

MODIFICATIONS APPORTÉES AUX TEXTES D'ATELIERS POUR ENFANTS

PRIMAIRE en anglais

Voici les modifications qui ont été effectuées au texte d'atelier primaire en anglais.

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Page couverture

La date de la mise à jour est changée pour « July 2023 ».

Répartition des rôles lors de l'animation partagée à trois (résolution 23-05-1 ACT-2-4)

*Cette section reste en français dans le texte d'atelier pour enfants en anglais

Dans le document *Animation PRINCIPALE partagée à trois*, à la section *Partage et division du texte*, ajout de la section « Personne qui effectue la rencontre dans le corridor en début d'atelier » avec les avantages et inconvénients pour chacune d'elle.

Dans le tableau « Animation partagé à trois », section Conclusion, ajouter :

Conclusion : présentation aide-mémoire et rencontres postateliers			
Animation principale *Lors d'animation partagée, la personne qui a animé la partie A peut animer la partie de la conclusion, en soutien à sa ou son collègue, au besoin.	C	B	A

Dans le document *Animation PRINCIPALE partagée à deux*, ajouter dans le bas du tableau, section conclusion :

Conclusion : présentation aide-mémoire et rencontres postateliers		
Animation principale *Lors d'animation partagée, la personne qui a animé la partie A peut animer la partie de la conclusion, en soutien à sa ou son collègue, au besoin.	B	B

Cycle 1

p.1, 2^e encadré gris :

- Changer « Guy » pour « David ».

p.3, 1^{er} paragraphe :

- Changer “a grown-up” par “an adult”.

p.3, 1^{er} encadré gris :

Ajouter:

“Description of the gesture associated with the three rights:

SAFE: Cross the arms and place the open palms on the chest.

STRONG: Only on arm up (left or right), elbow slightly higher than the shoulder, closed fist facing, forward facing.

FREE: Arms stretched out the sky, in a “V” shape, forward facing palms. Make sure not to move your fingers.”

p.3, 1er encadré blanc:

changer "a grown-up's hand" par "an adult's hand".

p.4, 2e PF:

Remplacer "For instance, walking in line at school prevents us from pushing and bumping into each other."

Par

"For example, walking through hallways instead of running or stopping at a traffic light, when red, helps to avoid injury to yourself or anyone else."

p.9, 1er PF:

- Changer "a grown-up" par "an adult".

p.9, 3e PF:

Remplacer "Who wants to play the role of the children who will speak up to help B say "No!", "Stop!" and go get help from a grown-up?"

Par "At the beginning of recess, B will talk with his-her friend. I will play the role of that friend. When C will say, "Go away!", we will say "NO" together really loud, okay? Among the witnesses, who would like to play the role of the children who will talk to help B to say "no, stop" and go get help with a trusted adult?

When B will say, "Stop threatening me", it will your turn to speak out. What could you say?

p.9, encadré gris:

Enlever "The PF tells them :

- When C says "Go away!", we'll all say "No" together, loud and clear, okay?
- After B says "Stop threatening me", it will be your turn. What could you say?"

p. 10, 1er PF:

Enlever: "At the beginning of recess, B goes to talk with her friend. I will play the role of the friend."

p.13, 2e encadré gris:

- changer "no" par "nothing".
- changer "a grown-up" par "an adult".

p. 13, 3e PF:

- changer "Strategie's poster" par "Strategies poster".

p.16, avant la section CONCERNING KNOWN PERSONS :

Ajouter un encadré blanc :

IF NEEDED :

Provide examples to ensure that the children understand the concept of self-defense.

Example: If someone shouts names at you or insults you in the schoolyard, do you use self-defense?

Example: If another child pushes you, do you use self-defense?

Example: If someone damages your personal effects, do you use self-defense?

p.19, 4e PF:

Remplacer "Who wants to come help Yuri?"

Par

"Let's remember that if we hear someone yelling, we go see what is happening while yelling too. Who wants to come help Yuri?"

p.19, 5e PF:

Remplacer "Yuri is on the sidewalk, while we, his friends, are further away. Remember, when we hear someone yell, we go see what is happening while yelling too."

Par

"Yuri is on the sidewalk in front of his house, while we, the other children, are further away."

p.22, après le 4^e PF:

Ajouter "With people we know well, we can feel good cuddling with them, kissing them when we are not forced to do it and when both people agree. For example, if we want to cuddle or give kisses to someone, it's important to ask permission before doing so and to respect their choice. Do you have any examples of touches with which you are comfortable?"

p.25, 2^e PF:

Ajouter, après "Did she want to hug and caress him? No.", ajouter "Did A's uncle force her? Yes."

Enlever "However, it can feel good to snuggle up and kiss someone -- when we are not forced to it and when both people are okay with it. For example, if we want to cuddle or kiss someone it's important to ask their permission first and respect their choice. Do you have some examples of how you like to be touched? But did A's uncle force her? Yes."

p.26, 1^{er} encadré gris et 2^e PF:

Changer "a grown-up" par "an adult" (3x).

p.29, 4^e PF:

Changer "three grown-ups" par "three adults".

Changer "a grown-up" par "an adult" (2x).

p.29, avant le dernier encadré gris :

Ajouter un encadré gris: "According to the preferences of the animation teams, it is also possible to use the name Eric."

p.30, 1^{er} encadré gris:

Changer "she" par "She/He".

p.32, 1^{er} encadré gris:

Changer "Invite the children to make a drawing or compose a text during the post-workshop meetings"

Par "Invite the children to draw a picture or write a text during the post-workshop meetings."

Cycle 2

p.1, 2^e encadré gris :

- Changer « Guy » pour « David ».

p.1, dernier PF:

-Changer "raise your hand before talking" par "raise your hand before speaking".

p.3, 1^{er} paragraphe:

- Changer "an adolescent, a grown-up" par "a teenager, an adult".

p.3, 1^{er} encadré gris :

Ajouter:

“Description of the gesture associated with the three rights:

SAFE: Cross the arms and place the open palms on the chest.

STRONG: Only on arm up (left or right), elbow slightly higher than the shoulder, closed fist facing, forward facing.

FREE: Arms stretched out the sky, in a “V” shape, forward facing palms. Make sure not to move your fingers.”

p.3, 1^{er} encadré blanc:

Changer “a grown-up’s hand” par “an adult’s hand”.

p.4, 2e PF:

Remplacer “For instance, walking in line at school prevents us from pushing and bumping into each other.”

Par

“For example, walking through hallways instead of running or stopping at a traffic light, when red, helps to avoid injury to yourself or anyone else.”

p.4, dernier PF:

Changer “Odette and Francine” par “B and C”.

p.8, 2e PF:

Changer « Francine’s rights » par « C’s rights”.

Changer “Francine “ par “C”.

p.9, 2e PF:

Changer “a grown-up” par “an adult”.

p.9, 3e PF:

Remplacer “At the beginning of recess, B goes to talk with her friend. I will play the role of the friend. Stand up but stay in your places. Let’s watch the role-play, we will talk about it after.”

Par “At the beginning of recess, B will talk with his-her friend. I will play the role of that friend. When C will say “Go away!”, we will say “NO” together really loud, okay? Among the witnesses, who would like to play the role of the children who will talk to help B to say “no, stop” and go get help with a trusted adult?

When B will say, “Stop threatening me”, it will your turn to speak out. What could you say?”

p.9, 1^{er} encadré gris :

Enlever “The PF tells them:

- When C says “Go away!”, we’ll all say “No” together, loud and clear, okay?
- After B says “Stop threatening me”, it will be your turn. What could you say?”

p.9, dernier PF:

Enlever: “At the beginning of recess, B goes to talk with her friend. I will play the role of the friend.”

p.12, 3e encadré gris:

Changer “no” par “nothing”.

Changer “a grown-up” par “an adult”.

p.13, 1^{er} PF:

Changer “Strategie’s poster” par “Strategies poster”.

p.14, 1^{er} PF:

Changer “Francine” par “A (or C)”.

p.15, avant la section CONCERNING KNOWN PERSONS:

Ajouter un encadré blanc:

IF NEEDED :

Provide examples to ensure that the children understand the concept of self-defense.

Example: If someone shouts names at you or insults you in the schoolyard, do you use self-defense?

Example: If another child pushes you, do you use self-defense?

Example: If someone damages your personal effects, do you use self-defense?

p.16, 2e paragraphe:

Changer “And if you are chatting or texting and someone tells you to meet them somewhere, do you go? Exactly, you say no and go immediately tell a trusted adult. But what if it’s yours friend who tells you to meet them? Exactly, you still don’t go because it could be a stranger that is pretending to be one of your friends. To be certain that the person you are talking to is actually your friend you can all them so that you can recognize their voice over the phone.

Par

“It can also happen that someone wants to meet you in person or on another discussion platform. Do you accept? It’s important not to go and to tell a trusted adult. Even if it’s your friend that asks you to meet them, take the time to verify by calling them, or video chat, to be sure that it’s actually them because it could be a stranger pretending to be your friend.”

p.19, 4^e PF:

Remplacer “Who wants to come help Yuri?”

Par

“Let’s remember that if we hear someone yelling, we go see what is happening while yelling too. Who wants to come help Yuri?”

Remplacer “Yuri is on the driveway in front of his house while we, his friends, are farther away. Remember, when we hear someone yell, we go see what is happening while yelling too.”

Par

“Yuri is on the sidewalk in front of his house, while we, the other children, are further away.”

p.22, après le 2^e PF:

Ajouter “With people we know well, we can feel good cuddling with them, kissing them when we are not forced to do it and when both people agree. For example, if we want to cuddle or give kisses to someone, it’s important to ask permission before doing so and to respect their choice. Do you have any examples of touches with which you are comfortable?”

p.25, 2e encadré gris:

Changer “Odette” par “A”.

p.26, 2^e PF:

Après “Did she want to hug and caress him? No.”, ajouter “Did A’s uncle force her? Yes.”

p.26, 4e PF:

Enlever “However, sometimes it can feel good to cuddle and kiss someone when we are not forced to do it and when both people have expressed their agreement. That is called consent. For example, if we want to cuddle or kiss

someone it's important to ask their permission first and respect their choice. Can you give me examples of how you like to be touched? But did A's uncle force her? Yes."

p.27, dernier PF:

Changer "a grown-up" par "an adult".

p.30, 4^e et 5^e PF:

Changer "three grown-ups" par "three adults".

Changer "a grown-up" par "an adult" (2x).

p.31, au début:

Ajouter un encadré gris: "According to the preferences of the animation teams, it is also possible to use the name Eric."

p.32, 1^{er} encadré gris:

Changer "she" par "She/He".

p.34, 1^{er} encadré gris:

Changer "Invite the children to make au drawing or compose a text during the post-workshop meetings."

Par "Invite the children to draw a picture or write a text during the post-workshop meetings."

Cycle 3

p.2, après le dernier PF:

Ajouter un encadré gris,

"Description of the gesture associated with the three rights:

SAFE: Cross the arms and place the open palms on the chest.

STRONG: Only on arm up (left or right), elbow slightly higher than the shoulder, closed fist facing, forward facing.

FREE: Arms stretched out the sky, in a "V" shape, forward facing palms. Make sure not to move your fingers."

p.4, 1^{er} PF:

Remplacer "For instance, not running in the hallways at school or stopping at a red light on the street prevents accidents."

Par "For example, walking through hallways instead of running or stopping at a traffic light, when red, helps to avoid injury to yourself or anyone else."

p.11, 2^e encadré gris:

Changer "no" par "nothing".

p. 11, 4^e PF:

Changer "Strategie's poster" par "Strategies poster".

p.14, avant la section CONCERNING KNOWN PERSONS :

Ajouter un encadré blanc :

IF NEEDED :

Provide examples to ensure that the children understand the concept of self-defense.

Example: If someone shouts names at you or insults you in the schoolyard, do you use self-defense?

Example: If another child pushes you, do you use self-defense?

Example: If someone damages your personal effects, do you use self-defense?

p.32, avant le dernier encadré gris :

Ajouter un encadré gris: "According to the preferences of the animation teams, it is also possible to use the name Eric."

p.36, 1er encadré gris:

Changer "Invite the children to make au drawing or compose a text during the post-workshop meetings"

Par "Invite the children to draw a picture or write a text during the post-workshop meetings."