



*The Coptic Orthodox Patriarchate of Alexandria*  
**ST. GEORGE AND ST. JOSEPH CHURCH**  
*Montreal - Canada*



GRADE 3 AND 4

ÉDUCATION SEXUELLE

Messages généraux aux parents et servants

# Agenda



## □ Québec program

### **Grade 3**

- IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS
- SEXUAL ASSAULT
- GENERAL UNDERSTANDING OF SEXUALITY

### **Grade 4**

- SEXUAL GROWTH AND BODY IMAGE
- IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS
- EMOTIONAL AND ROMANTIC LIFE
- RESOURCES
- REFERENCES

# GRADE 3 :



1) Identify **stereotypical representations of femininity and masculinity** in your personal and social environments, including the media ·

## **Images and messages**

- Conveyed by family, peers, the media
- Regarding attitudes, preferences, appearance, activities

## **· Stereotypes conveyed about**

- Girls
- Boys

# Grade3 (continued)

2 ) Make connections between **gender stereotypes and the development of your gender identity as a girl or boy** .

## **Influence of stereotypes on the social behaviours to adopt**

- o beliefs about preferences and behaviours appropriate for boys and girls (**restrict self-expression**)
  - o conformity with expectations regarding peer acceptance
- o greater division between the world of boys and the world of girls .

## **Influence of the group of friends**

- **Influence of values and personal preferences**

# Quebec program :

## □ Children 8 to 11 years old:

1) • Are more flexible regarding gender roles, but avoid behaviors that do not conform to what is considered typical for their gender.

Boys are more likely to be rigidly gender-typing, especially since stereotypical male attributes (e.g. strength, power) are considered more acceptable than female attributes (e.g. emotiveness, passivity).

2) Are more aware of the gender inequality caused by stereotypes and the negative nature of certain female stereotypes in society (especially when attributed to men).

The approach taken in Elementary Cycle Two should:

- foster gender equality by promoting awareness of the impact of stereotypical messages conveyed in the social environment about boys and girls.

# Quebec program - Sexual assault:

- 1) Recognize the different forms of sexual assault

## Forms of sexual assault

- Sexual contact or inviting sexual touching
  - Exhibitionism and voyeurism
  - Forced exposure to pornography
- 
- 2) Develop your ability to apply safety rules to avoid a situation that puts you at risk or to stop sexual assault
- A) • Applying self-protection and self-defence skills
- E.g. assert yourself, say no, scream, run away, look for help

# Quebec program - Sexual assault: (continued)



## B) Seeking solutions

- o Difficulty applying safety rules in certain situations
- o Strategies to help yourself apply safety rules
- o Identifying the people you could confide in •

C) Reporting the situation to an adult who will listen to you, believe you and help you

# Sexual assault:

## Between 6 and 10 years of age

- Children come in contact with an increasingly diverse range of people (the friends they see, the sports and recreation venues they go to) and are left unsupervised for longer periods.
- The number of cases of sexual assault by a family member is on the decline (44% of cases), while cases involving someone outside the family circle are on the rise (e.g. family friend, acquaintance, coach or other authority figure).

# Sexual assault: (continued)



- Activities aimed at preventing sexual assault for this age group should:
  - take into account that the students are more able to understand concepts related to prevention.
  - focus on consolidating what students have learned so far so that they can continue learning.
  - help students develop a sense of self-efficacy (i.e. feel that they would be able to deal with a risky situation and react effectively to ensure their safety).

# GENERAL UNDERSTANDING OF SEXUALITY

Aim : Become aware that there are different aspects to sexuality

1) Within the children and 2) around them

1) Within them (mind, body and heart)

- Mind: what you know, what you would like to know
- Body: you are changing, you ask questions about your growing body
- Heart: emotions, way of expressing your feelings to others

# GENERAL UNDERSTANDING OF SEXUALITY (continued)

2) Around them:

- o **They interact** : friendships with other girls and boys, feelings experienced in these relationships (affection, friendship, pleasure, pride, conflicts, teasing, rejection)
- o **They observe**: what the people in their environment (family, friends, other adults) as well as the media (television, video games, books) are saying about sexuality; they observe rules (e.g. what is allowed or not allowed), expectations, prejudices that can affect their choices, their way of being, of thinking
- o **They take action**, their choices versus stereotypes, their questions, their strategies for finding answers to your questions.

# Children 8 to 10 years old



- Recognize that differences exist between boys and girls, in particular physical, emotional, psychological and social differences.
- Have access to numerous sources of information about sexuality that are sometimes contradictory (e.g. peers, the media, family).
- May experience their first romantic feelings.

# Children 8 to 10 years old



The approach taken with this age group should allow students to:

- become aware of the diverse sources of information about sexuality and to exercise critical judgment with regard to these sources.
- think about the norms and values related to sexuality.

Quebec program

Grade 4: **SEXUAL GROWTH AND BODY IMAGE**



**AIM**

**KNOWING THE CHANGES THAT OCCUR  
DURING PUBERTY AND DEVELOPING A  
POSITIVE BODY IMAGE**

# SEXUAL GROWTH AND BODY IMAGE



1) Learn how the main changes associated with puberty are part of the process of growing up ·

Growing up: changing and moving from childhood to adolescence

- Main physical signs of puberty in girls
- Main physical signs of puberty in boys
- Psychological changes
- Individual variations with respect to when these changes appear

# SEXUAL GROWTH AND BODY IMAGE



2) Share your feelings about growing up

- Positive feelings

- E.g. pride, excitement, independence

- Concerns or negative feelings

- E.g. unease, embarrassment, shame

- Sharing your feelings with people you trust

# SEXUAL GROWTH AND BODY IMAGE



- May be starting to experience the first changes of puberty.
- Generally, girls begin puberty between the ages of 9 and 13, and boys, between the ages of 10 and 14.

Precocious, or early, puberty is when secondary signs of sexual maturity appear two years before the average age. In girls, precocious puberty begins at age 7 and in boys, at age 9

# SEXUAL GROWTH AND BODY IMAGE



- The approach taken in Elementary Cycle Two should:
  - familiarize students with the initial changes of puberty in order to demystify the bodily changes and new emotions that will arise as they grow up.
  - take into account students who mature early because some
- children, especially girls, who enter puberty early without being prepared will have a more negative experience of puberty

# IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS GRADE 4



## AIM

UNDERSTANDING THE INFLUENCE THAT GENDER STEREOTYPES CAN HAVE ON YOUR LIFE AS A GIRL OR A BOY AND IN ESTABLISHING HARMONIOUS RELATIONSHIPS BETWEEN GIRLS AND BOYS

# IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS GRADE 4

- 1) Make connections between gender inequalities and the establishment of harmonious relationships between boys and girls •

Signs of gender inequality

- Positive attributes associated with each gender
- Negative attributes associated with each gender

# IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS GRADE 4

- 2) Understand the norms that guide how you express yourself as a girl or a boy
  - Personal preferences (tastes, interests, talents, aspirations)
  - Norms and external influences
    - Peer relationships (respect for differences, affiliation according to personal preferences)
    - Social environment (e.g. role models, influences)

# IDENTITY, GENDER STEREOTYPES AND ROLES, AND SOCIAL NORMS GRADE 4

## □ Children 8 to 11 years old:

1) Are more flexible regarding gender roles, but avoid behaviors that do not conform to what is considered typical for their gender.

Boys are more likely to be rigidly gender-typing, especially since stereotypical male attributes (e.g. strength, power) are considered more acceptable than female attributes (e.g. emotiveness, passivity).

2) Are more aware of the gender inequality caused by stereotypes and the negative nature of certain female stereotypes in society (especially when attributed to men).

The approach taken in Elementary Cycle Two should:

- foster gender equality by promoting awareness of the impact of stereotypical messages conveyed in the social environment about boys and girls.

# EMOTIONAL AND ROMANTIC LIFE

## GRADE 4



- 1) Discuss your representations of love and friendship
  - Definition and perceptions of love
  - Definition and perceptions of friendship
    - Characteristics of a friend (sex, interests, etc.)
    - Importance of friendships
  - What you would like in your own interpersonal relationships
  - Differences between camaraderie, friendship, love, attraction

# EMOTIONAL AND ROMANTIC LIFE

## GRADE 4



2) Identify how certain attitudes and behaviors can positively or negatively influence interpersonal relationships

- **Behaviors that make it easier to get along with one another**

- E.g. acceptance of diversity, concern for others, empathy, commitment, responsibility, respect, mutual assistance, communication

- **Behaviors that make it harder to get along with one another** ◦ E.g. spreading rumors, bullying, jealousy, control

- **Conflict management**

# EMOTIONAL AND ROMANTIC LIFE

## GRADE 4



- Almost all children and young adolescents have crushes or romantic feelings toward a peer.
- Half of children who are 8 to 11 years of age report having a boyfriend or girlfriend. Contrary to adolescents, it is often a case of unrequited love that can be attributed to the limitations of their cognitive development:
  - some mistakenly interpret the friendship of a peer as a romantic feeling and report this relationship as romantic involvement.
  - others may believe that having these romantic feelings is enough to be considered as being involved in a romantic relationship.

# EMOTIONAL AND ROMANTIC LIFE

## GRADE 4



- The approach taken in Elementary Cycle Two should:
  - help students understand the competencies needed for interpersonal relationships, including managing any conflicts they may face.
  - foster the development of social skills, including empathy, in order to increase their ability to be involved in reciprocal emotional relationships.



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GRADE 3 AND 4

ÉDUCATION SEXUELLE

Messages généraux aux parents et servants

# Sunday School program:



## **Grade 3**

- Gender identity
- Sexual orientation
- Family structure
- Sexual assaults

## **Grade 4**

- Gender identity and Sexual orientation
- Puberty
- Purity
- Sexual assaults
- Pornography and internet use

# Gender Identity

- **Visible** differences (e.g., *skin, hair, and eye colour, facial features, body size and shape, physical aids or different physical abilities, clothing, possessions*)
- **Invisible** differences (e.g., *learning abilities, skills and talents, personal or cultural values and beliefs, gender identity, sexual orientation, family background, personal preferences, allergies and sensitivities*) make each person **unique**, and identify ways of showing **respect** for differences in others
- As Christians we are called to be different. We are called not to conform to the ways of the world.

# Gender Identity



“I beseech you therefore, brethren, by the mercies of God, that you present your bodies a living sacrifice, holy, acceptable to God, which is your reasonable service. And do not be conformed to this world, but be transformed by the renewing of your mind, that you may prove what is that good and acceptable and perfect will of God.” (Romans 12:1-2)

# Gender identity disorder (GID) or transsexualism

- Characterized by strong and persistent feelings to be identified as the opposite gender and extreme discomfort with one's biological gender.
- The DSM (Diagnostic and Statistical Manual of Mental Disorders) states that people with Gender Identity Disorder (GID) are those people whose gender at birth is contrary to the one they identify with. Further, statistics indicate that only 0.00% to 0.014% of the population will be diagnosed with GID.
- Gender Identity Disorder can be manifested in a variety of ways:
  - Expressed desires to be treated as the opposite gender
  - Desire to be rid of one's sex characteristics

# Medically



- there is no conclusive way for testing and diagnosing GID.
- In very rare cases, genetic anomalies are the cause of GID.
- In those cases, there are extra chromosomes that create deformities, and these very rare cases are indeed tragic and requiring of specialized assistance.
- Some individuals have biological defects. Those are called intersex and are characterized by certain variation in sex characteristics like chromosomes.

# Gender identity disorder (GID)



- Psychological causes of GID include surviving an emotional or physical trauma such as:
  - ● Abuse
  - ● Loss of a parent
  - ● Parent's preference to the opposite gender
  - ● Instances of societal abuse and stigmas toward one's

# Grade 3

In recent decades, the Lesbian Gay Bisexual Transgender (LGBT) rights movement has challenged the gender-polarized (binary model) society as follows:

1. Parents are raising gender-neutral children.
2. Lawsuits are in place to remove gender from birth certificates.
3. Appeals have been raised to introduce gender-neutral washrooms in schools and public institutions.
4. Schools offer gender experimentation days, where cross-dressing is encouraged (boys wear girls' cloths and vice versa).
5. Gender Identity Disorder is a word used to describe people who are uncomfortable with their own gender and who identify with the opposite gender.

# Gender Identity

- God specifically created two genders: “male and female He created them” (Genesis 1:27)
- “A woman shall not wear anything that pertains to a man, nor shall a man put on a woman’s garment, for all who do so are an abomination to the Lord your God.” (Deuteronomy 22:5) لا يكن متاع رجل على امرأة، ولا يلبس
- God created man and woman in his image, and specifically created female and male to work in harmony. They also have different biological roles. I should be proud of the gender God has chosen for me. “Then God saw everything that He had made, and indeed it was very good.” (Genesis 1:31) ورأى الله كل ما عمله فإذا هو حسن جدا

# 3. Gender Identity

## **FOR CHILD MY GENDER, (grade 1-3)**

God created men and women in his own image, and specifically created females and males to work in harmony. They also have different biological roles. I should be proud of the gender

God has chosen for me. **“Then God saw everything that He had made, and indeed it was very good.” (Genesis 1:31)**

**Question:** Can there be a human who is not really a boy or a girl?

**Answer:** This is very, very rare. Maybe one person in 10,000 may feel this way.

**Question:** Sometimes even though I am a girl, I like to play with the boys, and my friend Tom likes to paint and play music. Is that normal?”

**Answer:** It is normal for girls to enjoy doing some “boy things”, (what society usually associates with things boys do, like climb trees and play with cars). The opposite is also true.

A boy can like to do things that a lot of girls like to do like cook and draw. Remember that some of our most famous chefs, artists and musicians are men and there are women driving fighter jets.

### 3. Gender Identity

#### FOR CHILD MY GENDER, (grade 1-3)

**Question:** My school is having a day where girls can wear boy clothes and boys can wear girl's clothes. Is that ok?

**Answer:** The bible is very clear that this is not ok. **“A woman shall not wear anything that pertains to a man, nor shall a man put on a woman's garment, for all who do so are an abomination to the Lord your God.” (Deuteronomy 22:5).**

ولا يلبس رجل ثوب امرأة، لأن كل من يعمل ذلك مكروه لدى الرب إلهك

As Christians we are called to follow the commandments of our Lord, as written in the bible, as we know this is good for us.

Unfortunately, sometimes people in our society can have muddled thinking and cannot follow God's words.

### 3. Gender Identity

Sexual Orientation:

Homosexuality is the expression of sexual desire toward a member of one's own sex and/or the sexual activity with a member of the same sex. The Greek word homo means the same.

Psychologists report a 70% success rate of psychotherapy with individuals who earnestly desired change to revert to their heterosexual lifestyles.

### 3. Gender Identity (continued)

Research on sexual orientation is highly controversial and research findings for both sides of the spectrum can be found in the scientific literature:

- As to whether or not homosexuality is willfully chosen and can be willfully changed
- As to whether or not homosexuality is linked to developmental issues (e.g. relationship with parents especially his/her same gender parent)
- As to whether or not homosexual activity is linked to increased drugs and alcohol >>>>>

### **3. Gender Identity (continued)**

- As to whether or not it could be linked to an individual's fear or hate to the other gender.
- As to whether or not it could be linked to sexual abuse during the individual's childhood
- As to whether or not homosexuality leads to suicide and depression
- As to whether or not homosexuality is linked to biological factors such as: genetic predisposition, brain structure or prenatal or adult hormonal influences
- As to whether or not homosexuality is observed in animals
- As to whether or not reparative therapies are effective

# Sexual Orientation,

God designed marriage to be between a man and a woman. It is a Binding and unbreakable sacramental relationship. **“Therefore a man shall leave his father and mother and be joined to his wife, and they shall become one flesh.” (Genesis 2:24)** لذلك يترك الرجل أباه وأمه ويلتصق بامرأته ويكونان جسدا واحدا

**"And He answered and said to them, “Have you not read that He who made them at the beginning ‘made them male and female, ‘and said, ‘For this reason a man shall leave his father and mother and be joined to his wife, and the two shall become one flesh’?” (Matthew 19:4-5)**

فأجاب وقال لهم: أما قرأتم أن الذي خلق من البدء خلقهما ذكرا وأنثى

5 وقال: من أجل هذا يترك الرجل أباه وأمه ويلتصق بامرأته، ويكون الاثنان جسدا واحدا

In 2005, Canada (fourth around the world and first outside Europe) legalized same-sex marriages. In Canada among other developed countries, a psychiatrist participating in reparative therapies is risking his/her medical license

### 3. Gender Identity (grade 1-3)

#### Sexual Orientation

Our Coptic Orthodox Church clearly condemns homosexuality, ordination of homosexuals and same-sex marriage. However, the church rejects the sin and not the sinner, if he/she is trying to repent and live according to God's design.

**“I have blotted out, like a thick cloud, your transgressions, and like a cloud, your sins. Return to Me, for I have redeemed you.”**

**قد محوت كغيم ذنوبك وكسحابة خطاياك. ارجع إلي لأنني فديتك (Isaiah 44:22)**

The improper choice regarding sexual orientation can – like any other sin be spiritually dealt with by the power and grace of God.

### **3. Gender Identity (grade 1-3)**

Scientifically, homosexuality is linked to increased **risks** to the individual's physical, emotional and spiritual health:

- Increased risk of **AIDS** (and other STD's) among homosexual men
- Increased risk of **suicide and depression**
- **Separation from God**, the source of life and all goodness, now and if not repented, ultimately eternally

“Among males, men who have sex with men carry a disproportionately high burden of HPV infection and a significant burden of HPV-related cancers

## 4. Family Structure (grade 1-3)

Christian family structure consists of one husband and one wife who are **united in the holy sacrament** of matrimony for their entire lives.

Husband and wife live together as **“one body” in Christ** and build their family socially, financially and above all, spiritually.

When God allows, husband and wife also grow their family in number and become parents to their God-created children.

God, and thus His church, does not approve of divorce except in the case of adultery. Husband and wife exclusively **commit** themselves physically to each other.

**Marriage is not a fairy tale**, but rather a vital union that requires sacrifice to maintain and nurture.

•

## 4. Family Structure

### FOR CHILD - FAMILY

The Christian family consists of one husband and one wife like mom and dad who are

**United by God**

for their entire lives the day they got married. Husband and wife live together and build their family and get kids like you.

Ideally, mom and dad will always be married, as this is what **God commanded**.

Mom and dad have exclusively committed themselves to each other.

# **SEXUAL ASSAULT**

# Protecting your child from sexual assault

## 1. Talk about body parts early.

- Name body parts and talk about them very early. Use proper names for body parts, or at least teach your child what the actual words are for their body parts.

## 2. Teach them that body parts are private.

- they are not for everyone to see. Explain that mommy and daddy can see them naked, but people outside of the home should only see them with their clothes on. Explain how their doctor can see them without their clothes because mommy and daddy are there with them and the doctor is checking their body.

## 3. Teach your child body boundaries.

- Tell your child matter-of-factly that no one should touch their private parts and that **no one should ask them to touch somebody else's private parts.**

## 4. Tell your child that secrets are not okay.

## 5. Tell your child that no one should take pictures of their private parts.

- There is a whole sick world out there of pedophiles who love to take and trade pictures of naked children online.

# Protecting your child from sexual assault

## **6. Teach your child how to get out of scary or uncomfortable situations.**

- Some children are uncomfortable with telling people “no”— especially older peers or adults. Tell them that it’s okay to tell an adult they have to leave, if something that feels wrong is happening. Tell your child that if someone wants to see or touch private parts they can tell them that they need to leave to go potty.

## **7. Have a code word your children can use when they feel unsafe or want to be picked up.**

## **8. Tell your children they will never be in trouble if they tell you a body secret.**

## **9. Tell your child that a body touch might tickle or feel good.**

- Many parents and books talk about “good touch and bad touch,” but this can be confusing because often these touches do not hurt or feel bad. I prefer the term “secret touch,” as it is a more accurate depiction of what might happen.

## **10. Tell your child that these rules apply even with people they know and even with another child.**

## Grade 4

### Puberty and Physical development

- The average age of girls' menstruation is now less than 12 years old and some girls start their period at the age of nine, although others may start as late as age 17.
- As children develop physically, their emotional needs develop as well. It is important that you listen to your child and listen to him carefully without judging or denying his feelings.
- Sexual feelings can begin to develop at this age and directing your children to Bible truth is the key.

## Physical changes that occur in males and females at puberty:

### **Social impacts that can result from these changes**

- During puberty, the bodies of girls and boys undergo many changes at different rates and at different times (eg, hair growth, breast development, voice and body changes, body odor production, skin changes) and emotional changes.. Everyone knows these changes. Increases in weight and body fat are normal.
- Sometimes it's hard to get used to the changes that happen so quickly.
- The feelings can be very intense.

## What feelings could a pre-teen experience with puberty changes?

- Excitement, happiness, embarrassment, confusion and fear are some of the feelings.
- Sometimes it's hard to recognize what they are feeling and why things seem different to them.
- Relationships with friends can change at different times.
- Some people start to love others. They want to be more than just friends and become interested in going out.
- Sometimes people treat teens as if they were older than they are actually because of their appearance.
- Sometimes classmates, friends or family members make comments or tease them about these changes.

## Physical development and needs of children of this age group:

- It is important and relevant that as parents, you explain to your child the physical and psychological changes he is experiencing during this age.
- It is crucial to explain God's divine intent for sex.
- The family, as the core of God's plan, is attacked and procreation is removed from the holy sacrament of marriage.
- As Christians, we must respect God's conception of marriage and the family and reject any other earthly system that contradicts the Bible
- Even if we accept everyone around us, we should reject some of the sinful lifestyles we see around us and teach our children to do the same.
- Children in this age group may have particular feelings about another person they call "crush". They use this term to describe that they love someone else in a "special" way. (P.141)

## Pornography and internet use

### **Warning ! Warning!**

- 9 out of 10 children aged 8 to 16 years old have seen one (pornography):
- Three storms converge and bring our children to abandon the faith.
  1. Epistemological change
  2. Internet
  3. Pornography

## Parents must be **PROACTIVE** in fighting the wave of pornography our children are facing.

1. Tell your children that they are beautiful as God has made them.
2. Teach them that sex, as God created, is not bad or sinful in marriage.
3. Integrate Scripture into the minds of children.
4. Make sure the children have an adult who can listen to them.

We do not talk enough about this problem in our homes. We need to help our children avoid the trap of life-changing pornography.

As parents, we must take steps to protect our children and never fall into this false belief that our measures to protect our children are sufficient. We must avoid this thinking that focuses on what we do and how we can control the outcomes of our children's lives.

## Be PROACTIVE !

- Keeping our children safe is very important but must always be secondary. We can get web monitoring software to protect our children, but we cannot change the hearts of our children. We must not fall into the trap of living separate protectionist lives. The church failed its families and youth by failing to talk about the problem of porn until it was too late. Parents miss their children's blind optimism, thinking that this will never happen to them.
- We must paint a more glorious image of who Christ is. Christians overcome the world by seeing the beauty and excellence of Christ. They overcome the world by seeing something more attractive than the world: Christ, "in whom are hidden all the treasures of wisdom and knowledge" (Colossians 2: 3). In the same way, Christian parents try to make Christ and his kingdom glorious. Their children conquer the lusts of this world with a higher passion: The moral beauty of Christ.

## Do not be defensive as a parent !



- On the other hand, defensive parents have little confidence in the attractiveness of the gospel. They think the world is more powerful. Basically, they are not confident in the power of the gospel to transform their children from within. They do not believe the words of Jesus: "Take courage, I have overcome the world" (John 16:33). They have little confidence in the conquering power of the world of the new birth.
- As parents, never lead them defensively by simply protecting them and simply telling them to stop doing what they do, but rather that God helps us to make Christ and his kingdom glorious.

## What can parents do?

- Put a limit of 1-2 hours per day of “quality” technology. Encourage healthy technology (e.g. educational apps, religious movies, etc.).
- Engage in co-viewing and talking with your child about what they are viewing.
- Allow only age-appropriate technology (e.g. Facebook has a restriction on age 13 years).
- Establish technology-free areas in the house and technology-free times in the day.
- Offer alternatives to technology (e.g. crafts, books, activities, etc.).
- Work on the four important needs for a child’s development: motion, touch, human connection, and the need to be in nature.

## What can parents do?



- Limit technology use to 2 hours per day and teach your child moderation in technology use as well as everything else they do in life
- Expose your child to reading, playing, unstructured games that could flare up their imagination.
- Allow your children to get bored. Research shows that out of boredom springs creativity.
- Try to challenge your child not to use any technology for a week and call it “The No Technology challenge”.

# What can I as a parent do to protect my child?

- Always maintain an ongoing conversation with your child and encourage them to come talk to you whenever they face a problem.
- Have your child's computer desk in an open area (versus in their room) so that an adult can be monitoring your child's computer use at all time.
- Set standards for what your child can and cannot do online and how much time they spend on the internet.
- You can use parental controls to select what could be displayed based at the age-appropriate levels. You can also use filtering and accountability software to complement - and not replace - parental supervision. Please refer to the operating system guide on how to achieve that function.
- Parental controls should not be limited only to personal computers but should expand on all Internet-enabled devices such as cell phones, gaming devices, and tablets.

# What can I as a parent do to protect my child?

- It is important to inform your child that if they come across anything that makes them feel uncomfortable or scared, they should turn off the screen and tell you as soon as possible.
  
- Make sure to clearly instruct your child (as a firm rule) that they should never disclose the following information online:
  - The place they live
  - Where they go to school
  - Pictures of themselves or their friends and family
  - Family secrets or other personal information that could be later misused or tampered with.

# What can I as a parent do to protect my child?

- Make sure to instruct your child to never personally meet any person they only know online.
- Insist on knowing all login information of all of your child's accounts (username and password).
- Set a limit on the time you allow your child to be online.
- Do periodic checkups on your child's internet behavior, e.g. browsing history.
- Children benefit a lot from repetition, so repeat to them often what you want to stick in their minds.

# References

## Further Resources and Websites

- **Social and Emotional and development**
- <http://www.aboutkidshealth.ca/En/HealthAZ/DevelopmentalStages/SchoolAgeChildren/Pages/Social-and-Emotional-Development.aspx>
- [www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle.htm](http://www.cdc.gov/ncbddd/childdevelopment/positiveparenting/middle.htm)
- [www.education.com/reference/article/Ref\\_Growth\\_Ages\\_Six/](http://www.education.com/reference/article/Ref_Growth_Ages_Six/)
- **Addressing Body Parts**
- Before I Was Born, Carolyn Nystrom, NavPress Publishing Group, 1995

## Gender Identity Disorder

- <http://www.dsm5.org/documents/gender%20dysphoria%20fact%20sheet.pdf>
- <https://www.psychologytoday.com/conditions/gender-identity-disorder>
- [http://en.wikipedia.org/wiki/Gender\\_identity\\_disorder](http://en.wikipedia.org/wiki/Gender_identity_disorder)
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