



Title of the LES:

Consent, Anatomy, and Bodily Autonomy

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School Board: Lester B. Pearson

Pedagogical Intention:

The general objective of this LES is to instill in students a sense of bodily autonomy, as it relates to consent and anatomy.



Field of Skills: Sexuality

Themes (from Field of Skills):

- Consent
- Bodily autonomy
- Anatomy and physiology

Show and Tell Teacher Folder

As you work through this LES, you may find yourself creating your own materials to suit the needs of the learners in your class more precisely. [This hyperlink](#) leads you to a folder where you can drop any activities you create (slideshows, jamboards, lesson plans) or resources from the internet that you have found.

Problem Situation ([hyperlink](#))

Whether at home, at school, or within health and social services, we and our students are often subjected to various forms of touch or discussions with which we may not be comfortable without the appropriate information or cues. We need to remind ourselves and clarify for our students that professionals, teachers, and caregivers must seek consent and ask questions, and that students have the right to refuse either.

Pre-Assessment and/or Entry Point: Activating Prior Knowledge

Exercise 1: Sex is a Funny Word

- Read the book *Sex is a Funny Word* by Cory Silverberg, or watch the story being read aloud on YouTube [Sex is a Funny Word](#). You can listen to one section at a time, pause the video, and have a class discussion on what you learned. This book covers the following topics:
 - Learning about sex

- Our bodies
- Gender
- Touching other people
- Crushes

Exercise 2: What Makes a Baby

- Read the book *What Makes a Baby* by Cory Silverberg, or watch the story being read aloud on YouTube [What Makes a Baby](#). You can listen to the book as a whole, or to one section at a time, while pausing the video and having class discussions. This book covers the following topics:
 - What you need to make a baby
 - Eggs, sperm, and the uterus
 - The process of giving birth

Exercise 3: Sex: a tell all exhibition

- Head over to this [online exhibition by the Montreal Science Center](#). You can go through the questions as a class, or have students peruse the questions on their own. This website breaks down the questions through the categories:
 - Me (nurse clinician from the West Island CLSC)
 - Me & You (clinical sexologist and psychotherapist)
 - Me & Others (pediatrician from Montreal's Children Hospital)
- The questions are answered through animated videos, or through short audio clips.

Learning Activities (1-4 per LES; Copy and Paste Boxes as Needed)

Learning Activity 1: Anatomy, Physiology, and Bodily Autonomy

Context: Describe an everyday situation that a student may encounter in their lives that involves touch in a professional setting..

- **Scenario 1:** You see a teacher that you really appreciate from your past. You see that they are happy to see you, and want to give you a hug without

asking first. You are feeling uncomfortable about that and don't want to hug them.

- **Suggested Tasks:**

- **Task 1:** Review the [Circles Program](#) - What category do your teachers fall into?
- **Task 2:** [Time to Take back the Taking](#)
 - Read through the information presented in the doc, then answer the questions as a group or individually.

- **Scenario 2:** You're at the doctor to get a situation checked out in a private area of your body. How can you make sure that you have your information

Suggested Tasks:

- **Task 1:** What are body parts?
 - To start off, go over this [social story](#) with your class. Go through each picture, and discuss as necessary, and address any questions that arise.
- **Task 2:** Name that body part!
 - It's important for students to know the appropriate vocabulary, and to be able to identify the different parts of their bodies. Use the PDF from the [Quebec Government's Sex Education curriculum](#) to go over the different part of the body.
 - Many students are familiar with the term "bathing suit parts" as being their private parts. Begin by showing students this image ([bathing suit PDF](#)) and ask students to identify where the individuals' private parts would be.
 - It's important to familiarize students with the main genital organs. Use this PDF from the Quebec Government to go over the different body parts ([full body PDF](#)). Use this PDF from the Quebec Government to go over the different parts of the genitals ([genitals label PDF](#)).
- **Task 3:** Your body belongs to you!
 - This activity will reinforce that their bodies belong to them, and that they have the power to decide about their body parts being shown or touched, even in a medical setting.

- Follow [these activities](#) which were created by the Quebec Government.
- **Scenario 3:** You're at the vaccination clinic, about to get your Covid-19 vaccination, and you are feeling very nervous because you hate needles. How can you prepare for your visit?
 - **Suggested Tasks:**
 - **Task 1:** Make sure you understand how the vaccination works.
 - Check out this [resource](#) on the COVID-19 vaccination
 - **Task 2:** Prepare for your vaccination
 - Read this [social script](#) to imagine what your visit to the clinic will be like.

Note: Teaching staff may choose to use any or all situations and/or tasks, and may modify/tailor either/both as needed.

Teacher Checklist and Terminal Objectives (targeted LES objectives in yellow)

Note: Once the LES is complete, teachers will highlight Terminal Objectives that may be assessed summatively based on the LES.

MINIMAL AUTONOMY

Physiology

- 11.A.1 I can name the main genital organs using the appropriate terms.
- 11.A.2 I can recognize the main functions of the genital organs.

Menstruation

- 11.A.3 I know what menstruation is.

Protection and contraception

- 11.A.4 I can associate sexual relations with the use of a condom.

Sexual activity

- 11.A.5 I know that I am allowed to have sexual interests and preferences.
- 11.A.6 I can recognize the difference between acceptable and unacceptable sexual behaviours, in public and in private.

Exploitation, violence and abuse

- 11.A.7 I can recognize sexual exploitation, violence and/or abuse committed against me or by me.

Assistance resources

- 11.A.8 I can relate the characteristics of a situation of sexual exploitation, violence and abuse to a request for help from a resource.

Consent

- 11.A.9 I can say "No" and understand "No" in both verbal and non-verbal communication.
- 11.A.10 I can recognize what "Yes" looks like and I know that I and others can change my/their mind(s).

FUNCTIONAL AUTONOMY

Physiology

- 11.B.1 I can use the appropriate physiological terms for the internal sexual organs and sexual relations.
- 11.B.2 I can explain the phenomenon of reproduction in humans.
- 11.B.3 I can understand the connection between what is happening with my body and how I feel emotionally.

Menstruation

- 11.B.4 I can interpret the menstrual cycle.

Protection and contraception

- 11.B.5 I can identify the contraceptive methods suitable for my situation in terms of advantages, disadvantages and preferences.
- 11.B.6 I can identify the protective methods against sexually transmitted diseases (STBBIs) suitable for my situation.

Sexual activity

- 11.B.7 I can explain physical and emotional factors that affect sexual activity positively and negatively.

Sexual orientation

- 11.B.8 I can distinguish the types of sexual orientation.

Emotional dimension

- 11.B.9 I can identify the possibilities of the emotional dimension of sexuality.
- 11.B.10 I can interpret the behaviours that influence a healthy relationship favourably or unfavourably.
- 11.B.11 I can identify ways of expressing my emotional, sexual and relational expectations in a healthy relationship.

Personal responsibility

- 11.B.12 I can interpret my personal responsibility with respect to the practice of healthy sexuality.
- 11.B.13 I can foresee the consequences of lack of personal responsibility in the exercise of my sexuality.

Myths, prejudices and stereotypes

- 11.B.14 I can interpret the myths, prejudices and stereotypes related to sex or sexual orientation that could have an influence on a loving relationship.

Exploitation, violence and abuse

- 11.B.15 I know what to do, where to go, and whom to talk to if I or someone I know is victimized.
- 11.B.16 I know that I have the power to put a stop to my own behaviours of sexual exploitation, violence and abuse.

Assistance resources

- 11.B.17 I can distinguish the role of assistance resources in problem solving related to sexuality.

Consent

- 11.B.18 I recognize the meaning of enthusiastic consent.
- 11.B.19 I know that there are many ways to say no.
- 11.B.20 I understand that someone else's "no" is more important than what I want.