ELEMENTARY SCHOOL

Progression of Learning

Culture and Citizenship in Québec

Québec 🔷🔷

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PROGRESSION OF LEARNING IN THE CULTURE AND CITIZENSHIP IN QUÉBEC PROGRAM AT THE ELEMENTARY LEVEL

This document covers selected sections of the Culture and Citizenship in Québec program at the elementary level in order to help teachers plan their teaching. It comprises different progress markers related to the competencies and to the learning content. The first part provides the learning progress indicators for the competency for each cycle as well as the related content. The second part presents the themed content planned for each year.

Throughout elementary school, students develop different fundamental know-how related to the study of culture and to ethical reflection. They build their understanding and reflect on different cultural realities (the subthemes for each cycle), based on the compulsory content and the related topics and examples. In the Culture and Citizenship in Québec program, learning takes place in the context of Québec, and the scope of the observations expands with each cycle. In Cycle One, students focus on their immediate cultural environment. In Cycle Two, they broaden their observations to their extended cultural environment while continuing to pay attention to what is happening close to them. In Cycle Three, they further extend their observations to society in Québec and collective institutions. The program aims to help students develop the dialogue and critical thinking skills necessary to exercising citizenship in Québec.

LEARNING PROGRESS INDICATORS FOR THE COMPETENCY

At the elementary level, the understanding of cultural realities is constructed by directly observing the environment and by examining a variety of relevant pieces of information and/or points of view. The competency is based on a progression that intends for students to construct their learning in each cycle by reapplying the learning from the previous cycle. Therefore, each cycle plays a specific role in students' academic progress. In Cycle One, students learn to observe their environment and compare different observations. In Cycle Two, they also take an interest in what each person may think of the cultural reality being studied by examining different points of view on it. In Cycle Three, they demonstrate their understanding using more complete reasoning that leads them to draw up justified responses to different questions.

Learning Progress Indicators for the Competency

	STUDENTS LEARN TO:		CYCLE ONE	CYCLE TWO	CYCLE THREE
Observation of cultural realities	› Ask themselves comprehension questions		✓	✓	✓
	› Ask themselves philosophical and ethical questions		——	✓	✓
	› Make observations in their immediate cultural environment (family, school)		✓	✓	✓
	› Make observations in their extended cultural environment (neighbourhood, community, city, region, etc.)		——	✓	✓
	› Make observations about Québec society		——	——	✓
	› Identify information in documentary resources		✓	✓	✓
	› Discern the characteristics of cultural realities		✓	✓	✓
	› Compare observations and information		✓	✓	✓
	› Assess the relevance of observations and information		——	✓	✓
	› Characterize relationships between people, groups or institutions		——	——	✓
Understanding of emotions	› Recognize different emotions		✓	✓	✓
	› Associate reactions with emotions		✓	✓	✓
	› Identify possible triggers for emotions		——	✓	✓
	› Discern the emotions involved in forming points of view		——	——	✓
Examination of points of view	› Identify discrepancies or tensions		——	✓	✓
	› Identify points of view, the ideas they consist of and the reference points on which they are founded		——	✓	✓
	› Compare ideas while identifying different reasoning errors	– "Two wrongs don't make a right" argument, false dilemma, argument from authority, appeal to stereotype	——	✓	✓
		– Appeal to the people (*ad populum* argument), hasty generalization, personal attack	——	——	✓
	› Compare reference points		——	✓	✓
Dialogue	› Put into place conditions conducive to interaction		✓	✓	✓
	› Consider own feelings		✓	✓	✓
	› Support own ideas using different methods	– Give examples, make connections with the ideas of others, define	✓	✓	✓
		– Give reasons, distinguish, draw up an opposing view	——	✓	✓
		– Give counterexamples, rephrase what others say, summarize	——	——	✓
	› Inquire about the ideas of others		✓	✓	✓
Expression of own understanding	› Draw up findings based on comparing observations and taking into account emotions		✓	✓	✓
	› Draw up findings based on comparing points of view		——	✓	✓
	› Develop responses that take into account the situation, oneself and others		——	——	✓
	› Compare responses and adjust own responses when necessary		——	——	✓
	› Justify own responses		——	——	✓

DISTRIBUTION OF CONTENT RELATED TO APPLYING THE COMPETENCY

Developing the competency requires the use of related content. Some elements have already been presented in the table above (reasoning errors and methods for supporting one's ideas), but the topics and concepts related to the reference fields of study, as well as the forms of dialogue, have also been divided by cycle. Student learning is cumulative, meaning that elements taught in one cycle continue to be used in subsequent cycles.

Concepts Related to the Reference Fields of Study

	CYCLE ONE	CYCLE TWO	CYCLE THREE
Comprehension question	✔	✔	✔
Culture	✔	✔	✔
Cultural reality	✔	✔	✔
Emotion	✔	✔	✔
Norm	—	✔	✔
Philosophical question	—	✔	✔
Ethical question	—	✔	✔
Point of view	—	✔	✔
Value	—	✔	✔
Reference point	—	✔	✔
Reasoning	—	✔	✔
Reasoning error	—	✔	✔
Social relation	—	—	✔
Empirical research techniques: observation, questionnaire (or survey), interview	—	—	✔

Forms of Dialogue

	CYCLE ONE	CYCLE TWO	CYCLE THREE
Narration	✔	✔	✔
Conversation	✔	✔	✔
Discussion	✔	✔	✔
Interview	—	✔	✔
Panel	—	✔	✔
Deliberation	—	—	✔
Debate	—	—	✔

DISTRIBUTION OF CONTENT FOR EACH YEAR

In the program, the content is organized into general themes, which are divided into subthemes for each cycle (cultural realities). Throughout elementary school, students build their understanding of and reflect on different cultural realities related to self-awareness and the construction of identity, relationships between people, the search for meaning, relationships between humans and the environment, and media and digital life. The content is organized based on a planned progression ensuring that students starting elementary school come into contact with concrete realities that are familiar from their daily lives before gradually expanding their view to cover Québec society as they grow.

Therefore, learning related to the content of a given year will also be necessary in the following years. Teachers refer to the orientations to understand the angles from which the different content must be addressed. They can consult Appendix 2 of the program for specific information on the topics related to sexuality education.

ELEMENTARY 1 – ORIENTATIONS

In Elementary 1, students explore the cultural realities that are closest to them, in their daily lives, in the extended family and at school. They investigate what might interest them or what they might enjoy, which helps in developing their knowledge of themselves and of the range of possible fields of personal interest. They explore the variety of individual needs, which are met in different ways and by different people, including the students themselves. It is an opportunity for students to learn about the comprehensive view of sexuality and the topic of safety and protection related to sexual assault.

In order to study various family compositions (nuclear, extended, single-parent, same-sex parents, adopted, blended, foster, etc.) and their relationships, students consider the members of different families, whether they are present in each other's daily lives or more removed (including ancestors). They can describe and identify the characteristics of some of the experiences and emotions associated with different situations and various familial contexts. Students observe that there are several types of relationships in the family (intergenerational and intragenerational) and at school (with other children and with adults). They also identify various daily rituals (such as those that are associated with separations, reunions, meals or body care) that make it possible to respond to individual needs, particularly in terms of emotional security and hygiene, but also to organize family relationships and give meaning to life. Lastly, students study the diversity of the needs of living beings in their immediate environment and the range of relationships that they may have with those beings.

ELEMENTARY 1

Self-knowledge	Relationships between individuals	Rituals and celebrations	Relationship with other living beings

☑ **Compulsory content**
☑ **Specific content (compulsory) related to sexuality education (SE)**
› Related topics and examples

Self-knowledge	Relationships between individuals	Rituals and celebrations	Relationship with other living beings
☑ **Fields of personal interest** › Sources of pleasure and motivation, range of fields of interest, range of skills, etc. ☑ **Individual needs** ☑ **SE: Comprehensive view of sexuality, needs of the human body, sexual assault prevention** › Types of needs (e.g. physical, emotional, intellectual, spiritual), responses to needs, need for security and sexual assault prevention, dimensions of sexuality, etc.	☑ **Relationships in the family and at school** ☑ **SE: Diversity of family compositions** › Diversity of families in Québec (e.g. nuclear, extended, single-parent, same-sex parents, adoptive, blended, foster), diversity of relationships (e.g. people involved, experiences, feelings experienced), intergenerational (parent-child, grandparents and elders, etc.) and intragenerational (siblings, cousins, etc.) family relationships, connections with the community and ancestors, relationships at school (with other children and with adults), expression of feelings in relationships, etc.	☑ **Daily rituals** › Examples of daily rituals (e.g. during transitions between times of day, separations, reunions, bedtime, meals, body care), purpose of rituals (e.g. to meet individual needs, to organize relationships, to give meaning to daily life, to provide stability and predictability), etc.	☑ **Living beings around us and their needs** › Diversity of the living beings around us and their needs, range of relationships and experiences with other living beings (e.g. emotional, utilitarian, identity-based, dependent, interdependent), etc.

ELEMENTARY 2 – ORIENTATIONS

In Elementary 2, students further explore the cultural realities that they began exploring in Elementary 1, and which are closest to them, in their daily lives, in their extended family and at school. They study the diversity of characteristics of people in all dimensions, including the body, sexual parts of the body and their functions. They become aware of the major steps that punctuate life after birth and that can be experienced in a variety of ways. It is also an opportunity for students to understand the stages that come before birth, including conception and pregnancy, as phenomena that have both physiological and cultural aspects.

Students also examine the role of children within the family and at school and how expectations of them vary depending on the contexts, particularly in relation to sex roles and gender roles. They also investigate the different acts of civility that contribute to harmonizing and organizing relationships between people and with the environment. They study in greater detail the roles played by other living beings in the lives of humans and may consider the responsibilities of humans, especially regarding the well-being of animals. The place of various forms of celebration in life is also addressed as part of this theme, whether religious or secular ceremonies or ways of highlighting important events inherited from traditions in Québec or elsewhere.

ELEMENTARY 2

Self-knowledge	Relationships between individuals	Rituals and celebrations	Relationship with other living beings

☑ Compulsory content
☑ Specific content (compulsory) related to sexuality education (SE)
› Related topics and examples

☑ Characteristics of each person ☑ SE: Sexual parts of the body › Dimensions of the person (e.g. body, emotions, behaviour, thoughts), diversity of individual characteristics, sexual parts of the body and their functions, etc. **☑ Steps in life since birth** ☑ SE: Pregnancy and birth › Birth (conception, pregnancy and delivery), major transitions, key learning since birth, happy and sad moments, diversity of paths, etc.	**☑ Roles and responsibilities in the family and at school** ☑ SE: Sex roles and gender roles › Roles and responsibilities in the family and at school, rules in the family, the place given to children, rights of children in the context of the family, variations in expectations and roles based on context (including sex roles and gender roles), obedience and disobedience, development of the rules that apply in the classroom, in the schoolyard and at school, etc. **☑ Civility** › Acts of civility (toward people and the environment) in the family and at school, effects of acts of civility on relationships with people (e.g. peacemaking, reduced uncertainty, organization), etc.	**☑ Celebrations** › Traditions (e.g. holidays and parties, traditional meals), religious and secular ceremonies within families in Québec, etc.	**☑ Role of other living beings in human life** › The variety of roles played by other living beings in human life, responsibilities of humans regarding other living beings, animal care, animal well-being, etc.

ELEMENTARY 3 – ORIENTATIONS

In Cycle Two, students extend their observations to include their immediate community. They deepen their understanding of the dynamics of the groups in which they live and that contribute to the development of their identity and the perception they have of themselves and others.

At the individual level, students in Elementary 3 examine the concepts of desires and personal limits, in every shape or form. In this context, the more specific issue of physical integrity and strategies for safety and self-protection related to sexual assault is addressed again. Students are also encouraged to ask questions about the concept of stereotypes, about the ways in which they are formed and the effect that they may have on the image people have of themselves and others. They examine the similarities and differences between individuals as well as the ways to express and recognize differences. Students therefore acquire knowledge to understand the contexts of inclusion and exclusion that can be observed in their surroundings and grasp the positive and negative effects of these situations. As students are introduced to certain existential questions, they understand that spirituality can be embedded in practices and beliefs, whether or not they are religious, that offer insights into the meaning of life. They examine different understandings of the cycles and stages of life, from birth until death and understand that there are a variety of beliefs on this subject.

On the topic of their living environment, students become aware of the different ways of inhabiting the territory of Québec, such as the differences based on region or based on the connections between Indigenous Peoples and the territory. They ask questions about the different possible relationships with nature, especially a range of experiences with agriculture, forests and waterways. Finally, students in Elementary 3 begin to learn about information literacy. They ask themselves if the information they find on various platforms is reliable, especially when this information comes from digital sources. By learning to differentiate types of information (fact and opinions, advertisements) as well as different types of information sources, they develop critical thinking skills and identify criteria for assessing the reliability of information accessed using digital tools.

ELEMENTARY 3

Self-perception	Group dynamics	Existential questions	Living environments	Knowledge in digital spaces

☑ Compulsory content
☑ Specific content (compulsory) related to sexuality education (SE)
› Related topics and examples

Self-perception	Group dynamics	Existential questions	Living environments	Knowledge in digital spaces
☑ Desires and personal limits ☑ SE: Sexual assault prevention › Variety of things possible for a person or that a person may desire, differences between needs and desires, variety of ways to fulfill one's desires, knowledge of and attentiveness to personal limits and the limits of others, general notion of consent (to be touched, to be photographed, etc.) physical integrity, prevention (self-protection) and disclosure of sexual assault, etc. **☑ Stereotypes and view of the self** ☑ SE: Stereotypes related to sex and gender › Stereotypical representations of the feminine and masculine, variety of stereotypes (e.g. age, ethnic and cultural origin, socio-economic status, disability), effects of stereotypes on the self (e.g. perception of possibilities and limitations related to one's group, expectations of the self), etc.	**☑ Differences and similarities between individuals** › Emotional, body and behavioural diversity, expression and recognition of differences and similarities between individuals, etc. **☑ Inclusion and exclusion** ☑ SE: Gender norms › Contexts of peer acceptance and rejection, effects of acceptance and rejection, role of non-conformity (especially related to gender norms) in exclusion, power dynamics in peer groups (e.g. unequal influence of individuals, bullying, alliances), concept of majority and minority, etc.	**☑ Spirituality** › Religious beliefs and other beliefs not associated with a religion, religious and spiritual heritage in Québec, mythology, meaning of life, ancestral beliefs, etc. **☑ Cycle of life** › Stages of life (e.g. childhood, adolescence, adulthood, aging), end of life, grief, life expectancy, etc.	**☑ Relationship with nature** › People's contact with nature (related to agriculture, animals, waterways, forests, subsistence hunting and fishing, outdoor activities), cohabitation and mutual relationships with nature, learning by observing nature, etc. **☑ Ways to inhabit a territory** › Life in the city and in the countryside, lifestyles and regional culture, connections between Indigenous Peoples and the territory, cultural activities on the territory of Québec, etc.	**☑ Reliability of information on digital platforms** › Types of information (e.g. facts and opinions, advertising), types of sources (e.g. news media, commercial sites, personal blogs), intention of creators or authors, reliability criteria for information, etc.

ELEMENTARY 4 – ORIENTATIONS

In Elementary 4, students continue learning about the dynamics that contribute to the development of their identity and the perception they have of themselves and others in their immediate and extended cultural environments as well as about the dynamics that characterize the groups and spaces in which they live. Specifically, they study the main changes to the body that are experienced during puberty and understand that these changes come at different times for different individuals and can elicit a variety of feelings and responses. Similarly, they examine the variety of strengths and challenges of each person, which can be addressed in terms of self-esteem and sense of personal competence in life. Students think about the characteristics and emotions that distinguish friendship from love, or camaraderie and attraction, as well as the attitudes and behaviours that may influence these relationships. They may examine what promotes agreement, disagreement and conflicts.

At the group level, students explore the phenomenon of cultural belonging and the different groups around them. They observe that the sense of belonging can depend on contexts and groups and that community life contributes to its development. For example, cultural heritage plays an important role in the sense of belonging, especially in Québec. On a scale closer to them, students examine how groups generate norms that can lead to different kinds of pressures (negative or positive) on individuals. In this context, they can address the phenomena of popularity and the effects of trends that exist within groups. They make connections between norms and inequalities based on sex and gender. Students also study consumer habits and their effects on the environment. They also examine different forms of ecological practices in relation to various issues such as waste management, food and clothing. Finally, students in Elementary 4 expand their knowledge on the characteristics of news media and social media as well as on digital technologies in order to understand their varied functions and how they work.

ELEMENTARY 4

Self-perception	Group dynamics	Existential questions	Living environments	Knowledge in digital spaces

☑ Compulsory content
☑ Specific content (compulsory) related to sexuality education (SE)
> Related topics and examples

Self-perception	Group dynamics	Existential questions	Living environments	Knowledge in digital spaces
☑ Changes to the body ☑ SE: Changes to the body › Markers of puberty, variability in the onset of pubertal changes, feelings and concerns related to growing up, feedback from others, development of identity and gender expression, etc. **☑ Each person's strengths and challenges** › Variety of strengths and challenges, sense of competence, self-esteem, etc.	**☑ Cultural belonging** › Groups to which people belong (family, neighbourhood, age group, ethnocultural community, province, country, sex and gender, language, religion, etc.), sense of belonging, community life, cultural heritage in Québec, Indigenous identity, etc. **☑ Influence of the group** ☑ SE: Inequalities based on sex and gender › Norms within different groups, positive and negative group pressure, popularity and the effects of trends, connections between sex and gender norms and stereotypes and inequalities, etc.	**☑ Friendship and love** ☑ SE: Friendship and love › Differences between camaraderie, friendship, love and attraction, characteristics of friendships (e.g. signs, reciprocity, empathy, equality), attitude and behaviours that influence interpersonal relationships, emotions and feelings in love and friendship, disagreements and conflicts, etc. **☑ Happiness** › Elements contributing to happiness, views of happiness, pleasure, joy and happiness, simple pleasures and ideals of happiness, individual and shared happiness, material happiness, etc.	**☑ Consumption** › Functions of consumption (e.g. meeting fundamental needs and desires, recognition and belonging to a group), material consumption and relationships to belongings, environmental issues of consumption, etc. **☑ Ecological practices** › Individual acts (reduce, repair, recycle, etc.) and environmental citizenship (citizen ethics related to the environment), waste management, responsible food systems and choices, etc.	**☑ News media and social media** › Characteristics of news media (e.g. journalistic approach, variety of formats), characteristics of social media (e.g. immediacy, permanence of data, personalization and filtering using algorithms), how social media works (e.g. use of data, moderation), etc.

ELEMENTARY 5 – ORIENTATIONS

In Cycle Three, students in elementary school expand their observation of Québec culture to include collective institutions, and they focus on concepts related to law, social participation and social movements while continuing to reflect on aspects that are more focused on individual development and interpersonal relationships.

In Elementary 5, students deal more directly with the concept of identity and how it is defined on individual and collective levels. They reflect on the range of values that are transmitted in the different spaces in which people live and the groups to which they belong, on their hierarchy depending on the context and on the way some of them may overlap on a collective scale. Students begin to think about social and cultural diversity and the importance of common institutions and meeting places between the diverse people and groups that make up the population of Québec, including Indigenous cultures. They explore democratic experiences as a cultural reality, whether from the point of view of some principles of a democratic culture, the functioning of the electoral system or the spaces for democratic participation that are open to them.

The transition to adolescence leads to a number of important questions for students: their bodies and identities are changing as are their relationships with those around them, who allow them more freedom while demanding more responsibility. Romantic and sexual awakenings take place at different moments and in different ways depending on the child. The development of students' autonomy and use of digital communication tools makes it important to continue to think about situations of sexual assault and personal safety. The transition to secondary school is already influencing students' questions as they look ahead to the future and become aware of their personal goals and of expectations of others and of the future.

With respect to environmental issues, students broaden their focus and can investigate different concepts that challenge collective choices and the search for the common good, at the provincial, regional or even local level, such as climate change, sustainable development, and preservation of land and biodiversity in Québec. Finally, students ask questions about the roles that digital technologies and spaces play in their lives and the various effects these technologies have on lifestyles. Specifically, they reflect on the fact that experiences and the uses of digital technology can be positive or negative, depending on the context and the individual, and that speech and actions in digital spaces can have consequences, including criminal liability.

ELEMENTARY 5

Identity	Collective life	Opportunities to think about own life	Ecological transition	Relationship to digital tools and spaces

☑ **Compulsory content**
☑ **Specific content (compulsory) related to sexuality education (SE)**
› Related topics and examples

Identity	Collective life	Opportunities to think about own life	Ecological transition	Relationship to digital tools and spaces
☑ **Dimensions of identity** ☑ SE: Sex and gender identity › Personal identity (me) and collective identity (us), what makes identity (e.g. age, sex and gender, socio-economic environment, ethnocultural origin [including Indigenous identity], language, religion), Québec identity, appreciating own identity, ecological aspect of identity, etc. ☑ **Personal and collective values** › Variety and hierarchy of values based on contexts, individual values and shared values, democratic values, values transmitted in the family, at school, in advertising, in Québec media, etc.	☑ **Social diversity and shared culture** › Diverse composition of the Québec population, shared cultural references in Québec, common institutions and meeting places, role of Indigenous Peoples, elements of Indigenous cultures (e.g. shaputuan, pow-wow), etc. ☑ **Democratic experiences** › Democratic principles (e.g. majority, representation, participation, freedom of the press), levels of government and electoral system, spaces for and experiences of democratic participation (e.g. schools, peer groups, citizen groups, civil society groups) and power to act, public consultation projects, etc.	☑ **Transition to adolescence** ☑ SE: Puberty, personal safety › Puberty, physical changes and changes in identity (e.g. relationship with adults, relationships with peers), variation in romantic and sexual awakenings depending on individuals, prevention of situations of sexual assault and maintaining personal safety (online and offline), sexual consent, freedoms, limitations and accountability, etc. ☑ **Expectations for the future** › Transitioning to secondary school, thinking about self in the future, personal goals and expectations of others and of the collectivity, etc.	☑ **Collective choices for the future** › Climate change and collective decisions, local, regional and provincial ecological initiatives, visions of sustainable development, preservation of land, biodiversity and traditional lifestyles, etc.	☑ **Roles and effects of digital tools and spaces** › Functions of digital technology (e.g. leisure, information, education, communication, dissemination and outreach, mobilization, utilitarian application), effects of digital technology on lifestyles and relationships, commercial aspects of digital platforms, etc. ☑ **Varied uses and experiences with digital tools and spaces** › Varied use among young people, overall positive and negative experiences (e.g. learning and sharing, digital well-being, cyberaddiction, echo chambers, cyberbullying), main legal frameworks applicable to actions in digital spaces and consequences, etc.

ELEMENTARY 6 – ORIENTATIONS

Students in Elementary 6 delve deeper into the themes they began working on in Elementary 5. They study the different affiliations a young person can have while growing up and the body and gender norms that can vary across reference groups. They think critically on the concepts of success and adversity, as well as on the different models of life that are presented to them, the values that differentiate them and the different attitudes that can be adopted when faced with inspiring role models in their own community or elsewhere.

Students examine the idea of cultural integration of individuals. For example, they may establish connections between the choices that are made by individuals over time, namely with regard to education, and the place that people progressively occupy in Québec society and culture, or examine the phenomenon of immigration. Students explore the concepts of rights and freedoms to understand and reflect on their rights as individuals and as members of a group (e.g. children), as well as the forms of discrimination that are prohibited, including those related to sex, gender and sexual orientation. They examine the role of environmental movements and groups in the practice of environmental citizenship and can learn about the various ways in which they can advocate for ideas, especially on environmental issues.

Finally, after looking at the functions and uses of digital technology, students in Elementary 6 explore the different aspects related to the representation of the self and social behaviours online. Among these, they may address the issues of body image, the boundaries between private and public space, the risks and new possibilities associated with digital spaces, or anonymity and respectful communication.

ELEMENTARY 6

Identity	Collective life	Opportunities to think about own life	Ecological transition	Relationship to digital tools and spaces

☑ **Compulsory content**

☑ **Specific content (compulsory) related to sexuality education (SE)**

› Related topics and examples

Identity	Collective life	Opportunities to think about own life	Ecological transition	Relationship to digital tools and spaces
☑ **Different affiliations** ☑ **SE: Body image** › Reference groups, selected activities, body and gender norms within reference groups, etc. ☑ **Cultural integration** › Education and integration to Québec culture, contribution to Québec culture and other cultures, experiences of immigration, etc.	☑ **Rights and freedoms** ☑ **SE: Rights and discrimination related to sex and gender** › Human rights and group rights (including women, sexual and gender diversity, language groups and Indigenous Peoples), children's rights and parental responsibilities, conditions and limits of freedom (including in digital spaces and civic responsibility), discrimination, reporting and recourse in situations of discrimination (Commission des droits de la personne et des droits de la jeunesse), etc. ☑ **Social participation** › Spaces for social participation (e.g. family, school, neighbourhood, organizations), variety of forms of social participation (involvement in a group, volunteering, solidarity action, etc.), social solidarity, etc.	☑ **Success and adversity** › Vision of success, examples of adversity (e.g. accident, illness, failure, loss), learning through trials, etc. ☑ **Role models in life** › Range of role models in life, values conveyed by different role models (performance, acting for own benefit and/or the benefit of others, individual achievement, etc.), admiration and adulation, inspiring role models in the community and elsewhere, etc.	☑ **Environmental movements** › Environmental groups and activism, variety of demands related to the environment (including those of young people), variety of methods used by citizens' movements and environmental groups, etc.	☑ **Representations of the self online** ☑ **SE: Representations of the self online** › Sharing of the self online and body image, boundaries between private space and public space, search for recognition online, etc. ☑ **Social behaviours online** ☑ **SE: Online safety** › Changes in social behaviours online (e.g. family relationships and friendships, communities of sharing and kinship), risks of socializing online (e.g. fraud, bullying, sextortion) and safe behaviours (specifically in preventing sexual exploitation), anonymity and respectful communication online, criminal liability and consequences of actions online, citizen activism on digital platforms, etc.

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