



THE SPARX PROGRAM AND THE EDUCATION AND HEALTH GUIDELINES



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The SPARX program aims to promote positive romantic and intimate relationships among youth.

To achieve this goal, the program has several components:

- ✦ workshops for grades 9 and 10 (secondary 3 and 4) students;
- ✦ youth ambassador committees in participating schools and organizations;
- ✦ video capsules for caregivers who work with young people;
- ✦ a website;
- ✦ online training for school staff and professionals.

This document outlines how the Sparks program is aligned with the government's various learning guidelines for secondary school students.

An initiative of the SPARX team and its partners

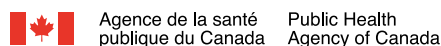


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✦ THE SPARX PROGRAM

Program overview

The SPARX program aims to promote positive romantic and intimate relationships among young people and, by the same rationale, to prevent violence in their relationships. It was co-constructed by a team of researchers led by Martine Hébert, the Canada Research Chair in Interpersonal Traumas and Resilience holder, and professor in the Department of Sexology at the Université du Québec à Montréal (UQAM). The key partners involved in developing the program are Tel-jeunes and the Direction régionale de santé publique (DRSP) de Montréal.

The social-ecological model served as an anchor for conceptualizing the program and identifying the risk and protective factors surrounding violence in romantic and intimate relationships, and subsequently formulating the various components to be addressed in the program. Moreover, each component was elaborated using the targeted intervention approach (the intervention mapping approach) - a theory and evidence-based framework for planning health promotion interventions that mobilizes a systematic methodological approach (Kok et al., 2016). Following this framework, needs assessments were carried out with all target populations in order to develop tools adapted to their specific realities and needs. Co-construction promotes the ongoing commitment of partners and target populations throughout the various stages of the program evaluation process and evaluation is a central principle in the development of the SPARX program. In addition to the expertise of the program's key partners - Tel-jeunes and DRSP de Montréal, working groups involving all target populations were set up to support the development of tools and contribute to their improvement in a collaborative environment.



The Youth component includes 3 workshops for grade 9 (secondary 3) students (workshops 1-2-3) and 3 workshops for grade 10 (secondary 4) students (workshops 4-5-6). These workshops are run by SPARX facilitators. Teenagers also have access to the <https://etincelles.uqam.ca/en/> website, where they can find educational content to complement the workshops, as well as resources covering a variety of topics. The aim of the workshops is to promote positive romantic and intimate relationships by tackling themes such as positive communication, managing disagreements, break-ups, the dynamics of violence in romantic and intimate relationships, and young people's power to act in the face of violence. The workshops encourage discussion, reflection and the application of certain skills.



Workshops

Overall Objectives



Workshop 1 Developing positive relationships

Initiating a personal process to find one's place in love and intimate relationships

- Normalizing young people's diverse backgrounds
- Reflecting on teen's first intimate relationships
- Discussing the conditions that foster the establishment and preservation of relationships based on mutuality
- Clarifying the importance teens attribute to various values surrounding romantic and intimate relationships



Workshop 2 Communication

Developing the necessary skills that promote positive communication

- Discussing the elements that facilitate and hinder communication
- Putting non-violent communication tips into practice



Workshop 3 Managing conflicts and break-ups

Feeling better equipped to manage difficulties in romantic and intimate relationships in a healthy way

- Recognizing that romantic and intimate relationships can come with difficulties
- Distinguishing between helpful and less helpful conflict resolution strategies
- Discussing romantic break-ups in adolescence



Workshop 4 The dynamics of violence

Having a better understanding of the dynamics of violence in romantic and intimate relationships

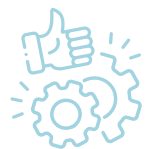
- Understanding the unique characteristics of violence in romantic and intimate relationships
- Recognizing the importance of seeking help in violent situations



Workshop 5 Helping a friend

Developing a better understanding of violence to better support a friend

- Having a better understand the challenges of getting out of a relationship marked by violent episodes
- Learning to react appropriately as a friend and confidant



Workshop 6 Empowerment

Recognizing their power to take action against violence in romantic and intimate relationships

- Identifying a range of possible responses to violent situations
- Discussing possible obstacles to dealing with violence when faced with a violent situation
- Committing to take action against violence in romantic and intimate relationships



The School Staff component of the website offers a directory of resources covering a range of themes (e.g. violence, sexual diversity and gender plurality). The site also offers a 90-minute online training course in an asynchronous mode.

A training manual can be downloaded, and participants can receive a certificate of completion in their name once they have completed the training. The training is available free of charge to all school staff (teachers, practitioners, supervisors, administrative assistants, etc.), teams and community organizations.

We recommend that all those wishing to facilitate the SPARX workshops take part in this training beforehand.



The Youth Ambassadors component is designed to engage young people in high schools in activities regarding sexuality education so that they can continue to learn and reflect on positive romantic and intimate relationships following the workshops. Each school is in charge of its own committee of youth ambassadors, however, the SPARX program provides a guide of 5 ready-to-use activities to support the committee in the elaboration of its activities.



The Caregiver component targets parents and adults who can act as a resource for teenagers. It features video vignettes with testimonials from parents, young people, Tel-jeunes and Ligne Parents counsellors. Adults also have access to informative content and a resource list on the website. To maximize the program's impact, we encourage you to invite the parents of teenagers in your school or organization to participate.



Evaluation of the SPARX program

The SPARX program, launched in 2019, was originally conceived to target grades 9 and 10 (secondary 3 and 4) students. This choice was based, on the one hand, on the guidelines in effect on the time for the mandatory sexuality education content to be covered for each grade level, as suggested by the Ministry of Education, and on the other hand, on evidence-based research data. In fact, studies have shown that a majority of young people have experienced at least one romantic relationship by their 3rd year in high school, and that the prevalence of violence in romantic relationships increases with age from this point onwards (Enquête québécoise sur la santé des jeunes du secondaire, 2018; Exner-Cortens et al., 2021), hence the relevance of providing SPARX workshops that aims to raise awareness from grade 9 (secondary 3) onwards. An evaluation of the 3 workshops delivered in grade 9 (secondary 3) and the 3 workshops delivered in grade 10 (secondary 4) was conducted in 8 schools, both in the private and public sectors. The effects of the program identified in our analyses are therefore documented according to this implementation formula. This guide suggests possible adaptations to align with various educational guidelines, but it's important to reiterate that the evaluation results highlighting the benefits of SPARX program workshops are based on the implementation of workshops 1-2-3 in grade 9 (secondary 3) and 4-5-6 in grade 10 (secondary 4). For more information, visit <https://martinehebert.uqam.ca/projets/etincelles>.

Current guide

The purpose of this guide is to help you plan the implementation of the SPARX program in your workplace, in accordance with government guidelines. That said, for more information on mandatory content, we invite you to consult the pedagogical advisors at your school's service center, request a discussion with Ministère de l'Éducation professionals, or contact the Réseau Éducation Collaboration Innovation Technologie (RÉCIT). The SPARX team does not specialize in government guidelines, which is why several contributors were involved in revising this guide. However, if you have any questions about the SPARX program specifically, we invite you to contact us, and we'll be delighted to answer them.

In the following sections, we'll look at how the content of the SPARX program ties in with various educational and health guidelines. First, we'll present the new government guidelines on sexuality education, by presenting the equivalencies between SPARX program workshops and the Culture et citoyenneté québécoise (CCQ) program. Next, we'll discuss the links between the SPARX program components and the ÉKIP reference framework, a common referent in the education and health sectors, will be presented.



✦ CULTURE AND CITIZENSHIP IN QUEBEC (CCQ) PROGRAM

Program overview

The SPARX program is part of the Ministry of Education's (MEQ) general vision of sexuality education.

School and family have complementary roles in education: The SPARX program, designed around a social-ecological model, includes a number of different elements targeting not only young people, but also the important people in their lives. The messages conveyed in the workshops are reinforced by parents, caregivers and school staff, who are made aware of the importance of positive relationships and violence prevention thanks to the program components dedicated to them.

A global, positive and inclusive vision of sexuality education: SPARX workshops focus on the positive attributes that intimate and romantic relationships should embody, before addressing the dynamics of violence that can take place within these relationships. In addition, inclusivity is an inherent part of the program's approach, with workshops drawing on case studies illustrating a wide range of gender identities and sexual orientations. The program also aims to normalize the diversity of romantic trajectories.

The prevention of sexual violence is achieved by stopping it from happening in the first place, by reducing the teenagers' vulnerability to becoming a victim, and by building their ability to disclose a violent situation and get help (for victims, perpetrators and witnesses of violence). The SPARX program is designed to empower young people in the face of violence, regardless of their role in it. The workshops encourages them to put themselves in the shoes of victims, perpetrators, witnesses and confidants, and to reflect on a wide range of strategies that can be used to prevent and put an end to violence in these different positions.

The SPARX workshops are also in line with the CCQ program. It aims to foster reflections among teenagers, encourage them to explore and critically examine different points of view, and help them gain a better understanding of themselves, their limits and their needs. The workshop activities are designed to encourage participation and exchange between teenagers, discuss their opinions and give them the information and tools they need to make their own decisions.



Incorporating CCQ themes : When and how to implement the Sparks program?

As previously mentioned, the SPARX program was designed for use in the grades 9 and 10 (secondary 3 and 4) workshops. However, the recent transition of mandatory sexuality education content to the new Culture and Citizenship in Québec (CCQ) course raises questions about the best timeframe for the implementation of the SPARX program. Since the CCQ course is not taught in grade 9 (secondary 3), many of the mandatory subjects covered in the first three SPARX workshops will have to be covered in grade 8 (secondary 2). To take these recent changes into account, a certain amount of flexibility is possible in the structure of the SPARX program allowing it to be implemented in accordance to the requirements of the CCQ course. For example, the first two or three SPARX workshops (focusing respectively on positive relationships, communication, and conflict management and break-ups) could be held as early as grade 8 (secondary 2). The main goal is to ensure the same continuity of knowledge despite the absence of CCQ courses in grade 9 (secondary 3), and to adapt the examples given in the workshops if they are offered in grade 8 (secondary 2), to ensure that they are appropriate to the group's level of maturity.

Please keep in mind that the SPARX program does not include a learning assessment for the content presented. If you have any questions about the best way to use the SPARX program tools in your CCQ course, don't hesitate to consult the CCQ/sexuality education advisor at your school, to talk to professionals at the Ministry of Education or to contact the Réseau Éducation Réseau Éducation Collaboration Innovation Technologie (RÉCIT).

The following table illustrates the potential links between the SPARX workshops and the various CCQ course contents planned for Secondary 2 and Secondary 4. A detailed version can be found in Appendix 1.

Table of potential links between SPARX workshops and CCQ themes

	CCQ Themes - Secondary 2					CCQ Themes - Secondary 4					
Main concepts	Autonomy and interdependence					Relationship and caring					Justice and law
Specific concepts	Autonomy	Intimate relationships during adolescence				Positive intimate experiences			Caring practices	Digital communication	Legal framework applicable to romantic and sexual life
Topics and examples related to sexuality		Romantic trajectories	Mutuality	Sexual behaviour	Relationship challenges	Emotional and sexual intimacy	Egalitarian relationships and self-respect	Violence in intimate relationships		Digital expression of sexuality	Consent and sexual violence

SPARX - Youth component - Grade 9 (Secondary 3) workshops

Workshop 1 Developing positive relationships											
Workshop 2 Communication											
Workshop 3 Managing conflict and break-ups											

SPARX - Youth component- Grade 10 (Secondary 4) workshops

Workshop 4 The dynamics of violence											
Workshop 5 Helping a friend											
Workshop 6 Empowerment											

For further information on the links between the CCQ themes and the SPARX program, please refer to Appendix 1.



ÉKIP

The ÉKIP reference framework supports the implementation of integrated actions aimed at promoting health and well-being as well as the prevention of a range of problems among preschoolers and elementary and secondary school students. As part of the Healthy School approach, the ÉKIP reference framework aims to promote children's and teenagers' skill development and the creation of healthy, safe and caring environments in which they can evolve. It has been designed for education, health, and social services network professionals, as well as for community organizations. The following diagram is taken from the ÉKIP reference framework and showcases the recommended competencies to be acquired, and actions to be taken in teenagers' environments.

In line with the ÉKIP reference framework, the SPARX program is designed to help teenagers build their personal and social skills, notably through its Youth, and Youth Ambassadors components. Through classroom workshops, teenagers will be equipped to build relationships based on mutuality, to communicate respectfully, to resolve conflicts in a healthy way, to recognize violence in romantic relationships and work against it. The SPARX program also aims to create supportive environments, notably by promoting the establishment of a safety net around young people with its Caregiver and School Staff components.





In addition, the SPARX program meets the five conditions for effectiveness set out in the ÉKIP reference framework, which are widely recognized when it comes to implementing promotion and prevention initiatives with young people:

1 Actions are planned in a concerted manner

- The actions outlined in the SPARX program are built around clear objectives linked to the promotion of positive romantic and intimate relationships and the prevention of violence among high school students. They are based on an analysis of needs carried out with each of the groups targeted by the program (young people, caregivers school staff).
- They are based on the adoption of methods that will enable us to achieve our objectives, in particular by offering a wide range of actions that can be taken in young people's living environments.
- They have been elaborated through a collaborative process involving young people, school staff, families and community partners.

2 Actions are global

- The planned actions within the SPARX program operate on several levels simultaneously: with young people, school staff, families and other caregivers, as well as in the community, particularly through the section of our website dedicated to them.
- They target several key factors in young people's growth, such as self-esteem, the development of social skills to foster harmonious relationships, and the creation of suitable environments.

3 Actions are based on appropriate content adapted to young people's specific developmental needs

- The content animated through the SPARX program is in accordance to the psychosexual development of teenagers.
- Actions take into account social and cultural references, notably by utilizing an inclusive, intersectional, trauma-sensitive, and harm-reduction facilitation approach.
- They are free from any adverse effects than to those intended.



4 Actions support young people's active engagement

- Considering that young people have been involved in the SPARX program throughout the development process, the program is tailored to their preferences and concerns.
- The actions included in the SPARX program promote discussion and encourage young people to reflect, evaluate themselves, make choices, take responsibility, develop initiative and use their creativity to find solutions.

5 Actions are implemented with sufficient intensity and continuity

- The SPARX program can be offered by a variety of qualified actors (teachers, school workers, health professionals, etc.).
- It is not limited to a single activity. The SPARX program includes actions that can be deployed at different times during the adolescent's high school years, and offers a way of reinvesting what has been learned, in particular through the activities of the Youth Ambassadors Committee.
- The actions in the SPARX program are easy to adapt to different contexts and to the specific needs of schools (for example, workshops can be offered in a 75-minute or 55-minute format).
- They are ready-to-use and easy to apply.

A few words outlining the Épanouir reference framework

The Épanouir project is based on the ÉKIP reference framework. It aims to foster positive mental health among young people by implementing universal actions in health promotion and prevention. The SPARX program is consistent with the Épanouir project, aiming to develop young people's personal and social skills, and to create healthy, safe and caring environments in which they can evolve. In fact, it contributes to the development and maintenance of positive mental health for all grades 9 and 10 (secondary 3 and 4) students, by helping them build harmonious relationships and empowering them to take action in the face of violence. The SPARX program also helps to create a safety net for young people by providing school staff and caregivers with information on how to support them in their romantic and intimate relationships.



The ÉKIP reference framework: when and how can the SPARX program be used to foster the skill development of young people and the creation of healthy, safe and caring environments in which they evolve?

As previously mentioned, when the SPARX program was designed, the first three workshops were to be offered in grade 10 (secondary 3), and the last three workshops in grade 10 (secondary 4).

However, the ÉKIP knowledge grid, with its recent update, suggests tackling violence in relationships as early as grade 9 (secondary 3) (which was originally planned for grade 10 (secondary 4). Nonetheless, it is essential to discuss with young people the characteristics of an egalitarian love relationship based on mutuality, as well as the joys and challenges they face in this context, before tackling the issue of violence in relationships. So, although Workshop 4 dealing with violence in relationships can be given in grade 9 (secondary 3), it's important to ensure that students have received the prerequisite content (i.e. Workshops 1-2-3). Furthermore, in the event that Workshop 4 is offered in grade 9 (secondary 3), it is essential to end on a positive note, ensuring that the school year does not end with this workshop. In addition, when offering Workshops 5 and 6 in grade 10 (secondary 4), it's also important to review the key elements seen in the previous workshops.

If you want to integrate the workshops into a planning process linked to the ÉKIP reference framework, it's important to tie in with the school's overall sexuality education planning. If you have any questions about how best to integrate SPARX program tools into promotion/prevention planning linked to the ÉKIP reference framework, don't hesitate to contact your school's educational consultants.

The following table illustrates how the SPARX program workshops and other tools in this program relate to the different competencies to be developed in grades 9 and 10 (secondary 3 and 4) students, according to the ÉKIP reference framework^{1,2}. A detailed version can be found in Appendix 2.

¹ Ministère de l'Éducation (2024). *About ÉKIP: Health, Well-Being and Educational Success of Young People*. <https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/young-people-health-wellbeing/ekip-health-well-being-and-educational-success-of-young-people/about>

² Ministère de l'Éducation (2024). *Integrated actions to promote the health, well-being and educational success of young people*. <https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/young-people-health-wellbeing/ekip-health-well-being-and-educational-success-of-young-people/integrated-actions-to-promote-the-health-well-being-and-educational-success-of-young-people>

Table 2. Established links between the SPARX program and the ÉKIP reference framework's competencies to be developed in young people and actions in their living environments

		Competencies to be developed						Actions in young people's living environments			
		Prosocial behaviours	Self-knowledge	Asking for help	Socially engaged	Making informed lifestyle choices	Managing emotions and stress	Manages social influences	In schools	Collaboration between schools and families	Collaboration between schools and communities
Youth component In-class workshops: Grade 9 (Secondary 3)	Workshop 1. Developing positive relationships	★	★	★			★	★	★		★
	Workshop 2. Communication	★	★	★			★	★	★		★
	Workshop 3. Managing conflicts and break-ups	★	★	★			★	★	★		★
Youth component In-class workshops: Grade 10 (Secondary 4)	Workshop 4. The dynamics of violence	★	★	★		★	★	★	★		★
	Workshop 5. Helping a friend	★	★	★			★		★		★
	Workshop 6. Empowerment	★	★	★	★		★		★		★
Youth component Website: Youth activities	Create your own word cloud around positive relationships	★	★								
	Communication cheat sheet	★					★	★			
	Interactive game on the power to act in the face of violence	★	★	★			★				
	Daily journaling page documenting conflicts	★					★	★			
	True/False and interactive quizzes	★	★	★		★	★	★			
	Resource directory		★	★							★
Youth ambassadors component	Taking the workshops back to the classroom: Awareness-raising activities by and for young people	★	★	★	★		★	★	★		★
Caregiver component: Website	Video vignettes and informative content aimed at developing parenting skills									★	
	Resource directory									★	★
School staff component: Website	Asynchronous training: Raising awareness and providing tools for answering teenager's questions and how to best receive their confidence									★	★
	Resource directory									★	★

✦ CONCLUSION

The purpose of this guide is to provide you with the tools you need to plan the implementation of the SPARX program in your workplace, in line with government guidelines. That said, for more information on mandatory content, we invite you to consult the pedagogical advisors at your school, or contact the Réseau Éducation Collaboration Innovation Technologie (RÉCIT). The Étincelles team does not specialize in government guidelines, which is why several collaborators have contributed to the revision of this guide. However, if you have any questions about the SPARX program specifically, feel free to contact us, and we'll be delighted to answer them.

In conclusion, the SPARX program offers several tools for a variety of target audiences. The program's social-ecological approach enables us to target a wide range of key actors, with the overall aim of preventing violence in young people's romantic relationships and promoting positive intimate relationships. The program's different components are in line with various government instructions and guidelines aimed at the well-being of teenagers in high school. The vision of the SPARX program is that, for adolescents to benefit from healthy and optimal development, many actors have a role to play in creating a community able to raise awareness of the same messages and intervene appropriately. That's why this guide details the various components and their benefits for young people, but also for caregivers and school staff.

A number of initiatives are currently under development to increase the reach and diffusion of the SPARX program, as well as to meet the training needs of professionals. Be on the lookout by following our website and social networks!

Website: <https://etincelles.uqam.ca/en/>

Facebook: <https://www.facebook.com/SPARXuqam/>

Instagram: https://www.instagram.com/sparx_project/

For more information or if you have any questions, please contact us at : etincelles-sparx@uqam.ca



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★ APPENDIX 1

DETAILED CONTENT OF THE LINKS BETWEEN THE SPARX PROGRAM AND THE CCQ THEMES

Secondary 2: Autonomy and interdependence

« Students also learn to develop a nuanced understanding of romantic relationships and of sexual behaviour during adolescence in Québec, and to make connections between this and the general concepts of autonomy and interdependence, especially by studying the benefits related to mutuality. They reflect on the challenges that they may face in this new interpersonal context and explore the idea of consent in order to learn how to identify situations of violence and determine what can be done to prevent or disclose them. They may also consider the tensions and challenges that are sometimes experienced in the context of romantic and emotional relationships or during a breakup or heartbreak.»¹

The content of the Culture et citoyenneté québécoise program for this theme addresses the positive relationships and challenges that intimate relationships can present. These notions are central themes in Workshops 1, 2 and 3 of the SPARX program.

¹ Ministère de l'Éducation (2023). Culture and Citizenship in Québec <https://cdn-contenu.quebec.ca/cdn-contenu/education/pfeq/secondaire/programmes/PFEQ-CCQ-secondaire-AN.pdf>, p. 34



SPARX Workshops	Topics covered	CCQ Themes
Workshop 1 Developing positive relationships	<p>What is a positive relationship</p> <ul style="list-style-type: none">• Initiating a personal process to find one's place in love and intimate relationships• Reflecting on teen's first intimate relationships• Discussing the conditions that foster the establishment and preservation of relationships based on mutuality• Clarifying the importance teens attribute to various values surrounding romantic and intimate relationships <p>My needs in a relationship</p> <ul style="list-style-type: none">• Encourage young people to think about their needs in a relationship and the conditions that allow them to feel good	<p>Autonomy</p> <ul style="list-style-type: none">• Self-determination : Capacity to act, agency, etc. <p>Intimate relationships during adolescence</p> <ul style="list-style-type: none">• Romantic trajectories : Characteristics of practices and representations of intimate relationships, of seduction in adolescence, of views of romantic relationships, etc.• Mutuality : Consideration of each partner's needs, reciprocity and trust, emotional intimacy in adolescence, etc.• Sexual behaviour : self-knowledge and self-assertion, respect of limits, etc.• Relationship challenges : Differences in needs and expectations, communication and conflict resolution, breakups, heartbreak, etc.
Workshop 2 Communication	<p>Positive communication</p> <ul style="list-style-type: none">• Developing the necessary skills that promote positive communication• Discussing the elements that facilitate and hinder communication• Encourage reflection on ways of communicating during disagreements• Putting non-violent communication tips into practice	<p>Autonomy</p> <ul style="list-style-type: none">• Self-regulation: Emotional regulation, behavioural regulation, etc.• Self-determination: Capacity to act, agency, etc. <p>Intimate relationships during adolescence</p> <ul style="list-style-type: none">• Mutuality : Consideration of each partner's needs, reciprocity and trust, emotional intimacy in adolescence, etc.• Sexual behaviour : self-knowledge and self-assertion, respect of limits, etc.• Relationship challenges : Differences in needs and expectations, communication and conflict resolution, breakups, heartbreak, etc.



SPARX Workshops	Topics covered	CCQ Themes
Workshop 3 Managing conflicts and break-ups	<p>Positive communication</p> <ul style="list-style-type: none">• Managing conflicts• Feeling better equipped to manage difficulties in romantic and intimate relationships in a healthy way• Recognizing that romantic and intimate relationships can come with difficulties• Distinguishing between helpful and less helpful conflict resolution strategies• Discussing romantic break-ups in adolescence• Encouraging people to ask for help in managing conflicts <p>Dealing with a break-up</p> <ul style="list-style-type: none">• Talking about breaking up in adolescence• Encourage reflection on why and when to question or end a relationship• Encourage reflection on healthy ways to end a relationship• Encourage reflection on how to manage a relationship with an ex-partner• Learning ways to take care of yourself after a break-up	<p>Intimate relationships during adolescence</p> <ul style="list-style-type: none">• Mutuality : Consideration of each partner’s needs, reciprocity and trust, emotional intimacy in adolescence, etc.• Sexual behaviour : self-knowledge and self-assertion, respect of limits, etc.• Relationship challenges : Differences in needs and expectations, communication and conflict resolution, breakups, heartbreak, etc.



Secondary 4: Relationships and caring



« For a number of students, adolescence is the time to explore attraction, feelings of love and emotional and sexual intimacies. The principles of reciprocity, care for others and self-respect take on a new meaning in this context. Students consider what characterizes positive emotional and sexual experiences and the role of desire and pleasure in these experiences. They develop their understanding of and views on the differences between conflict and violence, the gendered dynamics that affect romantic and sexual relationships and, in general, their reference frameworks for relationships, especially in relation to equality and self-respect.»²



The content of the Culture and Citizenship in Québec program for this theme addresses positive relationships and contrasts them with manifestations of violence in romantic relationships.

These notions are central themes in the Secondary 4 workshops of the SPARX program.

SPARX Workshops	Topics covered	CCQ Themes
<p>Workshop 4 The dynamics of violence</p>	<p>Intimate relationships</p> <ul style="list-style-type: none"> • Encourage young people to think about the definition of a positive relationship • Encourage young people to think about the necessary attributes of a positive relationship • Encourage young people to reflect on the different manifestations of violence through real-life testimonials on Tel-jeunes (physical, sexual and psychological violence, cyber-violence, jealousy, signs, etc.) • Teaching young people about the specifics of violence in romantic and intimate relationships, and the importance of seeking help in situations of violence • Discussing the importance of consent with young people <p>Asking for help</p> <ul style="list-style-type: none"> • Identifying the reasons why a person might hesitate to ask for help 	<p>Positive intimate experiences</p> <ul style="list-style-type: none"> • Egalitarian relationships and self-respect: Differentiated norms based on sex and gender, connection between shared responsibility and egalitarian, consensual and safe sexual behaviours, etc. • Violence in intimate relationships: Continuum of violence, forms and manifestations of violence in romantic contexts, warning signs, ways to prevent or stop violence, etc. <p>Digital communication</p> <ul style="list-style-type: none"> • Caring and hostility online: Regulation and supervision of digital communication, cyberbullying, online harassment, online solidarity and support, etc. <p>Caring practices</p> <ul style="list-style-type: none"> • Altruism: Empathy, compassion, otherness, concern, etc.

² Ministère de l'Éducation (2023). Culture and Citizenship in Québec <https://cdn-contenu.quebec.ca/cdn-contenu/education/pfeq/secondaire/programmes/PFEQ-CCQ-secondaire-AN.pdf>, p. 38



SPARX Workshop	Topics covered	CCQ Themes
<p>Workshop 5 Helping a friend</p>	<p>The cycle of violence and its consequences</p> <ul style="list-style-type: none"> • Encourage young people to think about the cycle of violence and its consequences • Gaining a better understanding of the difficulties involved in leaving a relationship marked by episodes of violence <p>How can I react?</p> <ul style="list-style-type: none"> • Encourage young people to think about how to respond to a confidence and/or disclosure from a peer • Practicing reacting favorably as a confidential friend • Encourage young people to reflect on the feelings and reality of a victim of violence • Identifying the reactions to encourage and avoid when someone close to you is experiencing violence 	<p>Positive intimate experiences</p> <ul style="list-style-type: none"> • Violence in intimate relationships: Continuum of violence, forms and manifestations of violence in romantic contexts, warning signs, ways to prevent or stop violence, etc. <p>Caring practices</p> <ul style="list-style-type: none"> • Altruism: Empathy, compassion, otherness, concern, etc.
<p>Workshop 6 Empowerment</p>	<p>Board game: Teens' power to take action</p> <ul style="list-style-type: none"> • Encourage young people to think about how to react when they witness non-consensual sharing of intimate images • Encourage young people to think about different situations involving different types of violence • Identifying possible actions to take when faced with a violent situation • Discussing the obstacles that may be encountered when dealing with a violent situation • Committing to taking action against violence in romantic and intimate relationships <p>Activity: Obstacles to taking action</p> <ul style="list-style-type: none"> • Encourage young people to think about what can prevent us from taking action in the face of violence • Encourage young people to think about their power to take action to prevent violence 	<p>Digital communication</p> <ul style="list-style-type: none"> • Caring and hostility online: Regulation and supervision of digital communication, cyberbullying, online harassment, online solidarity and support, etc. • Digital expression of sexuality Online seduction, sharing of intimate images (sexting), self-presentation, etc. <p>Positive intimate experiences</p> <ul style="list-style-type: none"> • Emotional and sexual intimacy Internal and external contexts and motivations related to sexual behaviour, reciprocity, relationship dynamics, etc. • Egalitarian relationships and self-respect Differentiated norms based on sex and gender, connection between shared responsibility and egalitarian, consensual and safe sexual behaviours, etc. • Violence in intimate relationships Continuum of violence, forms and manifestations of violence in romantic contexts, warning signs, ways to prevent or stop violence, etc. <p>Caring practices</p> <ul style="list-style-type: none"> • Altruism: Empathy, compassion, otherness, concern, etc.



Secondary 4: Justice and law

« Understanding these principles and the legislative frameworks in force at different levels of government in Québec and Canada, especially those relating to adolescents in general, allows students to interpret and reflect on the legislative dimension of various situations that are important to them. They gradually come to understand how the law is a social institution that changes over time, conveys culturally variable ideas of justice and has effects on their daily lives. Specifically, they look at the definition of consent, sexual abuse and intimate partner violence in the Criminal Code, as well as other legal frameworks applicable to romantic and sexual life in Québec, such as those related to the sharing of intimate images or sexually explicit material.»³

A number of mandatory concepts are covered in the SPARX program's grade 10 (secondary 4) workshops.

SPARX workshops	Topics covered	CCQ Themes
<p>Workshop 4 The dynamics of violence</p>	<p>Intimate relationships</p> <ul style="list-style-type: none"> • Encourage young people to think about the definition of a positive relationship. • Encourage young people to think about the qualities needed for a positive relationship • Encourage young people to reflect on the different manifestations of violence through real-life testimonials at Tel-Jeunes (physical, sexual and psychological violence, cyber-violence, jealousy, signs, etc.) • Teaching the young people about the specifics of violence in romantic and intimate relationships, and the importance of seeking help in situations of violence • Discussing the importance of consent with young people 	<p>Legal framework applicable to romantic and sexual life</p> <ul style="list-style-type: none"> • Consent and sexual violence: Legal definition of sexual consent, repeated requests and consensual and non-consensual sharing of intimate images, cyberviolence • Intimate partner violence: Legal definition of intimate partner violence, continuum of violence, forms of intimate partner violence (physical, psychological, economic and cultural)

³ Ministère de l'Éducation (2023). *Culture and Citizenship in Québec* <https://cdn-contenu.quebec.ca/cdn-contenu/education/pfeq-secondaire/programmes/PFEQ-CCQ-secondaire-AN.pdf>, p. 40



SPARX workshops	Topics covered	CCQ Themes
Workshop 5 Helping a friend	The cycle of violence and its consequences <ul style="list-style-type: none">• Encourage young people to think about the cycle of violence and its consequences• Gaining a better understanding of the difficulties involved in leaving a relationship marked by episodes of violence• Developing a better understanding of violence to better support a friend	Legal framework applicable to romantic and sexual life <ul style="list-style-type: none">• Consent and sexual violence: Legal definition of sexual consent, repeated requests and consensual and non-consensual sharing of intimate images, cyberviolence• Intimate partner violence: Legal definition of intimate partner violence, continuum of violence, forms of intimate partner violence (physical, psychological, economic and cultural)
Workshop 6 Empowerment	Board game: Teens' power to take action <ul style="list-style-type: none">• Encourage young people to recognize their power to take action against violence in romantic and intimate relationships• Encourage young people to think about how to react when they witness non-consensual sharing of intimate images• Encourage young people to think about different scenarios involving different types of violence• Identifying possible actions to take when faced with a violent situation• Discussing the obstacles that can be encountered when dealing with a violent situation• Committing to taking action against violence in romantic and intimate relationships	Legal framework applicable to romantic and sexual life <ul style="list-style-type: none">• Consent and sexual violence: Legal definition of sexual consent, repeated requests and consensual and non-consensual sharing of intimate images, cyberviolence• Intimate partner violence: Legal definition of intimate partner violence, continuum of violence, forms of intimate partner violence (physical, psychological, economic and cultural)



Secondary 2 and 4: Content in sexuality education in secondary school

«The Culture and Citizenship in Québec program is the main way through which the Québec Education Program integrates sexuality education into the school curriculum. Nevertheless, sexuality education in the school environment is a responsibility shared by the entire school staff, in collaboration with external partners. In this sense, the sexuality education content provided in the Culture and Citizenship in Québec program only comprises one element of the overall sexuality education provided in the school environment.(...)»

Therefore, in the Culture and Citizenship in Québec program, sexuality education prioritizes a comprehensive, positive and inclusive view of sexuality to allow young people not only to acquire knowledge, but also to develop respectful and egalitarian attitudes and behaviours. Sexuality education is rooted in values such as equality between people of different sexes and genders, respect for diversity, respect for people's physical and psychological integrity, a sense of responsibility, and wellbeing.»⁶

The Culture and Citizenship in Québec program includes an appendix that further specifies the sexuality education concepts to be covered in Secondary 2 and 4. Certain mandatory concepts are central to the SPARX program workshops.

⁶ Ministère de l'Éducation (2023). *Culture and Citizenship in Québec* <https://cdn-contenu.quebec.ca/cdn-contenu/education/pfeq-secondaire/programmes/PFEQ-CCQ-secondaire-AN.pdf>, p. 63



SPARX workshops	Topics covered	CCQ Themes
Workshop 1 Developing positive relationships	<p>What is a positive relationship</p> <ul style="list-style-type: none">• Normalizing the diversity of love and intimate journeys• Initiating a personal process to find one's place in love and intimate relationships• Reflecting on teen's first intimate relationships• Discussing the conditions that foster the establishment and preservation of relationships based on mutuality• Clarifying the importance teens attribute to various values surrounding romantic and intimate relationships <p>My needs in a relationship</p> <ul style="list-style-type: none">• Encourage young people to think about their needs in a relationship and the conditions that allow them to feel good	<p>Autonomy and interdependence</p> <p>Romantic trajectories</p> <p>Characteristics and representations of romantic relationships in adolescence</p> <ul style="list-style-type: none">• Variety of possible relationship experiences and trajectories• Importance attributed to being in a romantic relationship• First experiences related to attraction and to dating• Nature and intensity of feelings of friendship, love and attraction• Ambivalence about expressing own feelings <p>Mutuality</p> <p>Benefits of a romantic relationship based on mutuality</p> <ul style="list-style-type: none">• Consideration of own needs and of partner's needs (e.g. to love and be loved, to assert oneself and be listened to, to recognize the other and be recognized, to feel safe, to have space for oneself and leave space for one's partner in the relationship)• Emotional intimacy (reciprocal feelings of sharing, caring for one's partner and feeling cared about, trust and emotional closeness) <p>Sexual behaviour</p> <p>Elements that can support choices related to sexual behaviour in order to have a positive experience</p> <ul style="list-style-type: none">• Self-knowledge and self-assertion• Expression of and respect for the limits of each person• Characteristics of a relationship with another person (e.g. the nature and intensity of shared feelings, level of comfort and trust, mutual respect of limits)



SPARX workshops	Topics covered	CCQ Themes
<p>Workshop 2 Communication</p>	<p>Positive communication</p> <ul style="list-style-type: none"> • Developing the necessary skills that promote positive communication • Discussing the elements that facilitate and hinder communication • Encourage reflection on ways of communicating during disagreements <p>Putting non-violent communication tips into practice</p>	<p>Autonomy and interdependence</p> <p>Relationship challenges Challenges experienced in friendships and in first experiences with dating</p> <ul style="list-style-type: none"> • Divergent expectations, needs, motivations and limits • Trust, jealousy, loyalty and infidelity • Breakups and heartbreak <p>Conflict resolution in a romantic relationship</p> <ul style="list-style-type: none"> • Behaviours that encourage conflict resolution • Seeking help and solutions for long-term conflict
<p>Workshop 3 Managing conflicts and break-ups</p>	<p>Managing conflicts</p> <ul style="list-style-type: none"> • Feeling better equipped to manage difficulties in romantic and intimate relationships in a healthy way • Recognizing that romantic and intimate relationships can come with difficulties • Distinguishing between helpful and less helpful conflict resolution strategies • Encourage reflections on how to manage conflicts when emotionally involved • Encouraging people to ask for help in managing conflicts <p>Dealing with a break-up</p> <ul style="list-style-type: none"> • Talking about breaking up in adolescence • Encourage reflection on why and when to question or end a relationship • Encourage reflection on healthy ways to end a relationship • Encourage reflection on how to manage a relationship with an ex-partner <p>Learning ways to take care of yourself after a break-up</p>	<p>Autonomy et interdependence</p> <p>Sexual behaviour Elements that can support choices related to sexual behaviour in order to have a positive experience</p> <ul style="list-style-type: none"> • Self-knowledge and self-assertion • Expression of and respect for the limits of each person • Characteristics of a relationship with another person (e.g. the nature and intensity of shared feelings, level of comfort and trust, mutual respect of limits) <p>Relationship challenges Challenges experienced in friendships and in first experiences with dating</p> <ul style="list-style-type: none"> • Divergent expectations, needs, motivations and limits • Trust, jealousy, loyalty and infidelity • Breakups and heartbreak <p>Conflict resolution in a romantic relationship</p> <ul style="list-style-type: none"> • Behaviours that encourage conflict resolution • Reasons and ways to break up • Seeking help and solutions for long-term conflict



SPARX Workshops	Topics covered	CCQ Themes
Workshop 4 The dynamics of violence	Intimate relationships <ul style="list-style-type: none">• Encourage young people to think about the definition of a positive relationship• Encourage young people to think about the necessary attributes of a positive relationship• Encourage young people to reflect on the different manifestations of violence through real-life testimonials on Tel-jeunes (physical, sexual and psychological violence, cyber-violence, jealousy, signs, etc.)• Discussing the importance of consent with young people• Use of diverse examples of gender identity and sexual orientation• Manifestations of violence in the romantic relationships of sexual and gender minorities (outing, etc.)	Relationships and caring Emotional and sexual intimacy Factors that influence sexual relations in adolescence <ul style="list-style-type: none">• Context and types of relations (e.g. sexual relations with or without commitment, planned or spontaneous, protected or unprotected, in situations with alcohol or drug use)• Internal and external motivations• Ability to be sexually intimate (e.g. mutual communication of desires and needs, expression and exchange of sexual behaviour) Role of emotional and sexual intimacy in positive emotional experiences <ul style="list-style-type: none">• Communication, trust, sharing of activities, interests and points of view, concern for self and the other person, ability to be assertive and to negotiate, etc.• Reciprocity and relational dynamics (interdependence or control) Egalitarian relationships and self-respect Free and informed decision making in the expression of own sexuality <ul style="list-style-type: none">• Review of the elements of sexual consent



SPARX workshops	Topics covered	CCQ Themes
<p>Workshop 4 The dynamics of violence - continued -</p>		<p>Relationships and caring</p> <p>Violence in intimate relationships</p> <p>Occurrences of violence in a dating relationship</p> <ul style="list-style-type: none">• Forms, occurrences, warning signs and continuum of violence• Overview in adolescence• Gendered dynamics <p>Ways to act to prevent or stop violence in the context of a dating relationship</p> <ul style="list-style-type: none">• Power of people who are victims, witnesses or perpetrators of violence as well as their confidants to act• Social support, seeking help and obstacles (for people who have been victims, witnesses or perpetrators of violence) <p>Digital expression of sexuality</p> <p>Differences in self-expression and sexuality in the public space and private space, in digital contexts</p> <ul style="list-style-type: none">• Self-presentation• Online seduction• Sharing of intimate images (sexting) <p>Egalitarian relationships and self-respect</p> <p>Free and informed decision making in the expression of own sexuality</p> <ul style="list-style-type: none">• Review of the elements of sexual consent <hr/> <p>Justice and law</p> <p>Consent and sexual violence</p> <p>Laws and crimes related to consent and sexual violence</p> <ul style="list-style-type: none">• Consent in the Criminal Code• Repeated requests for and consensual and non-consensual sharing of intimate images, child pornography• Cyberviolence• Sexually explicit material



SPARX workshops	Topics covered	CCQ Themes
Workshop 5 Helping a friend	<p>The cycle of violence and its consequences</p> <ul style="list-style-type: none">• Encourage young people to think about the cycle of violence and its consequences• Use of diverse examples of gender identity and sexual orientation• Manifestations of violence in the romantic relationships of sexual and gender minorities	<p>Relationships and caring</p> <p>Emotional and sexual intimacy</p> <p>Factors that influence sexual relations in adolescence</p> <ul style="list-style-type: none">• Context and types of relations (e.g. sexual relations with or without commitment, planned or spontaneous, protected or unprotected, in situations with alcohol or drug use)• Internal and external motivations• Ability to be sexually intimate (e.g. mutual communication of desires and needs, expression and exchange of sexual behaviours, feeling good about own sexuality) <p>Role of emotional and sexual intimacy in positive emotional experiences</p> <ul style="list-style-type: none">• Communication, trust, sharing of activities, interests and points of view, concern for self and the other person, ability to be assertive and to negotiate, etc.• Reciprocity and relational dynamics (interdependence or control) <hr/> <p>Egalitarian relationships and self-respect</p> <p>Free and informed decision making in the expression of own sexuality</p> <ul style="list-style-type: none">• Review of the elements of sexual consent• Differentiated norms related to sexual behaviour (double standards based on gender) <p>Violence in intimate relationships</p> <p>Occurrences of violence in a dating relationship</p> <ul style="list-style-type: none">• Forms, occurrences, warning signs and continuum of violence• Overview in adolescence• Gendered dynamics <p>Ways to act to prevent or stop violence in the context of a dating relationship</p> <ul style="list-style-type: none">• Power of people who are victims, witnesses or perpetrators of violence as well as their confidants to act• Social support, seeking help and obstacles (for people who have been victims, witnesses or perpetrators of violence)






SPARX workshops	Topics covered	CCQ Themes
Workshop 6 Empowerment	<p>Board game: Teens' power to take action</p> <ul style="list-style-type: none">• Encourage young people to think about how to react when they witness non-consensual sharing of intimate images• Encourage young people to think about different scenarios involving different types of violence• Using diverse examples of gender identity and sexual orientation• Manifestations of violence in the romantic relationships of sexual and gender minorities <p>Activity : Obstacles to taking action</p> <ul style="list-style-type: none">• Encourage young people to think about what can prevent us from taking action in the face of violence• Encourage young people to think about their power to take action to prevent violence	<p>Relationship and caring</p> <p>Emotional and sexual intimacy</p> <p>Factors that influence sexual relations in adolescence</p> <ul style="list-style-type: none">• Context and types of relations (e.g. sexual relations with or without commitment, planned or spontaneous, protected or unprotected, in situations with alcohol or drug use)• Internal and external motivations• Ability to be sexually intimate (e.g. mutual communication of desires and needs, expression and exchange of sexual behaviours, feeling good about own sexuality) <p>Role of emotional and sexual intimacy in positive emotional experiences</p> <ul style="list-style-type: none">• Communication, trust, sharing of activities, interests and points of view, concern for self and the other person, ability to be assertive and to negotiate, etc.• Reciprocity and relational dynamics (interdependence or control) <p>Egalitarian relationships and self-respect</p> <p>Free and informed decision making in the expression of own sexuality</p> <ul style="list-style-type: none">• Review of the elements of sexual consent• Differentiated norms related to sexual behaviour (double standards based on gender) <p>Violence in intimate relationships</p> <p>Occurrences of violence in a dating relationship</p> <ul style="list-style-type: none">• Forms, occurrences, warning signs and continuum of violence• Overview in adolescence• Gendered dynamics <p>Ways to act to prevent or stop violence in the context of a dating relationship</p> <ul style="list-style-type: none">• Power of people who are victims, witnesses or perpetrators of violence as well as their confidants to act• Social support, seeking help and obstacles (for people who have been victims, witnesses or perpetrators of violence)



SPARX workshops	Topics covered	CCQ Themes
Workshop 6 Empowerment - continued -		Justice and law Consent and sexual violence Laws and crimes related to consent and sexual violence <ul style="list-style-type: none">• Consent in the Criminal Code• Repeated requests for and consensual and non-consensual sharing of intimate images, child pornography• Cyberviolence• Sexually explicit material

★ APPENDIX 2

TABLE DETAILING THE LINKS BETWEEN THE SPARX PROGRAM AND THE ÉKIP REFERENCE FRAMEWORK'S COMPETENCIES TO BE DEVELOPED IN YOUNG PEOPLE AND ACTIONS IN THEIR LIVING ENVIRONMENTS

SPARX program components	Content	 Knowledge to be acquired according to the ÉKIP reference framework's secondary knowledge grid	 Competencies to be developed according to the ÉKIP reference framework's secondary knowledge grid	 Objectives in living environments according to the ÉKIP reference framework's secondary knowledge grid
Youth component – In-class workshops for grade 9 (secondary 3)				
Workshop 1 Developing positive relationships	<p>What is a positive relationship</p> <ul style="list-style-type: none"> • Initiating a personal process to find one's place in love and intimate relationships • Reflecting on teen's first intimate relationships • Discussing the conditions that foster the establishment and preservation of relationships based on mutuality • Clarifying the importance teens attribute to various values surrounding romantic and intimate relationships <p>My needs in a relationship</p> <ul style="list-style-type: none"> • Encourage young people to think about their needs in a relationship and the conditions that allow them to feel good 	<ul style="list-style-type: none"> • Recognize the characteristics of an egalitarian romantic relationship based on reciprocity • Discuss the joys and challenges of romantic relationships • Recognize situations that warrant asking for help, either for themselves or for others, and the factors that influence doing so • Discuss their dreams, aspirations and concerns about their future 	<ul style="list-style-type: none"> • Adopts prosocial behaviours • Acquires self-knowledge • Manages emotions and stress • Asks for help • Manages social influences 	<p>School</p> <ul style="list-style-type: none"> • Providing a welcoming environment that fosters harmonious relationships in school • Ensuring the safety of young people at school • Supporting young people at school <p>School-Communities</p> <ul style="list-style-type: none"> • Providing a variety of resources and services to young people and their families

SPARX program components	Content	Knowledge to be acquired according to the ÉKIP reference framework's secondary knowledge grid	Competencies to be developed according to the ÉKIP reference framework's secondary knowledge grid	Objectives in living environments according to the ÉKIP reference framework's secondary knowledge grid
<p>Workshop 2 Communication</p>	<p>Positive communication</p> <ul style="list-style-type: none"> Developing the necessary skills that promote positive communication Discussing the elements that facilitate and hinder communication Encourage reflection on ways of communicating during disagreements Putting non-violent communication tips into practice 	<ul style="list-style-type: none"> Recognize the characteristics of an egalitarian romantic relationship based on reciprocity Discuss the joys and challenges of romantic relationships Recognize situations that warrant asking for help, either for themselves or for others, and the factors that influence doing so 	<ul style="list-style-type: none"> Adopts prosocial behaviours Acquires self-knowledge Manages emotions and stress Asks for help Manages social influences 	<p>School</p> <ul style="list-style-type: none"> Providing a welcoming environment that fosters harmonious relationships in school Ensuring the safety of young people at school Supporting young people at school <p>School-Communities</p> <ul style="list-style-type: none"> Providing a variety of resources and services to young people and their families
<p>Workshop 3 Managing conflicts and break-ups</p>	<p>Managing conflicts</p> <ul style="list-style-type: none"> Feeling better equipped to manage difficulties in romantic and intimate relationships in a healthy way Recognizing that romantic and intimate relationships can come with difficulties Distinguishing between helpful and less helpful conflict resolution strategies Encourage reflections on how to manage conflicts when emotionally involved Encouraging people to ask for help in managing conflicts <p>Dealing with a break-up</p> <ul style="list-style-type: none"> Talking about breaking up in adolescence Encourage reflection on why and when to question or end a relationship Encourage reflection on healthy ways to end a relationship Encourage reflection on how to manage a relationship with an ex-partner Learning ways to take care of yourself after a break-up 	<ul style="list-style-type: none"> Recognize the characteristics of an egalitarian romantic relationship based on reciprocity Discuss the joys and challenges of romantic relationships Recognize situations that warrant asking for help, either for themselves or for others, and the factors that influence doing so Be familiar with coping strategies that allow them to be more objective regarding stressful or difficult situations and emotions 	<ul style="list-style-type: none"> Adopts prosocial behaviours Acquires self-knowledge Manages emotions and stress Asks for help Manages social influences 	<p>School</p> <ul style="list-style-type: none"> Providing a welcoming environment that fosters harmonious relationships in school Ensuring the safety of young people at school Supporting young people at school <p>School-Communities</p> <ul style="list-style-type: none"> Providing a variety of resources and services to young people and their families

SPARX program components	Content	Knowledge to be acquired according to the ÉKIP reference framework's secondary knowledge grid	Competencies to be developed according to the ÉKIP reference framework's secondary knowledge grid	Objectives in living environments according to the ÉKIP reference framework's secondary knowledge grid
Youth component – In-class workshops for grade 10 (secondary 4)				
<p>Workshop 4 The dynamics of violence</p>	<p>Intimate relationships</p> <ul style="list-style-type: none"> • Encourage young people to think about the necessary attributes of a positive relationship • Encourage young people to reflect on the different manifestations of violence through real-life testimonials on Teljeunes (physical, sexual and psychological violence, cyber-violence, jealousy, signs, etc.) • Teaching young people about the particularities of violence in romantic and intimate relationships, and the importance of seeking help in situations of violence • Discussing the importance of consent with young people 	<p>Transfer of knowledge acquired in grade 9 (secondary 3)</p> <ul style="list-style-type: none"> • Recognize the characteristics of an egalitarian romantic relationship based on reciprocity • Discuss the joys and challenges of romantic relationships • Recognize situations that warrant asking for help, either for themselves or for others, and the factors that influence doing so • Explain the impact that safe behaviours and preventive measures can have on their health and well-being • Recognize violence in romantic relationships (physical, verbal, psychological, sexual) 	<ul style="list-style-type: none"> • Adopts prosocial behaviours • Acquires self-knowledge • Manages emotions and stress • Asks for help • Manages social influences • Makes informed lifestyle choices 	<p>School</p> <ul style="list-style-type: none"> • Providing a welcoming environment that fosters harmonious relationships in school • Ensuring the safety of young people at school • Supporting young people at school <p>School-Communities</p> <ul style="list-style-type: none"> • Providing a variety of resources and services to young people and their families
<p>Workshop 5 Helping a friend</p>	<p>The cycle of violence and its consequences</p> <ul style="list-style-type: none"> • Developing a better understanding of violence to better support a friend • Gaining a better understanding of the difficulties involved in leaving a relationship marked by episodes of violence • Practicing reacting favorably as a confidential friend • Encourage young people to think about the cycle of violence and its consequences 	<ul style="list-style-type: none"> • Demonstrate the benefits for society in fighting against all forms of discrimination and violence <p>Transfer of knowledge acquired in grade 9 (secondary 3)</p> <ul style="list-style-type: none"> • Recognize situations that warrant asking for help, either for themselves or for others, and the factors that influence doing so • Recognize violence in romantic relationships (physical, verbal, psychological, sexual) 	<ul style="list-style-type: none"> • Adopts prosocial behaviours • Acquires self-knowledge • Manages emotions and stress • Asks for help • Manages social influences 	<p>School</p> <ul style="list-style-type: none"> • Providing a welcoming environment that fosters harmonious relationships in school • Ensuring the safety of young people at school • Supporting young people at school <p>School-Communities</p> <ul style="list-style-type: none"> • Providing a variety of resources and services to young people and their families

SPARX program components	Content	Knowledge to be acquired according to the ÉKIP reference framework's secondary knowledge grid	Competencies to be developed according to the ÉKIP reference framework's secondary knowledge grid	Objectives in living environments according to the ÉKIP reference framework's secondary knowledge grid
<p>Workshop 6 Empowerment</p>	<p>Board game: Teens' power to take action</p> <ul style="list-style-type: none"> Encourage young people to recognize their power to take action against violence in romantic and intimate relationships Encourage young people to think about how to react when they witness non-consensual sharing of intimate images Encourage young people to think about different scenarios involving different types of violence Identifying possible actions to take when faced with a violent situation Discussing the obstacles that may be encountered when dealing with a violent situation Committing to taking action against violence in romantic and intimate relationships 	<ul style="list-style-type: none"> Get involved in ways of changing their living environments to make them more conducive to health and well-being Demonstrate the benefits for society in fighting against all forms of discrimination and violence <p>Transfer of knowledge acquired in grade 9 (secondary 3)</p> <ul style="list-style-type: none"> Recognize situations that warrant asking for help, either for themselves or for others, and the factors that influence doing so Recognize violence in romantic relationships (physical, verbal, psychological, sexual) 	<ul style="list-style-type: none"> Adopts prosocial behaviours Acquires self-knowledge Manages emotions and stress Asks for help Manages social influences Becomes socially engaged 	<p>School</p> <ul style="list-style-type: none"> Providing a welcoming environment that fosters harmonious relationships in school Ensuring the safety of young people at school Supporting young people at school Fostering social engagement at school <p>School-Communities</p> <ul style="list-style-type: none"> Providing a variety of resources and services to young people and their families
<p>Youth component – Website : Activitie for young people</p>				
<p>Create your own word cloud on positive relationships</p>	<ul style="list-style-type: none"> Different words that describe elements perceived by young people as essential to a positive intimate relationship, teens choose the most important for them 	<p>Grade 9 (secondary 3)</p> <ul style="list-style-type: none"> Discuss their dreams, aspirations and concerns about their future Recognize the characteristics of an egalitarian romantic relationship based on reciprocity 	<ul style="list-style-type: none"> Adopts prosocial behaviours Acquires self-knowledge 	

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Communication checklist	<ul style="list-style-type: none"> • Acronym for keeping strategies in mind when communicating with loved ones 	<p>Grade 9 (secondary 3)</p> <ul style="list-style-type: none"> • Discuss their dreams, aspirations and concerns about their future • Recognize the characteristics of an egalitarian romantic relationship based on reciprocity 	<ul style="list-style-type: none"> • Adopts prosocial behaviours • Manages emotions and stress • Manages social influences 	
Interactive game about the power to act in the face of violence	<ul style="list-style-type: none"> • Interactive game that puts you in the shoes of a victim of violence, an aggressor, a witness or friend who observes a violent situation. Each of the characters has a superhero name and superpowers that refer to various strategies to adopt. Different scenarios are presented according to each profile, and different solutions are suggested depending on the superpowers available. After each choice, other strategies are also suggested. 	<p>Grade 9 (secondary 3)</p> <ul style="list-style-type: none"> • Recognize situations that warrant asking for help, either for themselves or for others, and the factors that influence doing so • Recognize violence in romantic relationships (physical, verbal, psychological, sexual) <p>Grade 10 (secondary 4)</p> <ul style="list-style-type: none"> • Demonstrate the benefits for society in fighting against all forms of discrimination and violence 	<ul style="list-style-type: none"> • Adopts prosocial behaviours • Acquires self-knowledge • Manages emotions and stress • Asks for help 	
Daily conflict diaries	<ul style="list-style-type: none"> • Young people can create an account on the website and are offered the chance to complete up to 14 daily diaries, which allows them to record various conflicts experienced with an intimate partner, friend or their parents. When they report having gone through such conflict, they fill in a short quiz about the strategies that they used. At the end of the 14 days, a graph representing the strategies most used by the individual is created, along with an explanatory text. 	<p>Grade 9 (secondary 3)</p> <ul style="list-style-type: none"> • Be familiar with coping strategies that allow them to be more objective regarding stressful or difficult situations and emotions • Discuss the joys and challenges of romantic relationships 	<ul style="list-style-type: none"> • Adopts prosocial behaviours • Manages emotions and stress • Manages social influences 	

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<p>True/False and interactive quizzes</p>	<ul style="list-style-type: none"> A variety of questions and quizzes inviting young people to select an answer. The appropriate answer then appears, with an explanation to support it. 	<p>Grade 9 (secondary 3)</p> <ul style="list-style-type: none"> Recognize the characteristics of an egalitarian romantic relationship based on reciprocity Discuss the joys and challenges of romantic relationships Recognize situations that warrant asking for help, either for themselves or for others, and the factors that influence doing so Be familiar with coping strategies that allow them to be more objective regarding stressful or difficult situations and emotions Explain the impact that safe behaviours and preventive measures can have on their health and well-being Recognize violence in romantic relationships (physical, verbal, psychological, sexual) 	<ul style="list-style-type: none"> Adopts prosocial behaviours Acquires self-knowledge Manages emotions and stress Asks for help Manages social influences Makes informed lifestyle choices 	
<p>Resource directory</p>	<ul style="list-style-type: none"> List of resources for teenagers, grouped by theme for each organization (e.g. pregnancy, violence, etc.) 	<p>Grade 9 (secondary 3)</p> <ul style="list-style-type: none"> Recognize situations that warrant asking for help, either for themselves or for others, and the factors that influence doing so 	<ul style="list-style-type: none"> Ask for help Acquires self-knowledge 	<p>School-Communities</p> <ul style="list-style-type: none"> Providing a variety of resources and services to young people and their families

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Youth Ambassadors component				
<p>Transfer of workshops to the classroom: Awareness-raising activities by and for young people</p>	<ul style="list-style-type: none"> • Guide to forming a youth committee to continue learning and reflecting on positive romantic and intimate relationships following the secondary school workshops. The guide suggests five ready-to-use activities to support the committee in developing its programming 	<p>Grade 9 (secondary 3)</p> <ul style="list-style-type: none"> • Recognize the characteristics of an egalitarian romantic relationship based on reciprocity • Discuss the joys and challenges of romantic relationships • Recognize situations that warrant asking for help, either for themselves or for others, and the factors that influence doing so • Recognize violence in romantic relationships (physical, verbal, psychological, sexual) <p>Grade 10 (secondary 4)</p> <ul style="list-style-type: none"> • Get involved in ways of changing their living environments to make them more conducive to health and well-being • Demonstrate the benefits for society in fighting against all forms of discrimination and violence 	<ul style="list-style-type: none"> • Adopts prosocial behaviours • Acquires self-knowledge • Manages emotions and stress • Asks for help • Manages social influences • Becomes socially involved 	<p>School</p> <ul style="list-style-type: none"> • Providing a welcoming environment that fosters harmonious relationships in school • Ensuring the safety of young people at school • Supporting young people at school • Fostering social engagement at school <p>School-Communities</p> <ul style="list-style-type: none"> • Providing a variety of resources and services to young people and their families

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Caregiver component : Website				
Informative content and videos aimed at developing parenting skills and reinforcing parental abilities	<ul style="list-style-type: none"> Informative content and video vignettes featuring testimonials from parents, young people, Tel:jeunes and Ligne Parents counselors. These tools ensure that the messages on promoting positive relationships and preventing violence in romantic relationships conveyed in the workshops are reinforced in the family context 			School-Families <ul style="list-style-type: none"> Supporting the involvement of families in young people's learning
Resource directory	<ul style="list-style-type: none"> List of resources for caregivers, grouped by theme for each organization (e.g. parenting, violence, etc.) 			School-Families <ul style="list-style-type: none"> Supporting the involvement of families in young people's learning School-Communities <ul style="list-style-type: none"> Providing a variety of resources and services to young people and their families

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School Staff component: Website				
<p>Asynchronous training: Raising awareness and providing the tools needed to answer young people's questions and get the best out of confidences</p>	<ul style="list-style-type: none"> A 90-minute video training available free of charge to all school personnel (teachers, counselors, supervisors, administrative assistants, etc.) and community teams and organizations. It is designed to inform and equip school staff members so that they feel more comfortable promoting positive romantic and intimate relationships as well as preventing violence among young people, and intervening adequately upon receiving a disclosure or a request for help 			<p>School</p> <ul style="list-style-type: none"> Providing a welcoming environment that fosters harmonious relationships in school Ensuring the safety of young people at school Supporting young people at school <p>School-Communities</p> <ul style="list-style-type: none"> Providing a variety of resources and services to young people and their families
<p>Resource directory</p>	<ul style="list-style-type: none"> List of resources for school staff, grouped by theme for each organization (e.g. violence, sexual and gender diversity, etc.) 			<p>School-Communities</p> <ul style="list-style-type: none"> Providing a variety of resources and services to young people and their families



For positive romantic
and intimate relationships