discussion with the child or the group about sex education, the promotion of healthy and egalitarian relationships and the prevention of sexual violence, using the discussion ideas in the Compass Atlas (discussion ideas for each logbook section are listed in this document). If you want to use tools such as albums or teaching guides to support your activities, please see the Existing resources section at the end of the Atlas.

We also suggest that you establish mechanisms to communicate with parents about the Compass program.

## SECTION 1 I don't hand out hugs to just anybody!

### Topics covered

- Family diversity
- Boundaries
- Types of relationships

### Objectives

- To teach the child to identify their different social circles and the behaviours that are acceptable with family members but not with people who aren't as close or with strangers.
- To promote family diversity and enable the child to discern what makes their family unique.

### Reference sections

- Discussions: Personal space; consent and privacy; good and bad touching; diversity.
- Glossary: Trusted adult; personal space.

## SECTION 2 Asserting yourself to gain respect

### Topics covered

- Assertiveness

### Objectives

- To develop and put into practice the child's assertiveness skills.

### Reference sections

- Discussions: Assertiveness; respect.
- Glossary: Self-esteem.

## SECTION 3 My body is mine, and nobody else's!

### Topics covered

- Consent
- Touching

### Objectives

- To teach the child that their body is their own, that they are always allowed to refuse physical contact, even with people they love.
- To teach the child that some circumstances require certain types of physical contact, even unwanted (e.g., for health or well-being) and explain the difference with bad touching.
- To teach the child how to make others respect their personal space.
- To teach the child that they should always ask for permission before touching others.

### Reference sections

- Discussions: Genitals; personal space; consent and privacy.
- Glossary: Trusted adult; personal space; consent.

## SECTION 4 Nobody else is exactly like me

### Topics covered

- Gender stereotypes
- Self-knowledge

### Objectives

- To show the child that there are myriad ways to be their true selves without any connection to their gender.
- To encourage the child to reflect on their interests, tastes and preferences and to make choices based on these rather than on society's expectations.

### Reference sections

- Discussions: Self-esteem; respect; diversity; debunking of gender stereotypes.
- Glossary: Discrimination; children's rights; equality; gender stereotypes.

## SECTION 5 I'm entitled to privacy!

### Topics covered

- Private parts
- Privacy
- Unacceptable acts
- Trusted adults

### Objectives

- To teach the notion of privacy.
- To enable the child to identify suitably private locations.
- To validate curiosity about sexual exploration and discovery of the body.
- To use the correct vocabulary when referring to the genitals.
- To teach the child about different forms of sexual violence.
- To take responsibility for sexual violence away from children.
- To explain the notion of "trusted adult."

### Reference sections

- Discussions: Genitalia; physical sensations and intimacy; good and bad touching; unacceptable acts and sexual violence; trusted adult.
- Glossary: Trusted adult; self-protection; private parts; the little voice/instinct; secrets; high-risk situation; sexual violence.

## SECTION 6 Trusting that little voice (my instinct)

### Topics covered

- The little voice/instinct
- The self-protection sequence
- Trusted adults

### Objectives

- To encourage the child to trust their instinct to recognize high-risk situations.
- To teach the child self-protection skills.
- To enable the child to identify trusted adults in their social entourage.

### Reference sections

- Discussions: The little voice/instinct and high-risk situations; the self-protection sequence; trusted adults.
- Glossary: Trusted adult; self-protection; the little voice/instinct; secrets; high-risk situation; sexual violence.

## SECTION 7

Sunny secret = 😊😊😊 cloudy secret = ☹️☹️☹️

### Topics covered

- Good and bad secrets
- Emotions relating to sexual violence
- Disclosure

### Objectives

- To teach the child the difference between good and bad secrets.
- To encourage the child to disclose bad secrets.
- To validate the emotions felt by the child with regard to bad secrets and sexual violence.

### Reference sections

- Discussions: Good and bad secrets; unacceptable acts and sexual violence; the little voice/instinct and high-risk situations; trusted adults.
- Glossary: Trusted adult; self-protection; unacceptable acts; the little voice/instinct; secrets; high-risk situations; sexual violence.

## SECTION 8

Personal space, big and small

### Topics covered

- Consent
- Personal space

### Objectives

- To explain the concept of personal space.
- To teach the child that personal space (both theirs and other people's) can change with circumstances.
- To teach the child that their body is theirs, that they always have the right to refuse physical contact, even from people they love.

### Reference sections

- Discussions: Personal space; consent and privacy; assertiveness.
- Glossary: Personal space; consent.

## SECTION 9

Love isn't earned

### Topics covered

- Positive attention/affection

### Objectives

- To support the child's good and not-so-good choices.
- To teach the child that positive attention or affection is never dependent on giving something in return.

### Reference sections

- Discussions: Friendships and healthy relationships; trusted adults.
- Glossary: Trusted adult.

## SECTION 10 Book club

### Topics covered

- Sex education
- Gender stereotypes
- Family diversity
- Sexual and gender identity
- Sexual orientation
- Self-protection skills

### Objectives

- To provide references the child can look up, on their own, with a parent or with another trusted adult to find answers to their questions.
- To expose the child to diversified and non-stereotypical models.

## SECTION 11 Review and recap activity

### Topics covered

- Self-protection skills

### Objectives

- To review, with the child, the key topics covered in the book.





## DATA SHEET

# 2

### Worksheet for the Compass's Words of Wisdom: Your Logbook for Satisfying Your Curiosity About Sexuality

The Compass activity book for children ages 10-12 is a sexual violence prevention tool in the Compass program. It covers a range of topics relating to sex education, the promotion of healthy and egalitarian relationships, and self-protection skills relating to sexual violence.

#### The objectives of the activity book are:

- **To initiate and maintain** a dialogue between children and adults about sexuality.
- **To further children's knowledge** about sex education and healthy, egalitarian relationships
- **To put into practice** strategies for assertiveness, self-protection skills, and debunking of gender stereotypes.
- **To help children acquire** these notions in a fun, free and spontaneous way with trusted adults.

As a trusted adult, you have a privileged role with children. You are in the best position to pass on these concepts and to detect potential or actual situations of sexual violence. Your commitment can help make real changes in their lives.

This worksheet helps you plan your guidance for the topics in the logbook. Each section lists its topics and objectives so that you can prepare for your ongoing intervention. The child who receives the activity book will come and see you after completing each section to have their compass affixed (stamp or sticker), which will allow you to initiate a conversation with them on the notions covered.

When the activity book has been completed, the child will be awarded a **I AM THE MASTER OF MY DESTINATION** certificate (see data sheet 4). This means that the child has acquired the knowledge to recognize and react in high-risk situations. It does not mean, however, that your protective role ends at the end of the book! Repetition of the messages is the key to success in developing children's skills. We encourage you to continue your sex education lessons with them, using the other tools in the Compass kit.

#### Important: Introduction of the logbook

Before giving the activity book to the child, make sure you have established certain winning conditions. First, we recommend that you start a discussion with the child or the group about sex education, the promotion of healthy and egalitarian relationships and the prevention of sexual violence, using the discussion ideas in the Atlas (discussion ideas in each section are listed in this document). If you want to use tools such as albums or teaching guides to support your activities, please see the Existing resources section at the end of the Atlas.

We also suggest that you establish mechanisms to communicate with parents about the Compass program.

## SECTION 1 Official introductions!

### Topics covered

- Self-knowledge
- Assertiveness

### Objectives

- To prompt the children to reflect on their tastes, strengths, and interests.
- To reflect on what can hinder assertiveness.
- To develop assertiveness skills.
- To boost self-esteem through self-compassion.

### Reference sections

- Discussions: Self-esteem; assertiveness.
- Glossary: Self-esteem.

## SECTION 2 I am me and that's that!

### Topics covered

- Gender identity
- Sexual orientation
- Sex
- Gender expression
- Trusted adult

### Objectives

- To teach the children the different definitions of concepts relating to sexual and gender identity.
- To help the children develop and understand their own sexual and gender identity.
- To explain what a trusted adult is and their role.

### Reference sections

- Discussions: Trusted adult; respect; diversity.
- Glossary: Gender creative; discrimination; children's rights; equality; self-esteem; gender expression; gender; homophobia; gender identity; non-binary; sexual orientation; sexism; transphobia.

## SECTION 3 Our changing bodies

### Topics covered

- Puberty
- Diversity and body image

### Objectives

- To make children aware of the physical, emotional and cognitive changes associated with puberty.
- To reassure the children that the pace of these changes will vary.
- To help the children identify the emotions that accompany puberty.
- To work at building and boosting a positive body image.

### Reference sections

- Discussion: The body; the genitals; puberty.
- Glossary: Erection; self-esteem; body image; vaginal lubrication; masturbation; private parts; puberty.



## SECTION 4 True love? and Ready or not?

### Topics covered

- Laws
- Legal consent
- Love and sexual awakening
- Healthy relationships
- Consent to sexual or intimate acts

### Objectives

- Introduce the notion of legal sexual consent and its related laws.
- Validate the emotions aroused by love and sexual awakening.
- Explain the characteristics of healthy love relationships.
- Look at the elements of consent and sexual or intimate acts.

### Reference sections

- Discussions: Love and sexual awakening; personal space; consent and privacy; friendship and healthy relationships.
- Glossary: Consent; equality; sexual exploitation; sexual orientation; sexual relations.

## SECTION 5 When things go wrong, help is there.

### Topics covered

- Body image
- Sexual violence, online violence
- The little voice (instinct)
- Disclosure
- Trusted adult

### Objectives

- To show the children that resources are in place when they need help.
- To encourage reflection on sexual violence.
- To help the children recognize sexual violence acts, perpetrators' tactics, and high-risk situations.
- To encourage the children to heed their instinct when the little voice warns of danger.
- To teach the children self-protection skills.
- To encourage the children to disclose incidents of sexual violence to a trusted adult.

### Reference sections

- Discussions: Trusted adult; the little voice/instinct and high-risk situations; good and bad secrets; unacceptable acts and sexual violence; self-protection sequence; protection of online privacy.
- Glossary: Trusted adult; self-protection; online sexual violence; sexual exploitation; unacceptable acts; body image; the little voice/instinct; secrets; high-risk situations; sexual violence.

## SECTION 6 Secrets...

### Topics covered

- Good and bad secrets
- Disclosure

### Objectives

- To explain the elements of good and bad secrets.
- To encourage the children to disclose incidents of sexual violence to trusted adults.

### Reference sections

- Discussion: Trusted adults; the little voice/instinct and high-risk situations; good and bad secrets; unacceptable acts and sexual violence; self-protection sequence.
- Glossary: Trusted adult; self-protection; unacceptable acts; secrets; sexual violence.

## SECTION 7 Stereo what?

### Topics covered

- Stereotypes
- Diversity

### Objectives

- To encourage the child to keep an open-minded and accepting attitude toward diversity.
- To debunk gender stereotypes.

### Reference sections

- Discussions: Respect; diversity; debunking of gender stereotypes.
- Glossary: Discrimination; children's rights; equality; gender stereotypes.

## SECTION 8 Book club

### Topics covered

- Sex education
- Gender stereotypes
- Family diversity
- Sexual and gender identity
- Sexual orientation
- Self-protection skills

### Objectives

- To provide references the child can look up, on their own, with a parent or with another trusted adult to find answers to their questions.
- To expose the child to diversified, non-stereotypical models.

## SECTION 9 Review and recap activity

### Topics covered

- Self-protection skills

### Objectives

- To review, with the children, the key topics covered in the book.



## DATA SHEET

# 3

*I am the Master of my Destination!*  
certificate for **ages 6-9**

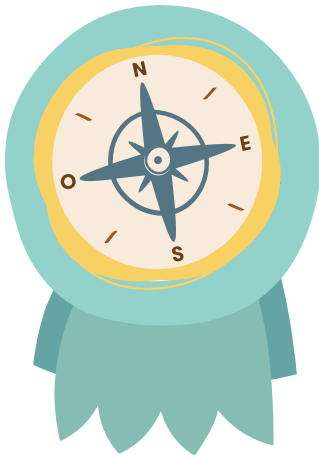


*I am the Master of my Destination!*

# Congratulations

\_\_\_\_\_

Name



You've completed your Compass's Words of Wisdom book! You now have many tools at your fingertips to help you with any questions you might have about privacy, safety, and equality.

Hang onto your completed book and take a look at it whenever you feel the need. And don't forget that trusted adults are always around to guide you, answer questions, and keep you safe.



## DATA SHEET

4

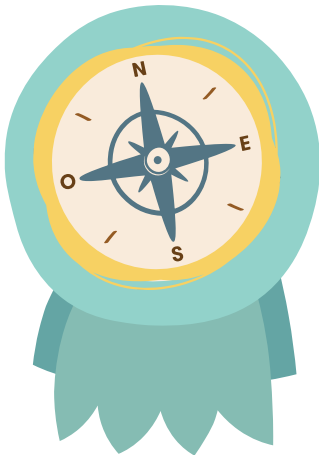
*I am the Master of my Destination!*  
certificate for **ages 10-12**



*I am the Master of my Destination!*

# Congratulations

\_\_\_\_\_  
Name



You've completed your Compass's Words of Wisdom book! You now have many tools at your fingertips to help you with any questions you might have about sexuality.

Hang onto your completed book and take a look at it whenever you feel the need. And don't forget that trusted adults are always around to guide you, answer questions, and keep you safe.

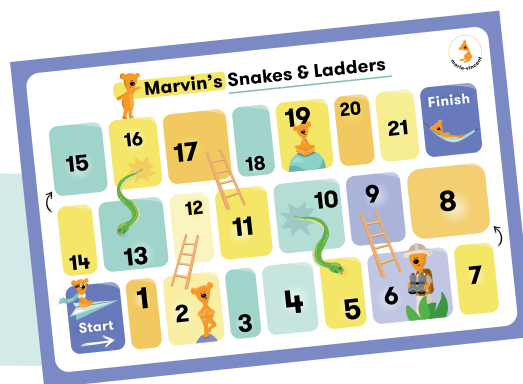


## DATA SHEET

# 5

### Marvin's Snakes & Ladders

A game for reflecting on healthy and egalitarian relationships



### Number of players

2 to 4 players  
(for a larger group, form teams)



### Supplies

- Marvin's Snakes & Ladders play mat
- Any object that can be used as a game token (hair elastic, paper clip, pinecone, etc.). Imaginative ideas welcome!
- Playing dice (can be found in lots of other board games)



### Instructions

- The first person to roll a 6 starts the game.
- The players take turns rolling the dice and moving their game token to the corresponding square.
- The adult reads out the question that corresponds to the colour of the square on which the token has landed.
- A correct answer means the player's token can stay on that square (and to climb the ladder if possible). An incorrect answer requires the player to move their token back to its previous position.\*
- Snake square: a correct answer will avoid the usual snake penalty, and the token can remain on the square. But an incorrect answer will make you slide all the way down the snake!
- The first person to land on the Finish square wins the game.

\* Since discussion questions are intended to develop children's critical thinking skills, we recommend that you don't make them go back to their previous position if they give a wrong answer to this type of question. Simply correct them by adding certain key messages.

\* \* For Setting the scene questions, a child who helps another answer a question may move their token ahead by one free square.

## QUESTIONS: AGES 6-9 VERSION



### Yellow squares:

#### questions about gender roles and stereotypes

- **Thinking question:** Are there trades or professions that are meant just for girls and some that are just for boys? Explain your thinking.
- **Thinking question:** A gender stereotype is a misconception about the things girls and boys should like, be able to do or not, or how they should behave. These ideas put adults and children into little boxes from which it can be hard to escape because people can feel great pressure to stay in their boxes. These labels do not accurately reflect the world's diversity. They can even prevent us from being free and being our true selves. Name a stereotype you have already heard someone mention. Do you agree with that stereotype? Explain why.
- **True or false?** Each person is unique.
- **True or false?** Boys can give each other hugs.
- **Quiz question:** Boys can...
  - A. cry
  - B. play basketball
  - C. wear nail polish
  - D. paint
  - E. all of the above
- **Quiz question:** Girls can...
  - A. like math
  - B. play volleyball
  - C. wear makeup
  - D. be assertive to get what they want
  - E. all of the above
- **True or false?** We can find out if we like new things by trying them out.
- **True or false?** Boys need to be more physically active than girls.
- **Who am I? question** {famous woman}: I am an author and illustrator. I write books about monsters, farts, and gender stereotypes. Some of my books have been banned in the United States.  
**Answer:** Elise Gravel
- **True or false?** All children experience fear, anger, sadness and many other emotions.
-

- **Thinking question:** Some people say boys shouldn't cry or wear the colour pink. Why do you suppose people say those things?

**Suggested answer:** Maybe because they learned them from their own parents or from culture in general, which has always pushed the idea that boys should be strong and not show emotion. Obviously, this is a misconception. Crying is a natural reflex! Also, marketing has done everything in its power to convince the world that the colour pink is only for girls -- although oddly enough, this wasn't even true in bygone times; blue was the "feminine" colour. Once again, a misconception. In fact, in some cultures elsewhere in the world, men wear skirts!

- **Setting the scene.** It's a special day at school. To celebrate the end of the school year, the teachers have organized a bunch of activities and students can choose whatever interests them. Ali wants to attend "Hairdresser for a Day" because he will have the opportunity to do his teacher's hair and makeup. But he's hesitant, because his male friends laughed when he expressed an interest in that activity. In the end, Ali signed up for the soccer game with his friends. He didn't really enjoy it and was sorry he hadn't followed his heart. Why do you think Ali chose an activity that he didn't really want to take part in?

**Suggested answer:** It's not always easy to be yourself when others don't support you and even make fun of you and your choices. It can affect self-esteem and self-confidence. To avoid this happening, it is important to never make fun of other peoples' choices and to let them be themselves (live and let live!)

- **Model.** Name a movie, a TV show or a book about a brave, strong and determined girl. **See the References section of the Atlas for suggested reading.**

- **Model.** Name a movie, a TV show or a book about a boy who is sensitive, gentle and kind. **See the References section of the Atlas for suggested reading.**

- **Model.** Name someone in your entourage who has an unconventional profession (a job that is not traditionally associated with their gender).

- **True or false?** A girl can have short hair.

- **True or false?** A boy can excel at figure skating.

- **Riddle** "I'm a big word with a tricky sound, I'm often what's believed but wrong all around. People think I'm true, but I'm not quite right, to know my truth requires insight! I twist the facts, cause confusion and disarray, but my real name clears the gray. What am I?" **Answer:** Misconception.

## Turquoise squares:

### relationships (love, friendship, etc.)

- **True or false?** An adult can never fall in love with a child.
- **True or false?** Signs of affection, such as hugs, are best kept for people I know well and feel comfortable with – for example, family and friends.
- **Thinking question:** What would you say are the qualities of a good friend?

**Possible answers:** Common interests, shared fun, complicity, honesty, trust, the ability to listen, mutual aid, support, reciprocity, mutual affection, open-mindedness, respect, acceptance.

- **Thinking question:** Is it possible to fall in love at 6, 7, 8 or 9 years old? Explain your answer.
- **Quiz question:** It is often said that for a friendship to be healthy, it must be reciprocal. What does that mean?

**Possible answer:** There is a mutual attachment between the two people; each counts on the other and is there for the other.

- **Quiz question:** Which of these actions help you get along more easily with other people?
  - A. sharing my things when we play together
  - B. listening when the other person talks to me
  - C. trying to settle conflicts by finding new solutions
  - D. always being myself
  - E. all of the above
- **Setting the scene.** Leon often plays with his best friend, Lily. Jason, another friend of Leon's, doesn't like Lily very much. Today Jason is playing at Leon's house. Lily rings the doorbell. Jason tells Leon to not answer and to pretend they're not there. He makes fun of Lily. Through the open window, Lily can hear Jason and Leon laughing. She starts to cry and runs home. How do you think Lily was feeling? What about Leon? How do you think Leon could have handled the situation? What should he do now?
- **Riddle.** I'm what everyone seeks, I'm bright and light, I make you smile from morning till night. You'll find me in moments both big and small. Can you guess my name, that's cherished by all? **Answer:** Happiness



- **Thinking question:** Taking care of yourself also means showing love to yourself. Name three ways you can take care of yourself.

**Suggested answers:** to rest when you are tired; go to bed early; keep yourself clean; brush your teeth; eat healthy foods; stay active; do things that make you happy; spend time with people you like and who like you; accept that you aren't perfect and are allowed to make mistakes; forgive yourself; listen to your head and heart when things aren't going well; get help when needed.

- **Thinking question:** Some people think that when a boy and a girl play together, it's because they're in love. What do you think? Explain your answer.
- **Setting the scene:** For some time now, Jasmine and Mika have had fewer interests in common and less fun together. Jasmine knows that enjoying a friendship means having mutual interests, so she pretends to like the same things as Mika, when in fact she isn't having a good time at all. Do you think this is a good path to take? What consequences might someone experience when they pretend, rather than being open and honest with friends?

### Orange squares:

#### Questions about diversity

- **Riddle.** I'm in every face and voice. I am the range of colours, cultures and stories that make up the world. In my differences, we find our strength. What am I?  
**Answer:** Diversity.
- **True or false?** All bodies are beautiful!

- **Thinking question:** As people grow up, their bodies change. There are times when we find our body less nice-looking, or we like it less. That's when it's good to remember and appreciate everything the body helps us achieve. What are you proud to be able to do thanks to your body?

- **True or false?** All private parts look the same.

**Answer:** False. They are all different and they also change as time goes by.

- **True or false?** Your body changes all through your life, even when you're an adult.

- **Setting the scene.** It's Mother's Day, and the class is making personalized cards for their mothers. Sami asks the teacher for two cards to decorate instead of just one. Why? Is it possible to have two moms? Can you tell me about diverse families?

- **Setting the scene.** Your friend Chloe is feeling sad today. She said that boys in her class made fun of her during gym class. They made nasty remarks, made jokes about her body, said she was so heavy she'd break the trampoline. What kind of effect can words like these have on Chloe? What would you do to help Chloe in a situation like this?

- **Quiz question:** What is diversity?

1. a mushroom that grows in the Amazon jungle.
2. a word that describes the many differences between individuals. Diversity is something that should be celebrated.
3. the name of a constellation

- **Quiz question:** Discrimination is treating someone differently (excluding, preferring or differentiating) due to their personal characteristics, such as age, culture, gender, skin colour, love preferences, etc.). When I witness discrimination, I can...
  - A. offer my support to the person being victimized
  - B. ask the perpetrator to stop the inappropriate behaviour or remarks
  - C. report the situation to a trusted adult
  - D. all of the above
- **Quiz question:** Name two or more forms of diversity.\*Make sure you have asked the quiz question, "What is diversity?" **Suggested answers:** The diversity of bodies, families, languages, religions, romantic relationships, skills, personalities, etc.
- **True or false?** Differences are beautiful! Explain why.
- **True or false?** Demeaning comments or making fun of someone, if the person is not even there, isn't serious and has no impact.
- **True or false?** Sometimes it takes courage to show our difference (or our uniqueness) because there are times when we just want to be like everyone else.

### Purple squares:

**Miming. The player can stay in that space if someone guesses what is being mimed.**

- Drawing
- Playing hockey
- Ballet dancing
- Playing chess
- Playing baseball
- Painting
- Figure skating
- Building with LEGO blocks
- Meditating
- Skipping
- Playing with dolls
- Talking on the phone
- Playing video games
- Singing
- Practising karate
- Jumping on a trampoline
- Reading
- Playing pear ball
- Building something
- Studying

## QUESTIONS: AGES 10-12



### Yellow squares:

#### questions on gender roles and stereotypes

- **Quiz question:** What is a gender stereotype?

**Suggested answer:** A gender stereotype is a misconception people can have about what girls and boys should like, be able to do or not to do, or how they should behave. These ideas put children and adults into little boxes from which it can be hard to escape. These labels do not accurately reflect the diversity in the world. They can also keep us from being free or being our true selves.

- **Quiz question:** What is sexism?

**Suggested answer:** Sexism is a form of discrimination based on gender and on the idea that women are inferior to men. Discrimination is not treating people as equals because of their gender, gender identity, sexual orientation, skin colour, origins, skills and many other aspects. Discrimination runs counter to human rights.

- **Thinking question:** What effect can stereotypes have on people?

**Suggested answer:** They can prevent us from being free or being our true selves. They can influence our choices in many spheres: career, style of dress, interests, sports, fields of study, etc. They can also influence our behaviour: how we assert ourselves, the place we take in a group, the expectations others have of us, etc. Stereotypes can also affect the way we see ourselves, our body image, and our self-esteem.

- **Riddle.** What word sums up the notion of ensuring that all people, regardless of race, creed or gender, are treated the same way and are equal, especially in status, rights, and opportunities? **Answer:** Equality

- **Quiz question:** Stereotypes can have negative impacts on children, making it hard to be free and their true selves. Can you name other examples?

**Possible answers:** Choice of career, how we express emotions, preferences and interests, self-esteem, well-being, etc.

- **Who am I? question (famous woman):** I am an author and illustrator. I write books about monsters, farts, and gender stereotypes. Some of my books are banned in the United States. **Answer:** Elise Gravel
- **Who am I? question (famous woman):** This woman discovered the radioactive elements polonium and radium and won two Nobel prizes. **Answer:** The scientist Marie Curie.
- **Who am I? question (famous woman):** This female politician is the only woman who was Premier of Québec. **Answer:** Pauline Marois was the province's premier from September 2012 to April 2014. She was the first woman to hold this position.

- **Who am I? question** (famous women): In the early 1900s, these women protested for women's equal rights. What were they called and which right did they achieve for women? **Answer:** The suffragettes were instrumental in obtaining women's right to vote -- in 1918 in Canada and in 1940 in Québec.
  - **True or false?** Men and women with the same jobs earn the same salary. **Answer:** False. According to the Conseil de statut de la femme, men earn on average 9% more than women for the same job. There has been some improvement in this gap over time, but true equality has not been achieved in our society.
  - **True or false?** As many men choose to become teachers as women. **Answer:** False. According to the provincial department of education, in the field of pre-school and primary education, 88% of teaching personnel are women. Women are more likely to be employed in occupations involving caring for others. Gender roles and stereotypes do, in fact, start to teach girls in early childhood to take care of others, when they are given dolls to cuddle and care for.
  - **Setting the scene.** Lianne goes to the store with her mother to buy a hammer because she's building a treehouse in her backyard. She finds a pink hammer that looks to be the right size. When she compares it to a blue hammer, however, she notices that the pink one is priced at \$5 more. Why do you suppose the pink hammer is more expensive? **Answer:** There is such a thing as a "pink tax." It is a commercial practice that inflates prices of women's products compared with the same products for men. This practice is widespread in women's hygiene products, for example.
  - **Setting the scene.** Grizzly really enjoys helping his two fathers take care of his little sister. He decides to accompany one dad to a coffee meeting for new parents at the municipal library. When they get there, Grizzly notices that his father is the only man in attendance. The rest are all moms. This is sad to see, but at the same time he is proud of his dad. Why do you think Grizzly's dad is the only man attending the parent-baby meeting?
- Suggested answer:** Nowadays, the mother is still the primary person associated with the care of a baby. The idea persists that a mother is the person who knows her child best and can properly meet its needs. Furthermore, the mother is the first parent to whom information about the child is conveyed. Teachers and childcare workers deal most often with the mothers, even in cases where the father drops off or picks up the child from daycare. This prevents dads from fully assuming their parental responsibilities. Furthermore, for the many families that aren't made up of a mother and a father, this practice seems illogical!
- **Thinking question:** Do you know the difference between gallantry and courtesy?
- Suggested answer:** Gallantry is an eager politeness towards women, or remarks or compliments intended to flatter (Larousse). Although gallantry is well intentioned, it sends the message that women deserve special attention, being more fragile, more sensitive to compliments or weaker than men. Courtesy, on the other hand, can be applied to everyone; it's about being considerate towards others, regardless of gender.

- **Setting the scene:** Jake's aunt is expecting a baby. When he accompanies her on errands, people often mention her pregnancy. They ask her if she's going to have a boy or a girl. Why do you suppose people ask that question?

**Suggested answer:** Because it gives people an idea of what to expect of the child. When people know a child's sex and gender, they start imagining its interests, tastes, personality, character traits... it's an example of gender stereotyping.

- **Thinking question:** We often see adults choosing children's toys on the basis of the sex assigned to a child at birth. For example: female babies get dolls, while male babies get building blocks and toy trucks. Do you think this pattern can influence a child's future? How? And what does it teach them?

**Suggested answer:** When we give dolls to girls, we are reinforcing their ability to take care of others. When we give trucks and blocks to boys, we are furthering their logical, mathematical and motor skills. The problem is, offering only these types of gifts narrows future possibilities for the children. We're sending the message that these are their domains and that this is their destiny... which limits their full potential.

- **Role model.** Name a movie, a TV show or a book that features a girl who is brave, strong, and determined. See the References section of the Atlas for suggested reading.
- **Role model.** Name a movie, a TV show or a book that features a boy who is sensitive, gentle and kind. See the References section of the Atlas for suggested reading.

- **Role model.** Name someone in your entourage who has an unconventional job.

- **Quiz question:** What day is celebrated every year on March 8? **Answer:** International Women's Rights Day. The special day was established in 1977 by the United Nations (UN) to promote equality between men and women and to continue the battle to have women's rights recognized around the world.

- **True or false?** New fathers in Québec have always had paid days off work for the birth of a child. **Answer:** False. Paid paternity leave has existed only since 2006.

- **True or false?** Social and cultural norms and religious beliefs are factors that influence gender roles. **Answer:** True. Social and cultural norms are often tied to deeply rooted values as well as the things we learn from our family and community, often passed along from one generation to the next. These values and norms influence the perception of sex and our gender expectations of other people.

## Turquoise squares:

### relationships (love, friendship, etc.)

- **Thinking question:** What is the difference between love and friendship?
- **Quiz question:** Is it possible to be in love with someone of the same gender as you?
- **Thinking question:** In kids' TV shows, it is quite common to see teens preoccupied with being in love or dating. Do you think this reflects the reality of all young people? Is it possible to not want a boyfriend or girlfriend?
- **Quiz question:** Name a physical sensation you might feel when you're in love (see the discussion Love and Sexual Awakening).
- **True or false?** In preadolescence, it is normal to feel less close to our parents and shyer about talking to them, preferring instead to be with our friends and keeping our private thoughts for talks with them.  
**Answer:** True. But we mustn't forget that when a problem pops up, our friends cannot help us the same way as an adult can. It is important to talk to a trusted adult.
- **Quiz question: A healthy relationship includes...**
  - A. Respect, listening, trust and mutual aid
  - B. Respect, listening, trust and a bit of jealousy
  - C. Respect, listening, trust and control

- **Quiz question:** The four following statements are about healthy and egalitarian relationships. Which ones are false?

- A. Being kind, listening, open-minded and respectful of others is the foundation of healthy and egalitarian relationships.
- B. It is impossible to be friends with a person of a gender other than your own.
- C. A real friend would never try to make you feel guilty or manipulate you into doing what they want
- D. If a friend insults me, I should just accept it because that's what friends do.

- **Quiz question:** What is empathy?

- A. a region in southern Italy
- B. the ability to put oneself in another person's shoes and understand what they are feeling
- C. A rare illness you can catch while travelling

- **True or false?** When I'm in love with someone, I must avoid voicing an opinion if it differs from my boy/girlfriend's. This helps us avoid arguments.
- **Setting the scene.** Your friend Art is the most popular kid in class. Everyone thinks he's funny, and he has creative ideas. The problem is, Art is also disruptive in class and talks back to the teachers. Today, you have a substitute teacher, and Art tries to convince other classmates to hide her shoes during recess. You don't feel right about this, and you don't want to be part of this "joke." But everyone else wants to. What can you do?

- **Setting the scene.** Nick and Jason have been friends since kindergarten. They spent all their time together and play video games at night when their parents make them stay in. Since going into grade 6, however, Nick has been acting oddly toward Jason. At school, Nick plays with other friends and ignores Jason at recess. For the past two weeks, he has also been spending time with a girl he likes. He only hangs out with Jason at night, when they're both online. How do you think Jason feels in this situation? What could he do?
- **Quiz question:** There are many ways to express an attraction to another person. Which of the answers below is unsuitable?
  - Through behaviour like smiling when your eyes meet, sitting next to the person, holding their hand, pleasing them with thoughtful little gestures, spending time with them.
  - Verbally, by saying things like, "I feel good when I'm with you" or "I appreciate you" or "I love you."
  - With questions like, "Can I sit next to you?" or "Can I hug you?"
  - By acting in a demeaning manner, making fun of them, pushing them, attracting their attention in negative ways

### Orange square:

#### Diversity

- **True or false?** Every human being is unique.

- **Thinking question:** Being different and unique has advantages. What do you think they are?

**Suggested answers:** being able to help others according to our strengths, learning from others and teaching others, discovering the world, developing new ideas, not being like everyone else, etc.

- **True or false?** All human beings are equal.

**Suggested answer:** True and false. All human beings are equal, have the same fundamental rights and similar needs: to live in safety, to be loved, to feed and shelter themselves, to be clothed, to be accomplished, etc. When we look at how things are in society, however, we soon see that not everyone is born with the same privileges. Some people have better access to healthcare, for example. Some are able to find a job more easily. Unfortunately, human rights are not respected to the same extent in all of the world's societies, even though they should be.

- **Quiz question:** Homophobia is the fear and hatred of homosexual people or those we assume are homosexual. When you hear a friend utter a homophobic slur, you can:
  - Remind them that those kinds of remarks are unacceptable and homophobic
  - Go find a trusted adult who can do a benevolent intervention
  - Apologize to the targeted person for the slur, saying you disagree with those kinds of sentiments and words
  - All of the above.

- **True or false?** All of these items could belong to a single person: a pair of soft leggings with a pastel print; a colourful hoodie with rabbit ears; black running shoes; pyjamas with a video game pattern; a baseball cap with surfboards on it; denim overalls; leather booties; a sequined dress; a hockey jersey...
- **Setting the scene.** Farid has just arrived with his family from Afghanistan. He doesn't speak English very well and often finds himself isolated at recess. What could you do to help him fit in?
- **True or false?** All private parts look the same.  
**Answer:** False. They are all different and they change their appearance as time goes by.
- **Quiz question:** Name two or more forms of diversity.  
**Suggested answers:** Body diversity; family diversity; cultural and religious diversity; sexual and love diversity; functional diversity; neurological diversity; etc.
- **Riddle.** "When we stand together, we're strong as can be, helping each other from sea to sea. In unity and support, we find our might. What am I?"  
**Answer:** Solidarity.

### Purple squares:

**Miming. A player can stay on this space if someone else correctly guesses what is being mimed.**

- Drawing
- Playing hockey
- Ballet
- Playing chess
- Playing baseball
- Painting
- Figure skating
- Building with LEGO blocks
- Meditating
- Skipping
- Playing with dolls
- Talking on the phone
- Playing video games
- Singing
- Karate
- Jumping on a trampoline
- Reading
- Playing pear ball
- Building something
- Studying
- Skateboarding



## GLOSSARY

When explaining sexuality to children gets complicated, it helps to have a simple terminology guide! **NOTE: Definitions in yellow are for ages 10 to 12.** However, if a child asks you a question on one of these topics, or if you need to correct something that is expressed, these definitions can be adapted to suit the development level of children ages 6 to 9. Use the sheet “How to Answer Children’s Questions” on page 10 of this book.

### Body image

The way we perceive our bodies. Having a healthy body image means loving or accepting your body as it is, valuing it and appreciating its abilities and unique features. Having a negative body image means perceiving your body as inadequate and belittling it. It means being dissatisfied or having doubts about your appearance, weight, physical abilities, attractiveness, etc. For example, a positive body image means liking your nose, enjoying the feeling of your strong legs, loving your body as it is and wanting to take good care of it. A negative body image, on the other hand, is being preoccupied with your weight, going on risky diets, not finding yourself attractive, making negative comments about your body, not liking yourself, etc.

### Children’s rights

Every child has rights and should be treated equally and fairly in all circumstances. It doesn’t matter where you come from, who you are, what your family is like, who takes care of you, what religion you practise or what language you speak. Every child in the world has the same rights: everything you need to survive, live, develop, flourish and reach your full potential.

### Consent

The act of giving someone permission to engage in intimate and/or sexual activities. To obtain someone’s consent, you must grant them the space and freedom to respond. Consent must therefore be freely given. It cannot be given under pressure or threats, or if the person is forced to say yes. Nor is it free if it is not validated, and for that you need to ask. Furthermore, the person has the right to change their mind at any time. If a person starts by saying yes, but then says no, the no wins! You must also be sure that the other person gives their consent enthusiastically at all times: that their gestures, behaviour and words all mean YES! Finally, it is important that consent be informed: the consenting person must be fully aware of what they are saying yes to.

### Discrimination

The act of treating someone differently (excluding, preferring or differentiating) because of their character traits (age, ethnic origin, gender, skin colour, sexual orientation, etc.).

### Equality

Means ensuring that all people, regardless of their sex or gender, are treated equally and have the same rights, opportunities and responsibilities in life.

## **Erection**

Reflex of the human body that causes a body part to swell, straighten and stiffen due to the increased blood flow through it. Body parts that can become erect in this way are the penis, clitoris and nipples. You may also have heard the term ‘hard-on’ used to describe an erect penis. Penis erections can occur spontaneously, at any time of the day or night. Nocturnal and morning erections are common and are associated with sleep phases.

Some erections occur when the penis or nipples come into contact with clothing, an object, etc. This is not necessarily linked to sexual arousal. But erections can also occur when a person with a penis or clitoris is sexually aroused.

## **Gender creative (gender identity)**

A person who expresses their gender creatively and without regard for society’s expectations and standards.

## **Gender expression**

How a person expresses gender through their behaviour, style of dress, hairstyle, appearance or the pronouns they choose to use (she, he, them). Gender expression is unique to each individual and has nothing to do with gender identity or sexual orientation.

## **Gender identity**

Gender identity is a feeling we have about ourselves that allows us to identify as a girl, a boy, a bit of both, neither, or some other identity. Gender identity is not tied to the sex assigned at birth. It is a private and personal experience, and nobody else can speak for you!

## **Gender**

Society attributes attitudes, stereotypical behaviors or roles person based on their sex assigned at birth. Gender is a bit like a telescope with which we analyze the world around us and classify people in categories.

## **Gender stereotypes**

A gender stereotype is a misconception people develop about what girls and boys should like, be able to do or not do, or how they should behave. Such ideas put children and adults into little boxes from which it can be hard to escape. These labels do not fully represent the world’s diversity. They can prevent us from being free and being our true selves.

## **Good and bad secrets**

A good secret is one that can make you feel good, make you smile or make you feel content. It can be shared with a trusted adult and is always positive. It has a time limit: you don’t keep it forever. It relates to happy events, like a surprise, for example.

A bad secret is one that can make you feel sad, worried, confused or even scared. A secret that you feel you can’t tell a trusted adult about, that you’re forced to keep quiet, or that involves the private parts or unacceptable touching is always a bad secret. A secret that places you in a high-risk situation (endangering your body and/or your well-being) is always a bad secret too. Even if you’re told to keep quiet, it’s important to tell this secret to a trusted adult. Adults will be able to help you feel better and keep you safe.

## **High-risk situation**

A situation that jeopardizes your physical and/or psychological safety.

## **Homophobia**

The fear and hatred of homosexual persons, which results in behaviours and attitudes we call “homophobic” and which can lead to discrimination. NOTE: Homophobia can be directed at people who are openly homosexual as well as toward any person of sexual and gender diversity.

### **Little voice/instinct**

The voice you should always listen to, speaking and guiding you through situations when you don't feel well or are confused. The little voice is also known as "instinct."

### **Masturbation**

The act of touching one's genitals (or sex organs or private parts) to experience pleasurable sensations, to derive pleasure, to relax, or to better get to know one's body.

### **Non-binary (gender identity)**

Term that encompasses people who do not identify exclusively as a man or exclusively as a woman.

### **Online sexual violence**

A form of sexual violence inflicted using various communication technologies, such as the web, social media and text messages.

### **Personal space**

The space around you that you need for your well-being. It can be big or small; the size depends on each person and can vary with circumstances.

### **Pornography**

A photo or video showing one or more people engaging in sexual acts. Although such images are intended for adults (aged 18 and over), many young people have access to these images at an earlier age, either by accident or out of curiosity. It's important to know that these acts represent adult sexuality, and may cause children to feel disturbed, shocked or worried. Furthermore, the acts depicted in these images are far from representing the reality of a sexual relationship. Many ingredients are often missing, such as consent, respect and equality. If you happen to see this type of image, whether voluntarily or not, it's important to talk to a trusted adult. Don't be left with questions or concerns.

### **Private parts**

The parts of the body that are under your bathing suit or underwear. These private parts are the vulva, penis, testicles, breasts, nipples and buttocks. Many children find it funny or embarrassing to talk about private parts, but they are body parts just like any other!

### **Puberty**

A period of transition into adolescence that leads you to experience major changes in your body, mind and heart. All children go through this stage, albeit at different times and at a different pace.

### **Self-esteem**

How we value ourselves as a person. This positive or negative perception is influenced, among other things, by our knowledge of ourselves, our values, our needs and our ability to express them. For example, positive comments made by someone important to us (friends, parents, family, teachers, etc.) help to boost self-esteem, whereas negative comments or judgments can damage self-esteem.

### **Self-Protection**

All the things you can do when you find yourself in a situation where your little voice (your instinct) tells you that you are in danger. All children are entitled to self-protection.

### **Sex**

(a word that can have more than one definition and level of complexity!)

**Level 1:** Term commonly used for the act of sexual relations.

**Level 2:** Anatomy of a person's genitals or reproductive organs. The term "assigned" sex is used because it is assigned by doctors at birth based on observation of the external genitalia (penis and vulva) and will determine the person's legal status (male/female).

### **Sexism**

A form of discrimination based on gender and on the idea that women are inferior to men.

### **Sexual exploitation**

When an adult or adolescent takes advantage of the vulnerability or dependence of a child or younger teenager. The person uses the body of the child or adolescent in a sexual manner to get an advantage. The abuser may use force and authority to lure, manipulate or threaten children. Canada has laws governing the age of consent to protect children from sexual exploitation. The laws stipulate that adults or people with minors (under 18) in their care can never be in an intimate, romantic or sexual relationship with those young people. Such adults might be teachers, coaches, activity leaders, caseworkers, etc.

### **Sexual orientation**

Sexual orientation is the romantic or sexual attraction you might feel to another person. There are many sexual orientations -- homosexuality, heterosexuality, pansexuality, asexuality, bisexuality, etc. -- and all are valid. You may not know what your sexual orientation is, or you might have questions. Your preferences may also change over time. It's also possible that you don't see yourself in any of those words. That's perfectly normal; don't worry! The important thing is not the word you use to describe your sexual orientation, but rather how you feel and how you choose to experience attraction. There's absolutely no need to explain to others who you're attracted to and why. Even today, people are still discriminated against because of their sexual orientation. And yet more than a million people in Canada belong to the sexually diverse community.

### **Sexual relationship**

When two people who like each other want to share their intimacy. They can then get naked, caress each other, and kiss; all parts of their bodies, including the genitals, come into physical contact with each other. A sexual relationship implies that both participants desire and enjoy it. It also implies that both are old enough to consent to sexual relations (see age of consent on page 13).

### **Sexual violence**

When an adult or adolescent performs an inappropriate act involving your private parts or theirs. There are many forms of sexual violence, and they don't always involve direct acts. Online sexual violence is one example.

### **Transphobia**

The fear and hatred of trans people, resulting in transphobic behaviour and attitudes that can lead to discrimination. It should be noted that transphobia can be directed at openly trans people as well as individuals who do not fit social norms, such as non-binary or gender creative individuals.

### **Trusted adult**

Someone you enjoy seeing, with whom you feel comfortable, who helps you when you have a problem. The trusted adult always respects your privacy, personal space, and boundaries.

### **Unacceptable acts/sexual violence**

An act committed by another person that makes you feel fear, anger, sadness, confusion, embarrassment, shame and all sorts of other unpleasant emotions. These acts involve sex or sexual organs. Remember this: NOBODY has the right to touch your private parts, look at them, put their mouth on them, take photos of them or film them. Nobody has the right to ask you to look at, touch, film, photograph or put your mouth on their private parts. This also applies to online behaviours: no one has the right to send you videos or images of their private parts or those of someone else, or videos or images showing sexual relations, or to make sexual comments to you or in your presence. Such behaviour constitutes sexual violence and is unacceptable.

### **Vaginal lubrication**

Reflex of the human body that occurs when a person with a vagina becomes sexually aroused. The mucous membranes of the vagina become moist. You may have heard it described as the term 'wet.'



## EXISTING RESOURCES

There are several teaching guides, history books, books for parents and websites that address topics covered in the Compass program. Here are a few, with references in the following section\*.

### Books for children

#### Sex education

- *Milo's Boundaries*
- *What Makes a Baby*
- *You know, sex*
- *How Do You Doodle?: Drawing My Feelings and Emotions*
- *Puppy in My Head: A Book About Mindfulness*
- *The Every Body Book of Consent*
- *All About Penises: a Learning About Bodies Book*
- *All About Vulvas and Vaginas: A Learning About Bodies Book*
- *Sitting Still Like a Frog: Mindfulness Exercises for Kids (and Their Parents)*
- *Sex Positive Talks to Have With Kids: A guide to raising sexually healthy, informed, empowered young people*
- *Every Body: A First Conversation About Bodies*
- *Red: A Crayon's Story*
- *Making A Baby: An Inclusive Guide to How Every Family Begins*
- *You-ology: A Puberty Guide For Every Body*
- *The Every Body Book: The LGBTQ+ Inclusive Guide for Kids about Sex, Gender, Bodies, and Families*
- *Rajiv's Starry Feelings*
- *Want a Hug?*
- *I am perfectly Designed*
- *Born Ready: The True Story of a Boy Named Penelope*
- *Puberty is Gross But Also Really Awesome*
- *Sex is a Funny Word*

#### Healthy and egalitarian relationships, diversity, and debunking of stereotypes

- *You Can Be*
- *The Cranky Ballerina*
- *From the Stars in the Sky to the Fish in the Sea*
- *Morris Micklewhite and The Tangerine Dress*
- *Pink, Blue, and You!: Questions for Kids about Gender Stereotypes*
- *Riley Can't Stop Crying*
- *We are family*
- *Good Nights Stories for Rebel Girls : Volume 1, 2 and 3*
- *Abigail the Whale*
- *What's My Superpower?*
- *The Girl with Two Dads*
- *Julián is a Mermaid*
- *Maiden & Princess*
- *Be Your Own Man*

#### Sexual violence and self-protection skills

- *My body, my rights!*
- *It's My Body!*
- *Some Secrets Should Never Be Kept*

\* Resources with French titles have not been translated into English.

## Teaching guides

### Sex education

- On est encore des enfants!
- L'éducation à la sexualité inclusive, j'y travaille!
- L'éducation à la sexualité à l'école, je m'informe!
- Zoom sur ton sexe : tes organes génitaux à la puberté
- Les émotions : comment mieux les expliquer (volumes 1 et 2)
- Beyond the Basics

### Healthy and egalitarian relationships, diversity, and debunking of stereotypes

- Hi Sam: Sensitizing Youth Through Play (Gender Creative Kids)
- Le ballon de Manon et la corde à sauter de Noé
- Les jouets ont-ils un sexe?
- Guide des droits pour les filles et les jeunes au genre créatif (YWCA de Québec)
- Books About Sexual and Gender Diversity (The LGBT+ Family Coalition)
- HELPING...young people to discover and respect difference (The LGBT+ Family Coalition)
- RESPECTING...loving relationships between people of the same gender (The LGBT+ Family Coalition)
- REACTING...to children's homophobic words and actions (The LGBT+ Family Coalition)
- LGBTQI2SNBA+ Sex, gender and sexual orientation: Inclusion through vocabulary (The LGBT+ Family Coalition)

### Sexual violence and self-protection skills

- Teatree Tells: A Child Sexual Abuse Prevention Kit. Kids in the Know by the Canadian Centre for Child Protection (CCCP)
- Commit to Kids (CCCP)

## Resources for parents

### Sex education

- La sexualité de l'enfant de 0 à 12 ans
- Éducation à la sexualité : de la naissance à la préadolescence
- Les comportements et les jeux sexualisés chez les enfants : guide destiné aux parents
- Parlez-leur d'amour... et de sexualité
- Corps, amour, sexualité : les 120 questions que vos enfants vont vous poser, 5-14 ans : le premier guide d'éducation à la sexualité positive pour toutes les familles
- Site web : Éducation à la sexualité-Parents (Centre de services scolaires des Découvreurs)
- Balado Éveil par Lily Thibault, en collaboration avec Marie-Vincent
- Balado Mon guide Sexu 6-9 ans
- Balado Mon guide Sexu 10-12 ans
- Talking with Your Child About Sexual Health FOR PARENTS OF CHILDREN FROM BIRTH – 12 YEARS
- Birds and Bees and Kids web

## Healthy and egalitarian relationships, diversity, and debunking of stereotypes

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- Meraki Health Center  
(Gender Variance Program)
- Éduquer sans préjugés : pour une éducation non sexiste
- Guide Parents égaux (Sexplique)

## Sexual violence and self-protection skills

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- Preventing all Forms of Violence Against Children (ROEQ)
- Child Sexual Abuse: It Is Your Business (CCCP)

## Websites and applications

### Sex education

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- Naître et grandir
- SexoClic
- RÉCIT-Éducation à la sexualité
- Constellation (MEQ) : dossier pédagogique en éducation à la sexualité
- Amaze.org

## Healthy and egalitarian relationships, diversity, and debunking of stereotypes

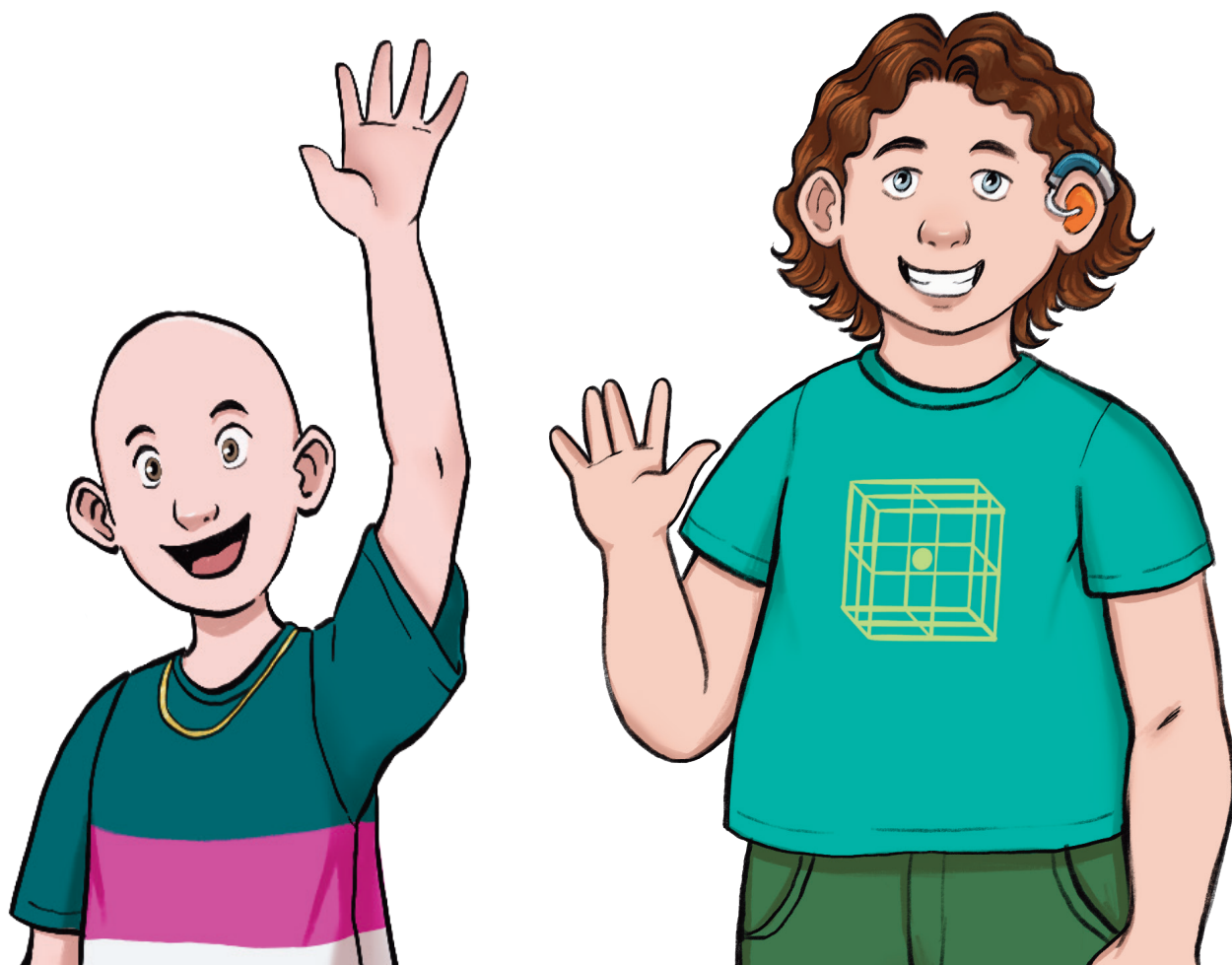
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- Gender Creative Kids
- The LGBT+ Family Coalition  
Kaléidoscope: livres jeunesse pour un monde égalitaire
- A Mighty Girl
- Strategies for Equality in School Retention: Boîte à outils SansStéréotypes (Secrétariat à la condition féminine)
- Media Smarts
- Équilibre, pour une image corporelle positive
- UNICEF
- A comme AlliéEs

## Sexual violence and self-protection skills

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- Regroupement des organismes ESPACE (ROEQ)
- FUTURAVILLE: Together against violence! Online Game (ROEQ)
- Application Clique sur toi (CPIVAS)
- CPIVAS
- Canadian Center for Child Protection
- Enfance libre Lanaudière
- Bulle et Baluchon Estrie
- Quebec Coalition of Sexual Assault Help Centers (RQCALACS)
- Media Smarts
- Child Sexual Exploitation on the Internet (Public Safety Canada) CyberTip
- Protect Kids Online







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