
Sexuality Education Program
for ages 12 to 17

A dark, textured silhouette of two people in a dynamic, possibly dancing or embracing pose. The figure on the left is leaning back with one arm raised, while the figure on the right is leaning forward towards them.

BETRUE

TO YOU

Duquet, F. and al., 2023
Projet Outiller les jeunes face à l'hypersexualisation
Project: (Giving youth tools to deal with hypersexualization)

UQÀM

Sexuality Education Program
for ages 12 to 17



BETRUE

TO YOU

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Be True to You sexuality education program (2023)
Giving youth tools to deal with hypersexualization project
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The current version of the *Be True to You* program (2023) is an update of the 2010 version developed by Francine Duquet, Geneviève Gagnon and Mylène Faucher.

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Note that inclusive writing was used for this program in order to reflect the diversity of gender identities.

PARTNERSHIP

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SECONDARY 2



Secondary 2 - Session 1

Romantic relationships “I’m in love. What should I do?”

This sexuality education session was created for both schools and youth community settings (for more details, see the sections in the introduction on the session structure and context for using the *Be True to You* program).

For schools, these sessions are consistent with the “Compulsory content in sexuality education” of the ministère de l’Éducation et de l’Enseignement supérieur (2018). The tables below also provide links to the subject areas and broad areas of learning of the Québec Education Program (MEES, 2022) as well as to the “educational intentions in sexuality education” of the “provisional” Culture and Citizenship in Quebec (CCQ) program at the secondary level of the ministère de l’Éducation du Québec (2022).

Links to “Compulsory content in sexuality education” (MEES, 2018)

Emotional and Romantic Life

Engage in a critical reflection on adolescent romantic relationships:

- › Characteristics of the couples around you and those presented in the media
- › Influence of these models of couples on your representations of romantic relationships
- › Characteristics of romantic relationships in adolescence
- › Importance attributed to being in a romantic relationship

Become aware of the challenges involved in a first dating relationship:

- › Issues involved in sharing your feelings: requited/unrequited, fear of rejection
- › Social pressures: positive or negative pressures from the people around you and influence of the media
- › The relationship itself: divergent expectations, needs, motivations of the partners

Possible links to the Québec Education Program
(MEES, 2022)

Broad areas of learning	<p>Health and Well-Being: Ensure that students develop a sense of responsibility for adopting good living habits with respect to health, safety and sexuality.</p> <p>Media literacy: Enable students to exercise critical, ethical and aesthetic judgment with respect to the media and produce media documents that respect individual and collective rights.</p>		
Cross-curricular competencies	<table border="0"> <tr> <td style="vertical-align: top;"> <p>Intellectual competencies:</p> <ul style="list-style-type: none"> › Uses information › Exercises critical judgment › Solves problems › Uses creativity </td> <td style="vertical-align: top;"> <p>Personal and social competencies:</p> <ul style="list-style-type: none"> › Achieves his/her potential › Cooperates with others <p>Communication-related competency:</p> <ul style="list-style-type: none"> › Communicates appropriately </td> </tr> </table>	<p>Intellectual competencies:</p> <ul style="list-style-type: none"> › Uses information › Exercises critical judgment › Solves problems › Uses creativity 	<p>Personal and social competencies:</p> <ul style="list-style-type: none"> › Achieves his/her potential › Cooperates with others <p>Communication-related competency:</p> <ul style="list-style-type: none"> › Communicates appropriately
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Subject areas	<p>Personal development subject area:</p> <ul style="list-style-type: none"> › <i>Quebec Citizenship and Culture</i> 		

Possible links with the educational intentions in sexuality education of the Culture and Citizenship in Québec (CCQ) program at the secondary level
(MEQ, 2022)

Theme: Autonomy and Interdependence

Disciplinary competencies	<p>Studies a cultural reality</p> <ul style="list-style-type: none"> › Establishes the scope of the object of study › Evaluates elements of knowledge › Analyzes social relations › Demonstrates a more complete understanding 	<p>Reflects on an ethical question</p> <ul style="list-style-type: none"> › Identifies the ethical dimensions of a situation › Examines a variety of points of view › Develops a point of view › Engages in dialogue
Educational Aims of Sexuality Education in Secondary School	<p>Understand romantic relationships in adolescence</p> <ul style="list-style-type: none"> › Feelings of friendship, love and attraction › Representations and characteristics of couples and romantic relationships in adolescence › Diversity of possible relationship paths › Positive and negative norms and social pressures › Importance attributed to being in a romantic relationship <p>Understand the benefits of a romantic relationship based on mutuality</p> <ul style="list-style-type: none"> › Consideration of each partner's needs › Emotional intimacy 	<p>Reflect on tensions between own feelings and the feelings of others in first dating relationships</p> <ul style="list-style-type: none"> › Ambivalence about expressing own feelings › Approach to dating › Divergent expectations, needs, motivations and limits <p>Reflect on possible tensions in romantic relationships based on mutuality</p>



Educational Goals



Session length:

75 minutes

Help young people become aware of the progress in a first dating relationship and the challenges involved, while practising ways of communicating.

- 1. Distinguish** between “having a boyfriend or girlfriend,” “being in love,” “going out with someone” and “being a couple.”
- 2. Identify** the various steps that can lead to a romantic relationship and the emotions (heart) and physical reactions (body) associated with each one.
- 3. Discuss**, depending on each person’s desires and boundaries, how they can reveal their feelings for someone and the importance of preparing for it, and how they can react with kindness if they don’t feel the same way.
- 4.** Using a fictitious love advice column, **play** the role of a youth blog reporter and **offer** advice and answers to questions from teens (mind) about dating relationships.
- 5. Specify** what a romantic relationship represents at their age.



Sequence



This **75-min.** session has **four activities**.

10 min.	ACTIVITY 1	<ul style="list-style-type: none"> › Discussion and Presentation on romantic relationships in adolescence
15 min.	ACTIVITY 2	<ul style="list-style-type: none"> › Presentation on the stages of attraction in a romantic relationship › Video: “GAELLE (short film)” › Team Activity: The emotions of attraction <i>Sheet 1.1: The emotions of attraction</i> <i>Sheet 1.2: Answer Sheet: The emotions of attraction</i>
20 min.	ACTIVITY 3	<ul style="list-style-type: none"> › Team Activity: Situational exercise: Revealing your feelings › Discussion and Presentation <i>Sheet 1.3a: Revealing your feelings: Juliette and Adam</i> <i>Sheet 1.3b: Revealing your feelings: Zara and Mathieu</i> <i>Sheet 1.4: Answer Sheet: Revealing your feelings</i>
25 min.	ACTIVITY 4	<ul style="list-style-type: none"> › Discussion and Presentation › Team Activity: Dr. Love advice column › Discussion and Presentation <i>Sheet 1.5: Dr. Love advice column</i> <i>Sheet 1.6: Answer Sheet: Dr. Love advice column</i>
5 min.	Session CONCLUSION	<ul style="list-style-type: none"> › Presentation: Key Messages

It is recommended that you use the **companion slideshow** throughout the session activities.

Just like the entire “*Be True to You*” program, this slideshow can be downloaded for free from our website **www.hypersexualisation.uqam.ca** (Volet 3: Outils pédagogiques en éducation à la sexualité - Programme pour les deux cycles du secondaire: *Oser être soi-même*. <https://hypersexualisation.uqam.ca/volet-3-outils-pedagogiques-education-a-sexualite/programme-secondaire-oser-etre-soi-meme/>)



Activity 1



**BLACKBOARD
SLIDESHOW (PPT)**



10 MIN.



DISCUSSION AND PRESENTATION

Session Introduction

- › **Start** the session by reminding the group about the rules presented in the introduction or in the companion slideshow (e.g., taking turns, respecting different points of view, keeping what others say to yourself).
- › **Explain** that today's session is about romantic relationships in adolescence.

NOTE TO THE SESSION LEADER

Young people may tell you about difficult personal situations (e.g., romantic breakup, romantic rejection, questions about sexual orientation). It's important to protect their confidentiality and provide the assistance and support that they need.

BEFORE leading this session, it is a good idea to let someone in your school or organization know that you will be discussing sex education with the group. This way, if a teen confides in you or if a situation is reported outside the context of the session, you will know whether a support worker is available to offer assistance.

Refer to the Resources section in the introduction to this program to provide the necessary support to teens who need it. A number of online resources are also given at the end of the slideshow for each session.



Discussion and Presentation

- › **Ask** the group the following questions:
 - **What's the difference between "having a boyfriend or girlfriend" and "being in love"?**

Get their opinions.

- › **Share** the following information:

CONTENT OVERVIEW

Difference between “having a boyfriend or girlfriend” and “being in love”:

- › Young people in Secondary 1, 2 and 5 were asked about this subject (Duquet and Quéniart, 2009). Here are their answers:
 - For some, having a boyfriend or girlfriend and being in love are the same thing because, in order to have a boyfriend or girlfriend, you have to love the person.
 - For others, being in love is much more serious than having a boyfriend or girlfriend because it means that you think highly of the other person.
 - It’s different in terms of the length of the relationship because, according to some young people, having a boyfriend or girlfriend is not as long lasting as being in love.
 - Still others believe that being in love doesn’t necessarily mean wanting to be in a couple or going out with someone because it’s a feeling that you can have secretly, without telling the person in question.
 - Lastly, some say that the feeling may not be reciprocated, so you can be in love with someone and never go out with them.

- › Then, **ask** the group:

- **Do people your age feel that they have to have a boyfriend or girlfriend? Why or why not?**

Get their opinions.

- › **Share** the following information:

CONTENT OVERVIEW

Obligation to have a boyfriend or girlfriend

- › Nobody has to have a boyfriend or girlfriend, at any age. So, it’s perfectly OK to not feel ready to have one at your age.
- › It’s also perfectly OK to have a boyfriend or girlfriend at your age and to want to go out with that person, not to be like everyone else or to be seen as popular by your friends, etc., but because you want to and you feel ready.
- › Being in love can help you learn to feel good about being with someone else and to assert yourself. That happens gradually.
- › You have to learn how to manage those feelings because they’re new and cause you to experience all kinds of emotions.
- › When you’re newly in love, you feel a combination of nervousness, excitement and happiness, whether you’re an adolescent or an adult. But the experience won’t be the same if you’re 13, 17, 25 or older because you don’t have the same maturity or the same needs.

› **Ask** the group the following question:

- **What do you think the difference is between “going out with someone” and “being a couple”?**

Get their opinions.

› **Share** the following information:

CONTENT OVERVIEW

- › At 13 or 14, you can have a boyfriend or girlfriend, but you usually talk about “being a couple” when you reach adult age.
 - When you’re an adult, being a couple allows you to:
 - Do all kinds of activities together or with friends
 - Live together under the same roof or see one another as often as you want
 - Share expenses (e.g., rent, groceries)
 - Share household chores (e.g., grocery shopping, meal preparation, housework)
 - Have a family
 - When you’re an adolescent, going out with someone allows you to:
 - Do all kinds of activities together or with friends
 - See each other at school, on weekends and sometimes on weekday evenings
 - Split your time between your friends, your boyfriend or girlfriend and your family
- › In short, the level of commitment isn’t the same for teens.
- › In adolescence, “going out with someone” can take up a lot of your time, but it shouldn’t take up all your time.
- › It’s important to spend time with other people, such as family and friends, and to devote time to a variety of activities (e.g., hobbies, homework, sports, arts, volunteering).
- › However, whether you’re a teen or an adult, the emotions that you feel when you’re newly in love are the same. This is what we’ll go over in the next activity!

2

Activity 2



SHEETS 1.1A TO 1.1D AND 1.2
SLIDESHOW (PPT)



15 MIN.



PRESENTATION



VIDEO



TEAM
ACTIVITY



DISCUSSION AND
PRESENTATION

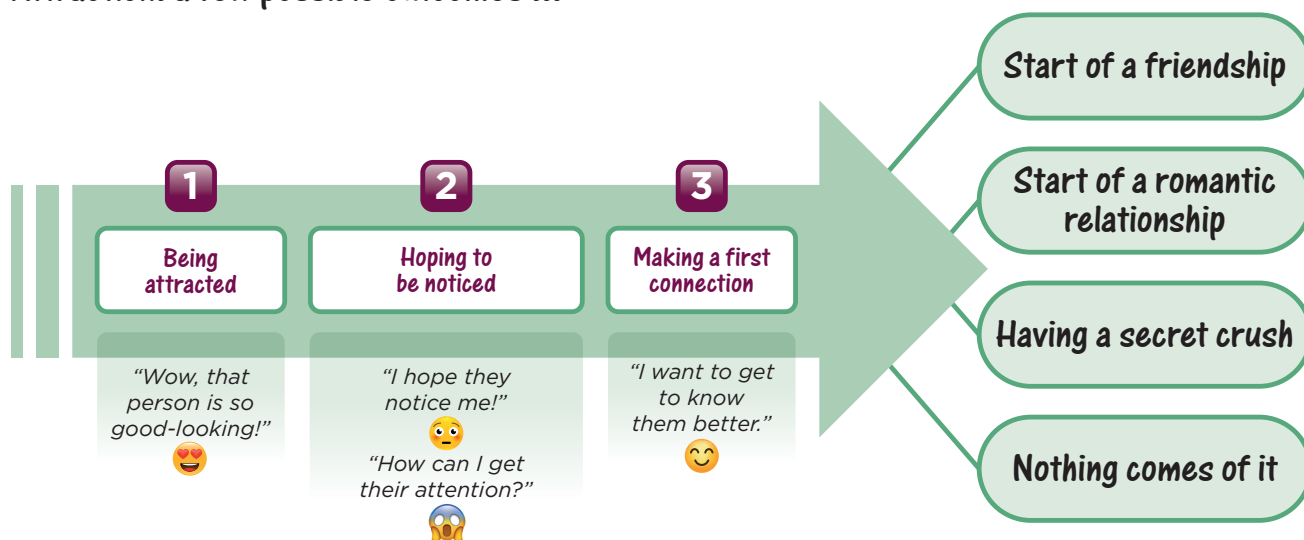
Presentation

- › **Explain** to the group the different stages of attraction that can lead to different outcomes. They were seen during the session on *Attraction* in Secondary I. Here's a recap.

Expressing your feelings for someone can have different outcomes:

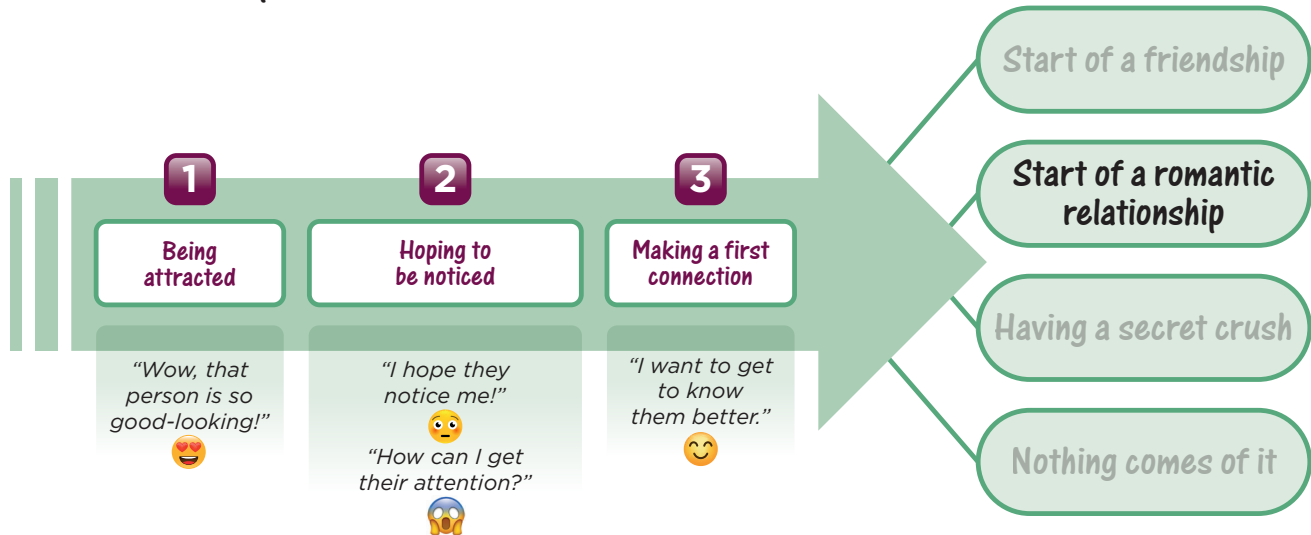
- 1. Start of a friendship:** In the end, you become friends.
- 2. Start of a romantic relationship:** You are interested in each other and you fall in love.
- 3. Having a secret crush:** The other person doesn't know because you weren't clear (e.g., "You were too embarrassed"). You may keep this feeling a secret and continue to daydream.
- 4. Nothing comes of it:** If the other person doesn't return the feelings, then the story ends there. Or one person realizes they just aren't into the other person, i.e., they're incompatible, then the story ends there.

Attraction: a few possible outcomes ...



- Various stages can lead to a romantic relationship. At each stage, you can feel different emotions that are reflected in your body and your behaviour.

Attraction: a few possible outcomes ...



Video

- › Continue by **showing** a short film by Thomas Delorme about a young Quebecer, aged 15, who falls in love.
- › **Tell** the group to pay attention to the teen's reactions. What does he do? Then, **ask them** to imagine the emotions that he might be feeling.

GAELE (short film) (Delorme, 2017)

Length: 7 min., 25 sec.

<https://www.youtube.com/watch?v=PJsYTGQ0sww>



Video



Team Activity

- › **Ask** the group to get into teams of three.
- › **Explain** to the group that a romantic relationship allows you to learn more about yourself and, as the relationship develops, you feel closer to the other person.
 - **At each stage, you can experience a range of emotions; you can feel nervousness, restlessness or excitement, which are reflected in your body and your behaviour.**
 - **In addition, this new relationship can lead you to ask yourself a lot of questions. Lastly, a romantic relationship affects your **Heart** (emotions), **Body** (physical reactions) and **Mind** (thoughts and questions).**
- › **Hand out** one of the four sheets representing the different stages leading up to a romantic relationship to the teams (Sheet 1.1a: *Start of a romantic relationship – Stage 1: Being attracted*; Sheet 1.1b: *Start of a romantic relationship – Stage 2: Hoping to be noticed*; Sheet 1.1c: *Start of a romantic relationship – Stage 3: Making a first connection*; Sheet 1.1d: *Start of a romantic relationship – Stage 4: Starting a romantic relationship*).

Drawing on excerpts from the video seen earlier and the adolescent's possible physical reactions specified on Sheets 1.1a, 1.1b, 1.1c and 1.1d, **ask** the group to identify the emotions that the boy might experience at the stage that was assigned to them and that leads to a romantic relationship, and to write them in the designated box on the sheet that they were given. You can also choose to do this activity as a group discussion.

Be sure that they have clearly understood the instructions.

- The sheet that you were given contains part of what the young boy in the video experienced.
 - This makes reference to one of the stages of a romantic relationship.
 - This sheet also specifies how the body might respond when faced with the emotions that this young boy might experience at that stage.
 - Your team has to identify how the boy feels. What emotions do you think he might experience at this stage of a romantic relationship?
- › **Give** them approximately five minutes to fill out the sheet.
 - › **Have** everyone come back into the group. **Review** each stage, asking the group to name the emotions identified in teams (Sheets 1.1a to 1.1d).
 - **Go over** the different stages that can lead to a romantic relationship so that everyone has a big picture before sharing their answers.
 - › **Complete** the information for each of the stages on Sheet 1.2: Answer Sheet: Start of a romantic relationship (Stages 1 to 4).
 - **Specify** that these emotions and reactions can differ according to each person's personality, the context, the other person's reaction, etc.
 - › The next activity will help you put into practice how to reveal your romantic feelings and how to respond to "declarations of love" with kindness if you don't feel the same way.



Activity 3



SHEETS 1.3A, 1.3B AND 1.4
SLIDESHOW (PPT)



20 MIN.



TEAM ACTIVITY



DISCUSSION AND
PRESENTATION

Team Activity

- › **Ask** the group to stay with their team.
- › **Explain** the activity by telling the group that you will present situations in which only one of the two characters likes the other and wants to reveal their feelings. Each team will have to come up with a scenario describing how the character can reveal their feelings to the “object of their affection” and how the other person can react kindly.
- › **Hand out** a sheet to each team (see Sheets 1.3a and 1.3b: *Revealing feelings: Juliette and Adam; Zara and Mathieu*). **Give** them 10 min to fill out the sheet.
- › Then **go through** each situation again. The teams have to share with the group their answers to the different questions (way to express your feelings to someone and ways to react kindly).
- › After presenting the two situations, **add to** their answers using the suggested content (see Sheet 1.4: *Answer Sheet: Revealing your feelings*) and **lead** a discussion using the questions below.

Discussion

- › **Lead** a discussion with the whole group based on these questions:
 - **Were the scenarios presented realistic?**
 - **Why is it important to think about the best way to share your feelings BEFORE YOU DO IT?**
 - **Why is it so hard to tell the person you are in love with how you feel about them?**
 - **When you aren't interested in going out with the person, why is it important to say so with kindness?**

Get their opinions.

Presentation

- › **Share** the following information:

CONTENT OVERVIEW

› **Were the scenarios realistic?**

- There are many ways to tell someone that you like them. Some may be more original than others, but you need to consider the following:
 - Was the approach too direct or too fast? (Being too pushy can have the opposite effect.)
 - Was it the right time?
 - Was the location private enough?

› **Importance of thinking about the best way to reveal your feelings**

- Thinking about the best way to tell the other person how you feel will help you make sure that your words reflect what you actually think and feel.
- Writing your thoughts and feelings in a diary can help you organize your ideas and decide what you want to share.

› **Sharing feelings is hard**

- There are many reasons why it can be difficult to tell someone you are attracted to them and have feelings for them:
 - Fear that the other person is not interested in you, that they don't share your feelings
 - Fear of looking silly and being laughed at
 - Fear of feeling vulnerable
 - Fear of being disappointed
 - Fear that the person will tell their friends about your feelings

› **Importance of responding with kindness when feelings are not reciprocal**

- It definitely takes a lot of courage and boldness to tell someone that you like them without really knowing whether the person feels the same way.
- That's why it's important for the person who receives these "declarations of love" and does not share these feelings to respond honestly, while being respectful and kind. Ask yourself the following question: "If I were in their shoes, how would I want the other person to react if they didn't feel the same way?"



Activity 4



SHEETS 1.5 AND 1.6
SLIDESHOW (PPT)
BLANK SHEET OF PAPER



25 MIN.



TEAM ACTIVITY



**DISCUSSION AND
PRESENTATION**

Team Activity

- › Before starting the activity, **cut out** the seven different statements on Sheet 1.5 and hand them out to different teams.
- › **Ask** the group to get into teams of three.
- › **Tell** them to imagine that they're working for a youth blog and that they received questions posted to a love advice column from adolescents in Secondary 2.
- › Once the group submits their sheets with their answers, you can **select** a few questions, **read** the answers and elaborate on them using information from Sheet 1.6: *Answer Sheet: Dr. Love advice column*.
- › Then, **lead** a discussion with the entire group using the following question:
 - **What are your takeaways from this activity?**
Get their opinions.
- › **Share** the following information:

CONTENT OVERVIEW

- › When you're in love, it's normal to ask yourself questions, hesitate or wonder if you're doing the right thing.
- › It's also normal to be embarrassed or to sometimes feel awkward, since you're getting to know each other.
- › When you take the time to listen to each other and do things at your own pace, a romantic relationship will just keep getting better.



Session Conclusion



SLIDESHOW (PPT)



5 MIN.



DISCUSSION AND PRESENTATION

Discussion and Presentation

› **Ask** the group the following questions:

- **What are your takeaways from the session?**
- **What does having a romantic relationship mean for young people your age?**

Get their opinions.

› **Share** the following information:

CONTENT OVERVIEW

- › Nobody has to have a boyfriend or girlfriend.
 - You can be interested in someone and get to know the person without being in a hurry to “go out.”
 - It’s important to take it one step at a time to keep your emotions from becoming too much to handle and avoid unnecessary pressure.
 - Also, “going out” with someone doesn’t mean that you’re ready for or that you have to engage in sexual acts.
- › A romantic relationship can be fun, light and simple.
 - For things to go well, be respectful and kind, and aware of what you want and what makes you feel good.
 - There’s no magic formula: expressing what you feel allows you to get to know each other better and create a special bond with the person you’re in love with.
 - There’s no point in comparing your romantic relationship with other people’s. Each romantic relationship is unique and reflects who you are.
- › If you have questions or concerns (e.g., embarrassment, heartbreak), don’t hesitate to talk to trusted adults who can provide support and answers.



SHEET

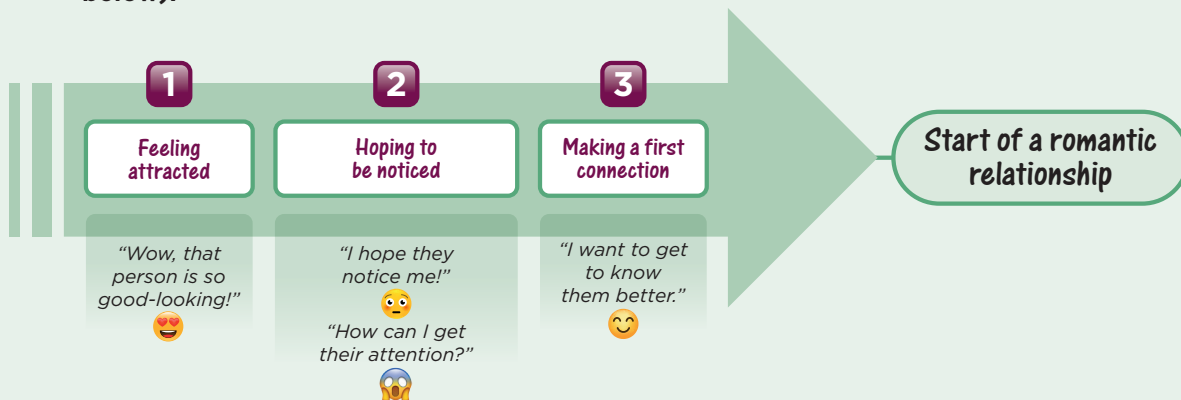
1.1a

FOR THE GROUP

Start of a romantic relationship – Stage 1: Feeling attracted

INSTRUCTIONS

- › Here are the different stages leading up to the start of a romantic relationship (see arrow below).



- › Your team received stage 1: Feeling attracted.
- › Answer the following question: "How do you think the boy feels?" by imagining the emotions that he might experience at this stage.
 - › To help you, below is an excerpt from the video seen earlier that describes what's happening and the possible physical reactions that the boy experiences.
- › You have five minutes to answer the question.

Excerpt from the video: The boy notices the girl on the bus for the first time, and then again in school, at the library.

STAGE	HEART – EMOTIONS FELT "How does the boy feel?"	BODY – PHYSICAL REACTIONS "What's happening inside his body?"
1 Feeling attracted	Your answer _____ _____ _____	Possible reactions: <ul style="list-style-type: none"> › Smiling › Increased heart rate › Goose bumps › Etc.



SHEET

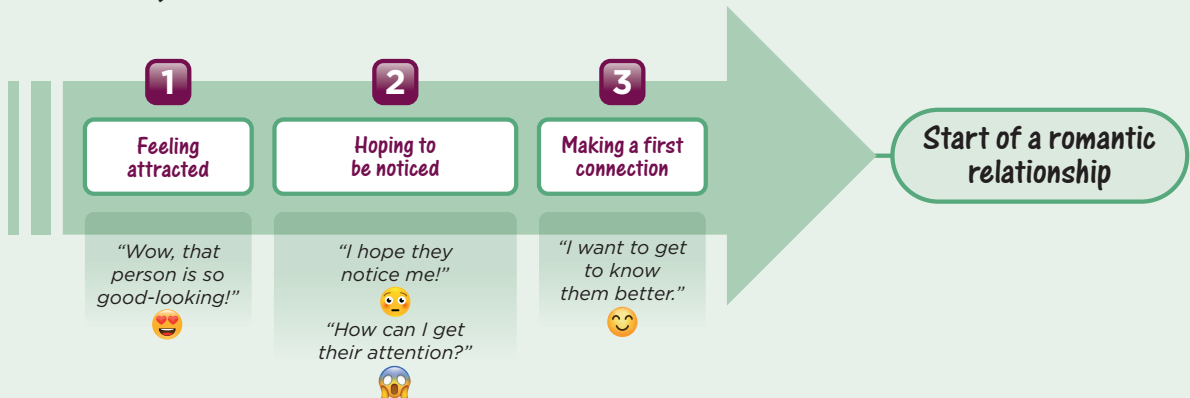
1.1b

FOR THE GROUP

Start of a romantic relationship – Stage 2: Hoping to be noticed

INSTRUCTIONS

- Here are the different stages leading up to the start of a romantic relationship (see arrow below).



- Your team received stage 2: Hoping to be noticed.
- Answer the following question: **“How do you think the boy feels?”** by imagining the emotions that he might experience at this stage.
 - To help you, below is an excerpt from the video seen earlier that describes what’s happening and the possible physical reactions that the boy experiences.
- You have five minutes to answer the question.

Excerpt from the video: The boy tries to make eye contact, turns to face her so that she notices him, imagines walking toward her at the library, etc. Then, he tries to find her, but realizes that she’s not in the usual places where he saw her before.

STAGE	HEART – EMOTIONS FELT “How does the boy feel?”	BODY – PHYSICAL REACTIONS “What’s happening inside his body?”
2 Hoping to be noticed	Your answer <hr/> <hr/> <hr/>	Possible reactions: <ul style="list-style-type: none"> Blushing Avoiding or trying to make eye contact Moving forward to be noticed or trying to hide Stomach ache Etc.



SHEET

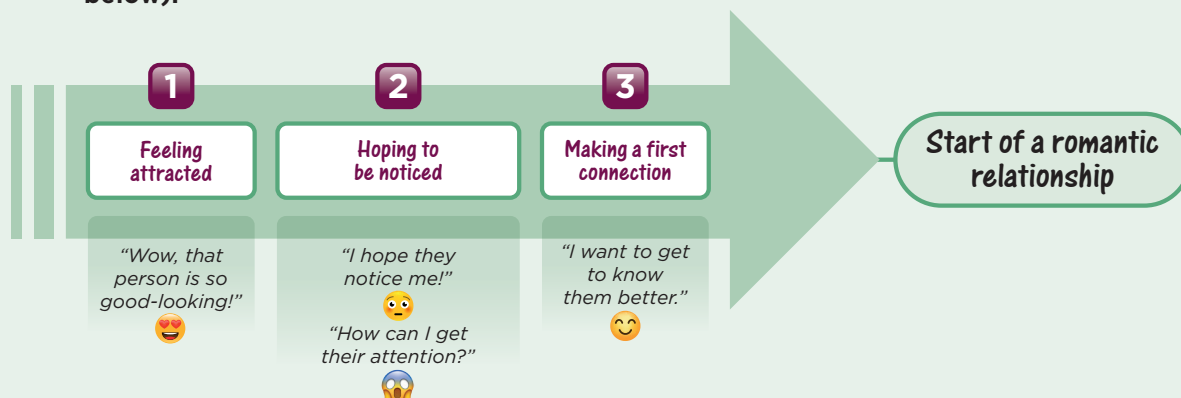
1.1c

FOR THE GROUP

Start of a romantic relationship - Stage 3: Making a first connection

INSTRUCTIONS

- › Here are the different stages leading up to the start of a romantic relationship (see arrow below).



- › Your team received stage 3: Making a first connection.
- › Answer the following question: **"How do you think the boy feels?"** by imagining the emotions that he might experience at this stage.
 - › To help you, below is an excerpt from the video seen earlier that describes what's happening and the possible physical reactions that the boy experiences.
- › You have five minutes to answer the question.

Excerpt from the video: At the end of the video, we don't know whether the boy really approached the girl on the bench or whether he was daydreaming. Assuming that the boy took the first steps and spoke to the girl, what emotions might he experience when approaching her for the first time?

STAGE	HEART - EMOTIONS FELT "How does the boy feel?"	BODY - PHYSICAL REACTIONS "What's happening inside his body?"
3 Making a first connection	Your answer _____ _____ _____	Possible reactions: <ul style="list-style-type: none"> › Attempt to get physically closer (in either a self-assured or nervous way) › Moist or clammy hands › Nervous laughter › Stammer › Etc.



SHEET

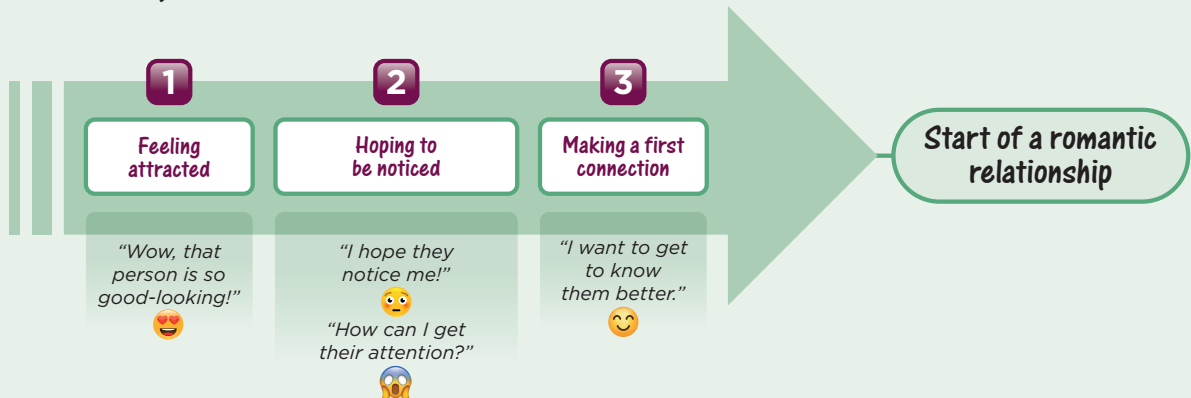
1.1d

FOR THE GROUP

Start of a romantic relationship – Stage 4: Starting a romantic relationship

INSTRUCTIONS

- › Here are the different stages leading up to the start of a romantic relationship (see arrow below).



- › Your team received stage 4: Starting a romantic relationship.
- › Answer the following question: **“How do you think the boy feels?”** by imagining the emotions that he might experience at this stage.
 - › To help you, below is an excerpt from the video seen earlier that describes what’s happening and the possible physical reactions that the boy experiences.
- › You have five minutes to answer the question.

Excerpt from the video: Imagine that the first meeting went well and that the two adolescents see each other several times and end up “going out.”

STAGE	HEART – EMOTIONS FELT “How does the boy feel?”	BODY – PHYSICAL REACTIONS “What’s happening inside his body?”
<p>4</p> <p>Starting a romantic relationship</p>	<p>Your answer</p> <hr/> <hr/> <hr/>	<p>Possible reactions:</p> <ul style="list-style-type: none"> › Boundless energy › Smiling, laughter › Trouble falling asleep › Head in the clouds › Etc.



SHEET

1.2

FOR SESSION
LEADERS

Answer Sheet: Start of a romantic relationship (Stages 1 to 4)

INSTRUCTIONS

- › When showing the video “GAELLE (short film)” ask the group to observe the boy’s reactions and to imagine the emotions that he might feel.
- › Then, discuss the different stages leading up to the start of a romantic relationship.
- › For the stage that was assigned to their team, ask them to answer the following question: **“How do you think the boy feels?”** by imagining the emotions that he might experience (heart). To help them, they can refer to the excerpt of the video seen earlier and to the possible physical reactions (body) specified on the sheet.
- › Be sure that they have clearly understood the instructions. You can also choose to do this activity as a group discussion.
- › Give them five minutes to answer the question before bringing everyone back into a group to go over each of the stages.

First video excerpt: The boy notices the girl on the bus for the first time, and then again in school, at the library.

STAGE	HEART - EMOTIONS FELT “How does the boy feel?”	BODY - PHYSICAL REACTIONS “What’s happening inside his body?”
1 Feeling attracted	Possible answers: <ul style="list-style-type: none">› Curiosity› Happiness› Embarrassment› Nervousness, stress› Etc.	Possible Reactions: <ul style="list-style-type: none">› Smiling› Increased heart rate› Goose bumps› Etc.

Second video excerpt: The boy tries to make eye contact, turns to face her so that she notices him, imagines walking toward her at the library, etc. Then, he tries to find her, but notices that she’s not in the same places where he saw her before.

STAGE	HEART – EMOTIONS FELT “How does the boy feel?”	BODY – PHYSICAL REACTIONS “What’s happening inside his body?”
<p>2</p> <p><i>Hoping to be noticed</i></p>	<p>Possible answers:</p> <ul style="list-style-type: none"> › Nervousness, stress › Excitement › Fear › Embarrassment › Etc. 	<p>Possible reactions:</p> <ul style="list-style-type: none"> › Blushing › Avoiding or trying to make eye contact › Moving forward to be noticed or trying to hide to avoid being seen › Stomach ache › Etc.

Third video excerpt: At the end of the video, we don’t know whether the boy really approached the girl on the bench or whether he was daydreaming. Imagining that the boy took the first steps and spoke to the girl, what emotions might he experience when approaching her for the first time?

STAGE	HEART – EMOTIONS FELT “How does the boy feel?”	BODY – PHYSICAL REACTIONS “What’s happening inside his body?”
<p>3</p> <p><i>Making a first connection</i></p>	<p>Possible answers:</p> <ul style="list-style-type: none"> › Embarrassment › Excitement › Impatience, enthusiasm › Confusion › Fear › Etc. 	<p>Possible reactions:</p> <ul style="list-style-type: none"> › Attempt to get physically closer (in either a self-assured or nervous way) › Moist or clammy hands › Nervous laughter › Stammer › Etc.

Fourth video excerpt: Imagine that the first meeting went well and that the two adolescents see each other several times and end up “going out.”

STAGE	HEART – EMOTIONS FELT “How does the boy feel?”	BODY – PHYSICAL REACTIONS “What’s happening inside his body?”
<p>4</p> <p><i>Starting a romantic relationship</i></p>	<p>Possible answers:</p> <ul style="list-style-type: none"> › Enthusiasm, excitement › Daydreaming › Embarrassment › Fear of not being good enough › Etc. 	<p>Possible reactions:</p> <ul style="list-style-type: none"> › Boundless energy › Smiling, laughter › Trouble falling asleep › Head in the clouds › Etc.



SHEET

1.3a

FOR THE GROUP

Revealing your feelings: Juliette and Adam

INSTRUCTIONS

- › As a team, read the description of the two characters and answer the questions.

Situation A



Adam has a big crush on Juliette.
He tries different ways to "capture" Juliette's heart.



Juliette is flattered by Adam's attention.
She doesn't know if she's interested in Adam, but she thinks he's good-looking and nice. Juliette would like to have a boyfriend because most of her friends have one.

- › How can Adam know whether Juliette is interested in him?

- › How do you think Adam could tell Juliette that he likes her?

- How could he approach Juliette?
- What should he say to her (what, how)?

- › What would be a good way for Juliette to gently explain her hesitation to Adam?



SHEET

1.3b

FOR THE GROUP

Revealing your feelings: Zara and Mathieu

INSTRUCTIONS

- › As a team, read the description of the two characters and answer the questions.

Situation B



Zara has a huge crush on Mathieu, who is in her class. She likes Mathieu's personality and would love to go out with him.



Mathieu prefers hanging out with his friends. He's not ready to date yet and doesn't want a girlfriend. He's just not interested.

- › How can Zara know whether Mathieu is interested in her?

- › How do you think Zara could tell Mathieu that she likes him?

- How should she approach Mathieu (where, when)?
- What should she say to him (what, how)?

- › What would be a good way for Mathieu to kindly tell Zara that he doesn't want to go out with her?



Answer Sheet: Revealing your feelings

INSTRUCTIONS

- › Ask someone from each team to read the description of the characters and collect the teams' answers to the different questions for Situations A and B.
- › Add to each team's answers using the information below.

Description of Situations A and B



Adam has a big crush on Juliette. He tries different ways to "capture" Juliette's heart.

Juliette is flattered by Adam's attention. She doesn't know if she's interested in Adam, but she thinks he's good-looking and nice. Juliette would like to have a boyfriend because most of her friends have one.



Zara has a huge crush on Mathieu, who is in her class. She likes Mathieu's personality and would love to go out with him.

Mathieu prefers hanging out with his friends. He's not ready to date yet and doesn't want a girlfriend. He's just not interested at all.

› Ways of knowing whether the interest is shared

- You can sometimes rely on non-verbal language (e.g., smile, look, nervousness).
- But since everyone reacts differently, it's hard to be sure that the interest is really reciprocal just by observing the person's non-verbal language.
- The best way to know whether the interest is shared is to ask the person directly and tell the person how you feel.
- But sometimes it's preferable to wait a bit before asking so that the other person can get to know you better.
- You might hesitate for all kinds of reasons (e.g., fear of rejection or fear of losing the person's friendship).
- But you'll have to talk about it at some point. And it's better to learn a disappointing truth than to always be wondering about it.

› Ways of revealing your feelings

- For Adam and Zara, it's best to go slowly. You have to take your time getting to know the other person, which might help avoid negative outcomes.
 - You can show your interest by asking questions to start a conversation (e.g., "I saw you play the saxophone. Have you been playing long?"; "I noticed you're on the improv team. How do you like it? I was thinking of joining."; "You're amazing at basketball; you manage to sink a basket with almost every shot. That takes a lot of concentration, doesn't it?"; "What are you reading right now?").
 - You can compliment the other person. That's another way of showing your interest (e.g., "You've really got your own style. I like that."; "You're so funny. You make me laugh every time."; "You're pretty quiet, but when you say something, it's always interesting."; "You have a really great smile."; "You're really patient and you always listen to other people."; "You have beautiful eyes.").
- If Adam puts too much pressure on Juliette or if Zara is too insistent with Mathieu, it can have the opposite effect: Juliette and Mathieu might get annoyed.
 - It's important to listen to the signals that the other person is sending: "Do I feel that this person is interested in me?" or "Does it seem like this person is avoiding me?"
- It's understandable for Adam to really want to know whether Juliette is interested in him. Same thing for Zara with Mathieu.
- **In private**, Adam and Zara can tell the person they like:
 - **How they feel about them** E.g., "It's fun to be with you; it's easy."; "I feel like we have a lot of the same interests; we're a lot alike."; "I always find your point of view interesting."
 - **They can suggest an activity.** The advantage of doing an activity together is that you aren't face to face, like at the cafeteria, which can be more awkward.

Note that "private" here means:

- "Not in the cafeteria"
- "Not on the bus"
- "Not in a place with too many distractions or too many people"
- It is important to choose a quiet place and a time when the other person is able to listen (Ça Sexprime, 2011).

- You can:
 - Do an extracurricular or outdoor activity (e.g., bike ride, snowshoe outing, game of mini-golf) or go to a movie, so you can talk on your way to the theatre and after the movie.
 - Share playlists of your favourite songs, including one that talks about love. And, if you're feeling brave enough, you can decide to tell the person that you chose that song because it really describes how you feel about them.
 - Give the person a card in which you explain how you feel. In this case, you would need to stay to see the person's spontaneous reaction to the card, the poem, etc. You can also do a slam, send a text or create a friendly animation and show it to the person on the computer.
 - Go shopping and make it a friendly and fun outing. While laughing with the person, you could say: "You know, I really like you."
- Overall, you could use your imagination and creative side to share your feelings. Everyone's unique: there isn't just one way to do things.
- Very important: don't be afraid of being made fun of. You may blush, get hot, stammer, etc. This isn't a big deal. It's part of "being yourself". What do you think?
- Adam could then ask Juliette if she shares his feelings. Zara could ask Mathieu the same thing. If the feelings are reciprocated, the person can then ask if they want to "go out."

› **Ways for Juliette to kindly explain her hesitation to Adam and for Mathieu to kindly tell Zara that he doesn't want to go out with her.**

- In both of these cases, one person had feelings and the other didn't. This often happens in real life. However, two people can also fall in love at almost the same time and experience a 'WOW!' moment.
- Here are the possible outcomes:
 - In one case, a friendship emerges, which could lead to a romantic relationship.
 - And in the other case, it is very clear that the two people won't be friends or boyfriend/girlfriend.

Juliette

- › Juliette can tell Adam that she is flattered by his attention and that she thinks he's nice. But right now, she doesn't want things to go too fast.
- › Although she likes their relationship, she doesn't seem to have the same feelings that he does for the moment. She doesn't want to go out with him for the wrong reasons (e.g., out of pressure or just to be like her friends).
- › What if they took more time to get to know each other and see how their relationship develops? If this is indeed how she feels, she can tell him that she is interested in him but doesn't want too much pressure.
- › And if Juliette's friends pressure her to go out with him (e.g., "He's so cute," "He's so nice," "You're so lucky," "If you say no, he'll just ask someone else out"), it will be important for Juliette to decide what SHE really wants and not do things simply to please her friends.

Mathieu

- ▶ Mathieu can tell Zara how flattered he is that she is interested in him. But at the moment, he doesn't want a girlfriend. It's best to be clear but to say it nicely.
- ▶ He's sorry, but this has nothing to do with her. He doesn't want to pretend to have romantic feelings that he doesn't have or be pressured to date someone: not her or anyone else.
- ▶ When you aren't interested, it's important to just say so. Also, there's no need to be mean and say things like, "Oh my god! I wouldn't date you if you were the last person on Earth" or mock the person on social media for admitting their feelings. You can be polite and respectful. Put yourself in the shoes of the person who opened up.
- ▶ It could be that Mathieu's friends pressure him to tell Zara on social media that he's not interested in "going out" with her (e.g., "Message her on Instagram® that you don't want to have anything to do with her" or "On Facebook®, just change your status to 'single'. She'll figure it out and everyone will find out at the same time."). It will be important for Mathieu to decide what HE really wants and not do things simply to please his friends. In fact, that way of doing things wouldn't be respectful or discreet.
- ▶ Mathieu has already made a decision about what HE really wants, and that's good. Now, it's best to explain to Zara (face to face) why he doesn't feel the same way. This approach is much more respectful to the other person. He decided to meet Zara to tell her.

Zara

- ▶ Zara has the right to be disappointed or sad that Mathieu doesn't feel the way she hoped he would.
- ▶ But just because she likes Mathieu doesn't mean he will like her back. That's part of life.
- ▶ And even though being rejected isn't easy, you have to accept the other person's answer. Rejection is not a personal attack.
- ▶ Her disappointment and sadness shouldn't turn into harassment or feelings of revenge.
- ▶ Zara can also be kind by not starting rumours about Mathieu (e.g., "He doesn't want to go out with me because he's such a baby or he's probably gay"). That would be immature and unkind.



SHEET

1.5

FOR SESSION
LEADERS

Dr. Love advice column - questions

INSTRUCTIONS

- › Tell the group to imagine that they're working for a youth blog and received questions posted to a love advice column from adolescents in Secondary 2.
- › Divide the group into teams of three and ask them to answer to the questions as blog reporters.
- › Cut out the different situations below and hand one out to each of the teams.
- › Go over each team's answers as a group.

#1 Dear Dr. Love,

I've been going out with my boyfriend for almost two months, but when something happens to me, I'm more comfortable confiding in my best friend. Is that normal?

#2 Dear Dr. Love,

My girlfriend really wants to meet my whole family and all my friends. She says it's what everybody does and that if I don't want to, it's because I'm embarrassed to be with her. I'm afraid she'll take it the wrong way if I say "no." What should I do?

#3 Dear Dr. Love,

The school year's almost over and I'm interested in someone in my class. Should I tell her? I thought about telling her on the last day of school, before she gets on the bus. That way, if she doesn't like me, I won't feel so bad. Is that a good idea?

#4 Dear Dr. Love,

I just started going out with a girl that I find really nice and pretty. Do I have to hold her hand at school? It embarrasses me and my hands get all clammy. It makes me uncomfortable. Thanks.

#5 Dear Dr. Love,

On weekends, I like being with my friends and doing activities with them like shopping, going to the pool and going over to their houses to listen to music. When my boyfriend suggests we see each other on the weekend, he always wants to play basketball or go to the skate park. I find those activities really boring, and I don't always feel like it. Do I really like him if we're not interested in the same things?

#6 Dear Dr. Love,

I had a huge crush on a guy in my math class. I messaged him on Instagram to say that I found him really cute. We text and FaceTime for hours every day, and he sends me photos, GIFs and really funny memes. My friends asked if we were going out because we don't really talk at school. I'm not sure, but he sends me hearts and kisses in his messages when we say good night. Should I ask him if we're going out?

#7 Dear Dr. Love,

I'd like to see my girlfriend all the time, but I think she finds me a bit clingy. When I ask her about it, she says I'm not, but sometimes she pulls away and stops holding my hand. "Normal couples" around me and in movies are always snuggling and seem to be happy. Should I talk to her about it?



SHEET

1.6

FOR SESSION
LEADERS

Answer Sheet: Dr. Love advice column

#1 Dear Dr. Love,

I've been going out with my boyfriend for almost two months, but when something happens to me, I'm more comfortable confiding in my best friend. Is that normal?

Aspects of the question to remember	Advice
<ul style="list-style-type: none">Recent romantic relationship (two months)Confides more in her best friendWonders whether it's "normal"	<ul style="list-style-type: none">Since they've been going out for only two months, it's normal that she confides more in her best friend. Just because you have a boyfriend or girlfriend doesn't mean you suddenly stop confiding in your best friend.However, it all depends on what she's saying. If it's about her romantic relationship, she can ask her best friend for advice, but shouldn't she also talk to her boyfriend if it concerns him?

#2 Dear Dr. Love,

My girlfriend really wants to meet my whole family and all my friends. She says it's what everybody does and that if I don't want to, it's because I'm embarrassed to be with her. I'm afraid she'll take it the wrong way if I say "no." What should I do?

Aspects of the question to remember	Advice
<ul style="list-style-type: none">Current romantic relationshipWants to be "like everybody else"Pressure from his girlfriend to meet his family and friendsAfraid to disappoint her	<ul style="list-style-type: none">It's not always easy to announce to family and friends that you're in love because you can get mixed reactions. Do you hesitate out of concern that your family or friends will tease or make fun of you, or out of fear that your parents will disapprove and worry? Family and friends can also be happy for you.If it's a new romantic relationship, it's normal to want to take your time before making it "official" and including the person in all aspects of your life (e.g., family, friends). You shouldn't rush things just to please or avoid displeasing the other person.If it's a "hidden" relationship, you have to ask yourself why you can't talk about it, even after a while.They could discuss why she finds it important to meet his family and friends, and why he is hesitant. Couldn't he start by introducing her to some of his friends?

#3 Dear Dr. Love,

The school year's almost over and I'm interested in someone in my class. Should I tell her? I thought about telling her on the last day of school, before she gets on the bus. That way, if she doesn't like me, I won't feel so bad. Is that a good idea?

Aspects of the question to remember	Advice
<ul style="list-style-type: none">▶ Desire to reveal his feelings▶ Fear of rejection▶ Trying to find the right time to do it	<ul style="list-style-type: none">▶ It depends on whether there was an initial approach (making a first connection). If not, revealing your feelings that quickly, before the person gets on the bus, may seem a bit "intense."▶ Instead, ask the person to stay in touch, and make plans to see each other and do an activity over the summer.

#4 Dear Dr. Love,

I just started going out with a girl that I find really nice and pretty. Do I have to hold her hand at school? It embarrasses me and my hands get all clammy. It makes me uncomfortable. Thanks.

Aspects of the question to remember	Advice
<ul style="list-style-type: none">▶ Emotions of a new romantic relationship (enthusiasm, nervousness that results in clammy hands)▶ Wonders whether he has to hold hands▶ Fear of disappointing	<ul style="list-style-type: none">▶ What is it that he finds embarrassing? Is it holding hands in public or that he sometimes has clammy hands?▶ If it's about boundaries: it's important to know that boundaries differ from one person to another. Some people prefer not to hold hands or kiss in public, and that's OK. You never have to do things that you're uncomfortable with, even in a romantic relationship.▶ Not wanting to hold his girlfriend's hand doesn't mean that his feelings are any less "present" or "strong."▶ In addition, since they're at the very beginning of their relationship, it's normal to be a bit embarrassed, and he can talk to her about it.▶ If it's about clammy hands: having clammy hands shows that he's nervous. He can talk to her about it to reduce his stress. He can also put his hand around her waist, when possible, or link arms, if he wants to.

#5 Dear Dr. Love,

On weekends, I like being with my friends and doing activities with them like shopping, going to the pool and going over to their houses to listen to music. When my boyfriend suggests we see each other on the weekend, he always wants to play basketball or go to the skate park. I find those activities really boring and I don't always feel like it. Do I really like him if we're not interested in the same things?

Aspects of the question to remember	Advice
<ul style="list-style-type: none">▶ Not sharing the same interests▶ Questioning her romantic feelings because of different interests	<ul style="list-style-type: none">▶ Even if they like each other, it's normal not to like all the same things. Also, just because you have a boyfriend or girlfriend doesn't mean you have to do everything together or see each other every weekend.▶ That said, when you "go out" with someone, it's usually because you have things in common. That can be sharing the same values, or having the same sense of humour, hobbies or interests (e.g., music, school subjects).▶ When you have nothing in common with the other person, you might want to ask yourself why you want to "go out" with them. Is it just for their looks? To be like everyone else? Or is it because you enjoy being with someone who is completely different from you?

#6 Dear Dr. Love,

I had a huge crush on a guy in my math class. I messaged him on Instagram to say that I found him really cute. We text and FaceTime for hours every day, and he sends me photos, GIFs and really funny memes. My friends asked if we were going out because we don't really talk at school. I'm not sure, but he sends me hearts and kisses in his messages when we say good night. Should I ask him if we're going out?

*Meme: A digital image accompanied by humorous or ironic text that is copied (Douani, 2021) [free translation].

Aspects of the question to remember	Advice
<ul style="list-style-type: none">▶ Romantic feelings right from the start▶ Wonders whether they are going out▶ Discreet or secret romantic relationship?	<ul style="list-style-type: none">▶ Having initial contact in writing (Instagram) is a good way to tell someone that you noticed them, but it's a good idea to see each other in person to get to know one another.▶ Also, just because you get along well and your friends are asking questions doesn't mean you have to start "going out" right away. The important thing is knowing how YOU feel about the person.▶ The start of a relationship can be uplifting, when you talk to the person for long periods at a time, and you laugh and have a good time together.▶ If one of the two falls in love, it's OK at some point to ask about the other person's feelings.▶ What explains the difference in attitude when they're alone or with friends? Is it embarrassment, or is it that one of the two doesn't want to let on that they're "going out" or is simply not in love?

#7 Dear Dr. Love,

I'd like to see my girlfriend all the time, but I think she finds me a bit clingy. When I ask her about it, she says I'm not, but sometimes she pulls away and stops holding my hand. "Normal couples" around me and in movies are always snuggling and seem to be happy. Should I talk to her about it?

Aspects of the question to remember	Advice
<ul style="list-style-type: none">▶ Enthusiasm at the start of a romantic relationship▶ Demonstrations of affection differ from one person to another▶ Wanting to be like everyone else▶ Fear of being different▶ Fear of rejection▶ Discovering what you like▶ Respecting the other person's boundaries and privacy.	<ul style="list-style-type: none">▶ It's normal to be enthusiastic when you're in love, and to want to see the other person every day and want to get closer. But it's important to respect the person's boundaries in public. Some people can find these types of gestures embarrassing. It's best to discuss how she perceives these types of public gestures.▶ Couples that you see in the media or among your family and friends can sometimes affect how you think you should act in a romantic relationship. There are great examples all around you.▶ However, since everyone's unique, every couple is also unique. It's important to take into account what each person wants in a relationship.▶ Let's celebrate our differences!

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Romantic relationships “I’m in love. What should I do?”

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Secondary 2 – Session 2 (Part A)

Preventing the Risks of Sexual Solicitations on Social Media “Online Safety Checkup”

This sexuality education session was created for both schools and youth community settings (for more details, see the sections in the introduction on the session structure and context for using the *Be True to You* program).

For schools, these sessions are consistent with the “Compulsory content in sexuality education” of the ministère de l’Éducation et de l’Enseignement supérieur (2018). The tables below also provide links to the subject areas and broad areas of learning of the Québec Education Program (MEES, 2022) as well as to the “educational intentions in sexuality education” of the “provisional” Culture and Citizenship in Quebec (CCQ) program at the secondary level of the ministère de l’Éducation du Québec (2022).

	Links to “Compulsory content in sexuality education” (MEES, 2018)	
Sexual Assault and Sexual Violence	<p>Understand your own position on the notion of consent and its application in order to recognize a situation of sexual assault:</p> <ul style="list-style-type: none"> › Age difference, real or perceived sexual pressure, in the virtual world. 	
	Possible links to the Québec Education Program (MEES, 2021)	
Cross-curricular competencies	<p>Intellectual competencies</p> <ul style="list-style-type: none"> › Uses information › Exercises critical judgment › Solves problems › Uses creativity 	<p>Communication-related competency</p> <ul style="list-style-type: none"> › Communicates appropriately
	<p>Personal and social competencies</p> <ul style="list-style-type: none"> › Achieves his/her potential › Cooperates with others 	<p>Methodological competency</p> <ul style="list-style-type: none"> › Uses information and communications technologies

Possible links to the Québec Education Program
(MEES, 2021)

Subject areas	<p>Personal development subject area</p> <ul style="list-style-type: none"> › <i>Quebec Citizenship and Culture</i>
Subject-specific competencies	<p>Reflects on ethical questions</p> <ul style="list-style-type: none"> › Analyzes a situation from an ethical point of view › Examines a variety of cultural, moral, religious, scientific or social references › Evaluates options or possible actions <p>Engages in dialogue</p> <ul style="list-style-type: none"> › Organizes his/her thinking › Interacts with others › Develops a substantiated point of view

Possible links with the educational intentions in sexuality education of the Culture and Citizenship in Québec (CCQ) program at the secondary level
(MEQ, 2022)
Theme: Autonomy and Interdependence

Disciplinary competencies	<p>Studies a cultural reality</p> <ul style="list-style-type: none"> › Establishes the scope of the object of study › Evaluates elements of knowledge › Analyzes social relations › Demonstrates a more complete understanding 	<p>Reflects on an ethical question</p> <ul style="list-style-type: none"> › Identifies the ethical dimensions of a situation › Examines a variety of points of view › Develops a point of view › Engages in dialogue
Educational Aims of Sexuality Education in Secondary School	<p>Understand the notion of consent in order to recognize a situation of sexual violence</p> <ul style="list-style-type: none"> › Consent in virtual contexts <p>Understand the importance of empowerment to prevent and report a situation of sexual assault and to support the victim</p> <ul style="list-style-type: none"> › Self-protection skills in different situations 	<p><i>Sexual violence may be studied, but it should not be the subject of normative ethical reflection, especially since the values and responses to be fostered have been determined and cannot be the subject of a critical examination.</i></p> <p>Reflect on the ambivalence created by some contradictory norms, such as differentiated norms for sexual behaviour in adolescence</p>



Educational Goals



Session length:
75 minutes

Get young people to think about the personal information that they post on social media and how this information can lead to risks of sexual solicitations.

- 1. Identify** the advantages and disadvantages of being on social media.
- 2. Distinguish** between “sexual solicitation” and “sexual exploitation.”
- 3. Learn about** the kinds of personal information shared on different social media networks that may expose the account owners to risks of sexual solicitations.
- 4. Discuss** why personal information shared with others on social media and instant messaging may put them at risk of sexual harassment, solicitations or exploitation.
- 5.** After watching a video on digital footprints, **identify** what the students could change (if necessary) on their own accounts to protect themselves from the risks of sexual solicitations.



Sequence



This **75-min.** session has **three activities.**

15 min.	ACTIVITY 1	<ul style="list-style-type: none"> › Survey: Use of social media › Discussion and Presentation
35 min.	ACTIVITY 2	<ul style="list-style-type: none"> › Team activity: Social media checkup › Discussion and Presentation <p><i>Sheet 2.1: Checkup Report</i></p> <p><i>Sheet 2.2a: Instagram - lamJuliette</i></p> <p><i>Sheet 2.2b: Instagram - Thom.Rob</i></p> <p><i>Sheet 2.2c: Facebook - Étienne C.</i></p> <p><i>Sheet 2.2d: Twitter - Sabrina L.</i></p> <p><i>Sheet 2.2e: Snapchat - Léa D.</i></p> <p><i>Sheet 2.3: Answer Sheet: Checkup Report</i></p>
20 min.	ACTIVITY 3	<ul style="list-style-type: none"> › Video: "Teen voices: oversharing and your digital footprint" › Individual activity <p><i>Sheet 2.4: Your Digital Footprint</i></p> <ul style="list-style-type: none"> › Discussion
5 min.	SESSION CONCLUSION	<ul style="list-style-type: none"> › Discussion and Presentation

It is recommended that you use the **companion slideshow** throughout the session activities.

Just like the entire “*Be True to You*” program, this PowerPoint can be downloaded for free from our website www.hypersexualisation.uqam.ca (Volet 3: Outils pédagogiques en éducation à la sexualité - Programme pour les deux cycles du secondaire: *Oser être soi-même*. <https://hypersexualisation.uqam.ca/volet-3-outils-pedagogiques-education-a-sexualite/programme-secondaire-oser-etre-soi-meme/>)

NOTE TO THE SESSION LEADER

Young people may tell you about difficult personal situations or situations involving violence. It's important to protect their confidentiality and provide the assistance and support that they need. If a young minor is in danger or has been sexually assaulted, the police or Youth Protection Directorate must be contacted.

BEFORE leading this session, it is a good idea to let someone in your school or organization know that you will be discussing sex education with the group. This way, if a teen confides in you or if a situation is reported outside of the context of the session, you will know whether a support worker is available to offer assistance.

Refer to the *Resources* section in the introduction to this program to provide the necessary support to teens who need it. A number of online resources are also given at the end of the slideshow for each session.





Activity 1



SLIDESHOW (PPT)



15 MIN.



SURVEY



DISCUSSION AND
PRESENTATION

Session Introduction

- › **Begin** by reminding the group about the rules presented in the introduction or the session slideshow (e.g. taking turns, respecting different points of view, keeping what others say to yourself).
- › Then, **tell** the group that you are going to talk about the use of social media.

NOTE TO THE SESSION LEADER

Tell the group that the goal of this session is not to debate if they should be on social media but rather to discuss the importance of developing protective instincts. The concept of safety is paramount, whether they use social media or not.



Survey

- › **Ask** them the following questions:
 - How many of you have an active account on ONE social network (*Instagram, Facebook, Snapchat, TikTok*)?
 - How many of you have an active account on MORE THAN ONE social network?
 - If you have an active account on one or more social networks, what do your parents think of your use of these platforms?
 - Are they okay with it?
 - Are they worried about you being on these social networks? If yes, which ones?
 - Do they supervise your use of these platforms?
- Get their responses.*

Presentation

› **Share** the following information:

CONTENT OVERVIEW

- › Social networks play an important role in the lives of young people and adults alike.
- › In 2019, 3.8 billion people on the planet were on social networks (Espaze, 2020). To give you an idea of this scale of use, in 2019, there were 7.7 billion people on the planet (United Nations, n.d.). Does 3.8 out of 7.7 billion perhaps not sound like much to you?
- › Remember that those 7.7 billion people include babies, children who are too young to use social media, and all the people in the world who don't have access to technology devices or the Internet.
- › The most popular applications for people of all ages are *Instagram*, *Facebook*, *Snapchat*, *Twitter* and *TikTok* (The Associated Press-NORC Center for Public Affairs Research, 2017; Von Abrams, 2019).
- › The worldwide number of users of different social networks is huge! In 2021, 2.79 billion people used *Facebook* and 1.28 billion used *Instagram* (Statista, 2021). *TikTok* reached 732 million users, while *Snapchat* had 528 million users and *Twitter*, 396 million for the same year. (Statista, 2021).
- › Most parents are well aware that technology is everywhere. However, some parents complain that these tools (and especially social media) are accessible to children at a young age and that the information posted or shared on these networks can put their children or teens at risk of different types of abuse, such as:
 - buying things without their parents' permission.
 - playing violent video games.
 - finding readily available pornography.
 - becoming at risk of sexual solicitations, etc.

NOTE TO THE SESSION LEADER

These statistics on the number of social media users may regularly change on the various sites that periodically update these counts.



Discussion and Presentation

› **Start** a discussion using the questions below:

- **What are the benefits of using social media?**
- **What could the downsides be?**

Get their opinions.

› **Share** the following information:

CONTENT OVERVIEW

› **The benefits might include:**

- Easily keeping in touch with friends.
- Easily organizing and planning get-togethers and activities with friends (Steeves, McAleese and Brisson-Boivin, 2020).
- Getting a better idea of what you need to do to be popular (Steeves and al., 2020; Subrahmanyam and Šmahel 2011, as cited in De Lenne and al., 2020), i.e. by looking at what your friends or celebrities post on social media and what kind of comments they get.
- Testing what you can reveal about yourself (photos, opinions, secrets) by analyzing others' reactions (Subrahmanyam and Šmahel, 2011, cited in De Lenne and al., 2020).
- Feeling accepted by your peers if you get a lot of "Likes."
- Flirting with someone online if you are too embarrassed or uncomfortable doing it face to face (MediaSmarts, n.d.a).
- Finding out about the person you are interested in by looking at their page, posts and photos.

› **The disadvantages could be:**

- Feeling rejected if you don't have a lot of "Likes" (Time, Riva and Paladina, 2020).
- Thinking that you aren't good-looking if you compare yourself with the photos of other people on social media. The risk is thinking that your body should look like the bodies you see on social media and doing things that may be harmful to your health (starting a strict diet and/or intensive exercise to build muscle) (Rodgers and al., 2020).
- Spending too much time on social media. Some specialists call this addiction, while others use the term "excessive use." Excessive use of the Internet (including social media) means use that interferes with your daily activities (school, sleep) and relationships (family, friends or romantic partners) (MediaSmarts, n.d.b).
- Exposure to inappropriate content and language and sexual images and content (Perron, 2019).
- Contact with people with bad intentions, i.e. people who want to take advantage of young people (steal their money, blackmail them after exchanging photos, ask them for sexual favours).

NOTE TO THE SESSION LEADER



Studies do not seem to agree on the disadvantages associated with the use of social media and the impacts on teens' mental health. Some studies (Blachnio and al., 2016) conclude that social media use has a negative effect on mental health (depression, low self-esteem, disrupted sleep), while others conclude that the effects are positive (feeling less alone, positive mood, increased self-esteem) (Valenzuela and al., 2009 cited in De Lenne, Vandenbosch, Eggermont, Karsay and Trekels, 2020). Simply linking social media use with mental health does not seem sufficient to properly assess the impacts (De Lenne and al., 2020). Like many other aspects of young people's lives, the amount of time they spend on social media and the quality of the pages they visit most likely set the stage for the impacts they experience.



2

Activity 2



SHEETS 2.1, 2.2A TO 2.2E AND 2.3
SLIDESHOW (PPT)



35 MIN.



TEAM ACTIVITY



DISCUSSION AND
PRESENTATION

- › **Tell** the group that the next activity will address the risks associated with sexual solicitations on social networks.

Discussion and Presentation

- › **Ask** the group the following questions:

- **What does “sexual solicitation on social media” refer to? What does this mean?**

Get their answers.

- **What do you think the difference is between “online sexual solicitation” and “online sexual exploitation”?**

Get their answers.

- › **Share** the following content to distinguish between online sexual solicitation and exploitation:

CONTENT OVERVIEW

- › **Online sexual solicitation:**

- Means receiving sexual messages (Livingstone, Haddon, Görzig and Ólafsson, 2011) or nude images or videos (Lenhart, 2009) online.
- Refers to when someone goes online to incite a young person to talk about sex, give private information of a sexual nature, or engage in sexual behaviour online, such as taking off their clothes in front of a camera or sending, exchanging or receiving pictures of a sexual nature, etc. (Jones, Mitchell and Finkelhor, 2012; Mitchell and al. 2007).
- “Aggressive sexual solicitations” are when individuals solicit kids or teens for more direct encounters, such as convincing them to talk on the phone or meet in person to have sexual contact (Jones and al., 2012).

› **Online sexual exploitation:**

- Online sexual exploitation can occur through sexting: youth-generated explicit images or videos on the Internet, which are often further distributed without consent (Public Safety Canada, 2022).
- This type of exploitation can also include “sextortion,” in which youth or adult offenders use manipulation, pressure, or threats to extort naked images or videos of minors (Public Safety Canada, 2022).
- In Canada, it is illegal to contact a young person online to try to sexually exploit them (Éducaloi, 2022; MediaSmarts, n.d.c.; Public Safety Canada, 2022).
- To determine whether a relationship is sexually exploitative, the Department of Justice of Canada recommends taking the following factors into account (Department of Justice, 2017):
 - The age of the person communicating with the young person.
 - The age difference between the young person and their partner.
 - How the relationship developed (quickly, secretly or online).
 - Whether the partner may have controlled or influenced the young person.
- To protect minors (children under 18 years of age), different police forces have teams of investigators dedicated to preventing sexual exploitation online (on the Internet).

Team Activity

- › **Ask** the group to get into teams of four. **Tell** them that they will have to put on their police investigator’s hat.
- › **Hand out** Sheet 2.1: *Checkup Report* to each team.
- › **Give** the following instructions:

“You work for your local police department. Your team has been assigned to check the Facebook, Snapchat, Instagram or Twitter accounts of a number of teens.

*You will be given 15 minutes to complete your “Checkup Report” and note down any **INFORMATION** that may expose the account owner to risks of sexual solicitations and explain the **REASONS** you believe the teen may be at risk.*
- › To help them, **tell** them that the “Checkup Report” includes a definition of sexual solicitation and information on what is meant by “a person with bad intentions.”
- › Then **give** each team one sheet from Sheets 2.2a, 2.2b, 2.2c, 2.2d or 2.2e representing an *Instagram, Facebook, Twitter or Snapchat* account. They will use this sheet to analyze the social media account or the accompanying conversation.
- › **Review** the activity with the entire group by asking each team to present the **INFORMATION** found on the *Instagram, Facebook, Twitter or Snapchat* accounts using their “Checkup Report” (Sheet 2.1: *Checkup Report*).

Discussion and Presentation

› **Ask** the following question:

- **Why do you think these different types of INFORMATION (photos of themselves and their friends, personal interests, moods, places they go, etc.) can put the people who post them at risk of sexual solicitations?**

Get their opinions.

› **Add** to the group's answers with the content presented in Sheet 2.3: *Answer Sheet: Checkup Report* and the session slideshow.

NOTE TO THE SESSION LEADERS

No type of posted images gives someone permission to sexually solicit, insult, or humiliate someone else. However, the message to convey here is that some images can be interpreted as an invitation for sexual solicitations; this means that people need to be careful when publicly posting these types of images/photos.

It is also important for youths (and adults) to understand that if a sexual assault unfortunately occurs, the perpetrator is the one entirely at fault, even if the boy or girl posted nude photos of themselves or responded to the person's propositions.





Activity 3



SHEET 2.4
VIDEO
SLIDESHOW (PPT)



20 MIN.



VIDEO



**PERSONAL
REFLECTION**



DISCUSSION

Video

- ▶ **Introduce** the following video to the group. This video explains the concept of digital footprints and encourages young people to really think about the information and comments that they post on social media.

Teen voices: oversharing and your digital footprint (Common Sense Education, 2019)

Length: 3 min., 34 sec.

<https://www.youtube.com/watch?v=ottnH427Fr8>



Video



Discussion

› **Ask** the group the following question:

- **What do you think about this video?**

Get their opinions.

Personal Reflection

- › **Tell** the group that the next activity will be a personal reflection about their digital footprints that they will do on their own. A digital footprint is “all of the information online about a person, either posted by that person or others, intentionally or unintentionally” (Common Sense Education, 2020) or the “version of yourself that you put on the Web” (Leblanc 2018). If anyone in the group does not have a social media account, they can think about what information that they would feel comfortable (or uncomfortable) posting on social networks.
- › **Hand out** Sheet 2.4: *Your Digital Footprint* to the group and give them ten minutes to fill it out.

Discussion

› After the ten minutes is up, **have** a discussion based on the following questions:

- **After analyzing YOUR OWN social media accounts, is there any information that may put you at risk of sexual solicitations?**
- **What did you learn from the three “golden rules”?**
- **Are there aspects about how YOU use the three golden rules that you would like to improve? If yes, which ones?**

Get their opinions.



Session Conclusion



5 MIN.



DISCUSSION AND PRESENTATION

Discussion and Presentation

› **Ask** the group about their takeaways from this session.

- **What are your takeaways from this session?**

Get their opinions.

› **End** the session with the proposed **KEY MESSAGES**:

CONTENT OVERVIEW

- › When we create an account on *Facebook, Instagram, TikTok* or other platform, we must automatically choose the personal information we want to reveal (name, age, education, names of family members, relationship status).
- › It may seem harmless at first to share this information, but the activities we just did show how this information can be interpreted and used by others, including those with bad intentions.
- › As we saw earlier, someone with “bad intentions” (an unknown person, someone from your school or on your social networks) may try to:
 - Identify information that they can use to engage their target victim in a conversation.
 - Find different strategies to have a private conversation or to locate the person.
 - Do everything possible to gain the person’s trust.
 - Get intimate photos or videos using arguments to “trap” the other person into doing so before they realize what’s happening.
- › Social networks provide many benefits in the lives of young people and adults, but we must also be aware of the risks of online sexual solicitations.
- › To have positive experiences on social media, it’s important that you carefully choose the information that you reveal about yourself.
- › If you are having problems or if you have particular concerns about social networks, don’t hesitate to talk to a trusted adult.



SHEET

2.1

FOR THE GROUP

Checkup Report

INSTRUCTIONS

- › You work for your local police department. Your team has been assigned to perform checks of the *Facebook, Snapchat, Instagram or Twitter* accounts of certain teens.
- › You will have to:
 1. Note down the **INFORMATIONS** you find on the *Facebook, Snapchat, Instagram or Twitter* accounts of these teens that may put them at risk of sexual solicitations.
 2. Explain the **REASONS** why you believe this information may put them at risk.
- › Indicate your answers in the “Checkup Report” on the next page.
- › To help you in your thinking, remember that:

Someone with bad intentions will try to:	Sexual solicitation means, for example, encouraging a minor to:
› Identify information that they could use to engage in a conversation with their target victim.	› Receive sexual messages online (Livingstone and al., 2011).
› Find different strategies to have a private conversation or locate the person.	› Receive nude images or videos (Lenhart, 2009).
› Do everything possible to gain the person’s trust.	› Talk about sex; give out personal sexual information or engage in sexual behaviour online (Jones and al., 2012; Mitchell and al., 2007).
› Get intimate photos or videos using arguments to “trap” the other person into the behaviour before they realize what’s happening.	› Meet in person to have sexual contact (Jones and al., 2012).



CHECKUP REPORT

Date : A____/M_/J__

Time :

Report #

Investigators assigned to the case : _____

Social network used : _____

Name of account owner : _____

INFORMATION that may put the account owner at risk of sexual solicitations	REASONS why this information may expose them to risks of sexual solicitations
<p><i>Personally identifiable information</i></p> <ul style="list-style-type: none"> • • • • 	
<p><i>Personal information that could identify their location</i></p> <ul style="list-style-type: none"> • • • • 	
<p><i>Moods that would help someone engage them in conversation</i></p> <ul style="list-style-type: none"> • • • • 	
<p><i>Choice of photos</i></p> <ul style="list-style-type: none"> • • • • 	
<p><i>Other important information to consider</i></p> <ul style="list-style-type: none"> • • • 	



SHEET


2.2a


FOR THE GROUP

Instagram - iamjuliette 




Instructions
Identify any **INFORMATION**
that may expose Juliette to risks
of sexual solicitations.



The screenshot shows the Instagram profile for 'iamjuliette'. At the top left is a back arrow. The profile name 'iamjuliette' is centered. Below the name is a circular profile picture of three young women playing soccer on a field. To the right of the profile picture are statistics: '23 Posts', '548 Followers', and '309 Following'. Below the statistics is the bio: '13 🏈 / Laval 🇨🇦', 'Mine : @samthelover 🗝️❤️', and 'BF : @cathpichette 😘'. Below the bio are three buttons: 'Following' with a dropdown arrow, 'Message', and a general dropdown arrow. At the bottom of the profile are icons for a grid, a person, and a camera. Below the profile are three image thumbnails: a woman sitting on grass with a dog, two young women hugging, and a couple kissing. At the very bottom of the screen are the standard Instagram navigation icons: home, search, post, heart, and profile.



 **iamjuliette** ...







July 6






Liked by **cathpichette** and **others**
iamjuliette  

 **jake.shark** How old are you? Ur so beautiful.
Reply 

 **will_the_chief** Ur the most beautiful girl I've ever seen 😊👩🏻🌈
Reply 

 **cathpichette** OMG 🔥 Ur so hot 😍
1 Like Reply 

Add a comment...



SHEET

2.2b

FOR THE GROUP

Instagram - Thom.rob 

Instructions
Identify any **INFORMATION**
that may expose Thom to risks
of sexual solicitations.

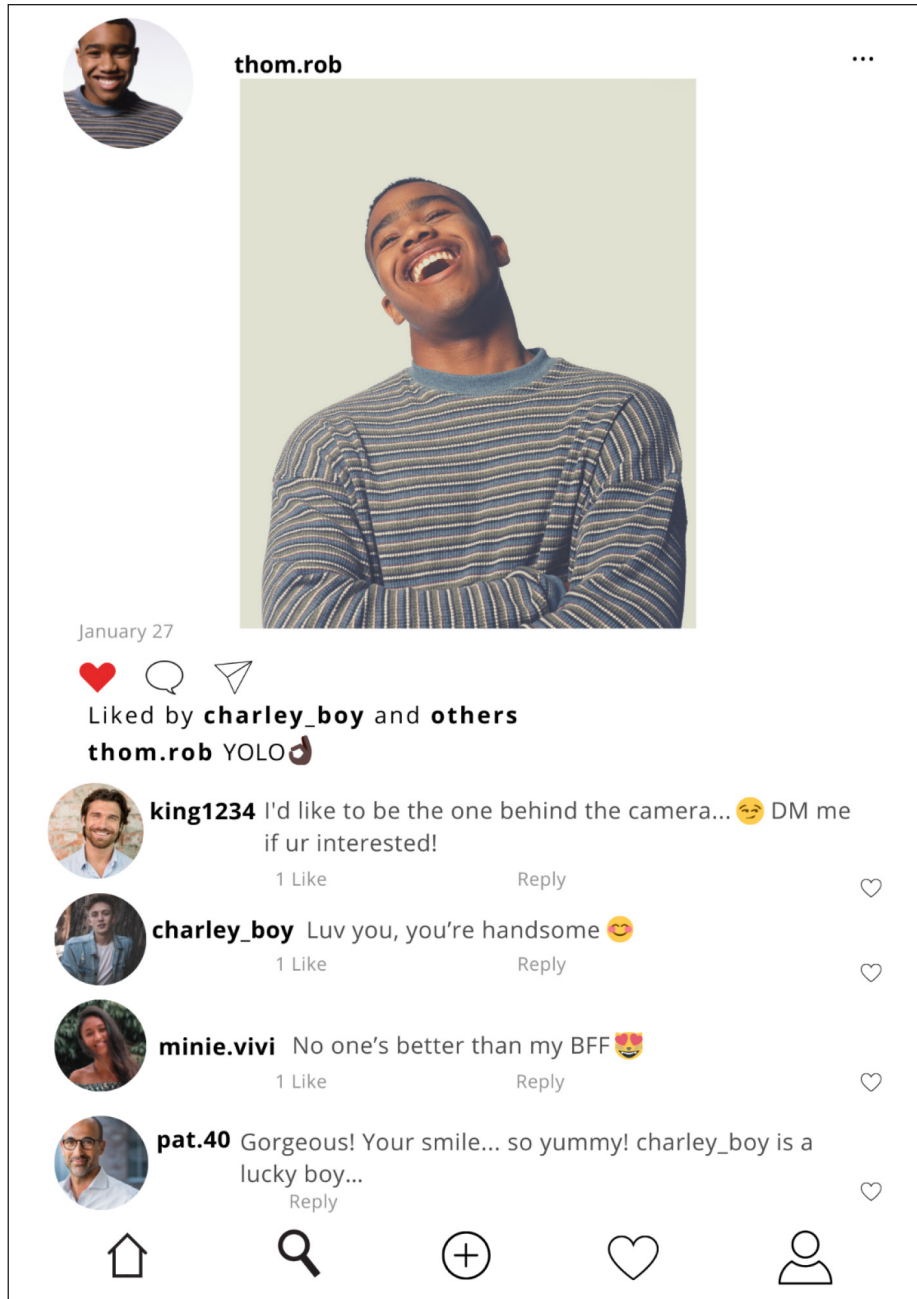
thom.rob

78 Posts 837 Followers 482 Following

14 | Quebec 🇩🇪
Artist at heart 🎹 📷
LGBTQ+ 🏳️‍🌈 | @charley_boy ❤️

Following ▾ Message ▾

🏠 🔍 + ❤️ 👤





SHEET

2.2c

FOR THE GROUP

Facebook® - Étienne C. 

Instructions
Identify any **INFORMATION**
that may expose Étienne to risks
of sexual solicitations.



Étienne C.





13 years old 🍷

Next competition 🏆 :

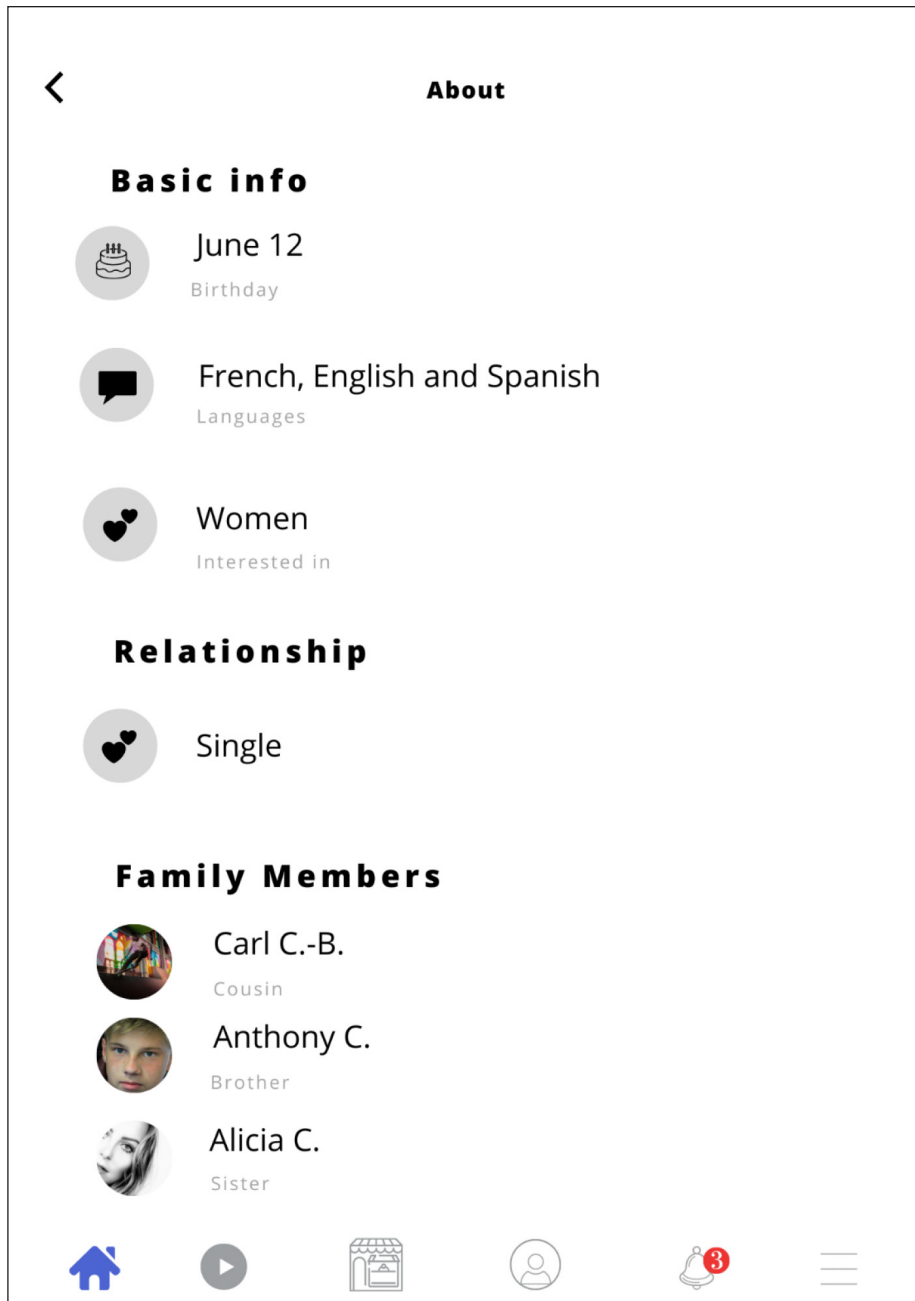
June 15 - 1pm @Parc Jean-Drapeau/MTL

Be there! 😊 / Soyez présents! 😊

 **Message**  

-  Works at **Candiac Minor Baseball Association**
-  Goes to **École secondaire Antoine Brossard**
-  Lives in **Brossard**
-  **Single**
- ... See Étienne's About Info







SHEET

2.2d

FOR THE GROUP

Twitter - Sabrina L.



Instructions
Identify any **INFORMATION**
that may expose Sabrina to risks
of sexual solicitations.

The screenshot shows a Twitter profile for Sabrina L. (@Sab_sexy13) with 110 followers and 317 following. The profile is located in Rimouski, Quebec. The tweets are:

- Tweet 1:** Sabrina L. (@Sab_sexy13) · February 19. Text: "Parents just don't understand 🙄🙄🙄". 35 retweets, 102 likes.
- Tweet 2:** Sabrina L. (@Sab_sexy13) · February 16. Text: "Rebel forever 🐱 #CropTopDay 🙌". 1 retweet, 1 like.
- Tweet 3:** Sabrina L. (@Sab_sexy13) · February 14. Text: "My parents won't let me see my boyfriend on Valentine's Day? What to do instead? Photoshoot + quiz about me 🤔". 58 likes.

Tweet



Sabrina L.
@Sab_sexy13



My parents won't let me see my boyfriend on Valentine's Day? 🚫💔
What to do instead? Photoshoot + quiz about me 😊

1. My birthday : June 15 🎂
2. Name of my boyfriend or girlfriend : Émile 😍 luv u babe ❤️
3. Name of my best friend : Laurie and Zoé, my best bitches 🐱💜
4. My favourite song : Yummy - Justin Bieber 🍷👁️
5. My biggest fear : Losing my bae @emile_the_boss 😭
6. What I hate most : My parents 😡🤔 # 🍌🍌
7. My favourite food : Vanilla ice cream with sprinkles 🍦
8. My idol: Kim Kardashian 😍 Wanna be just like her : rich and sexy 💰💋



10 : 11 · February 14

Tweet your reply.








SHEET

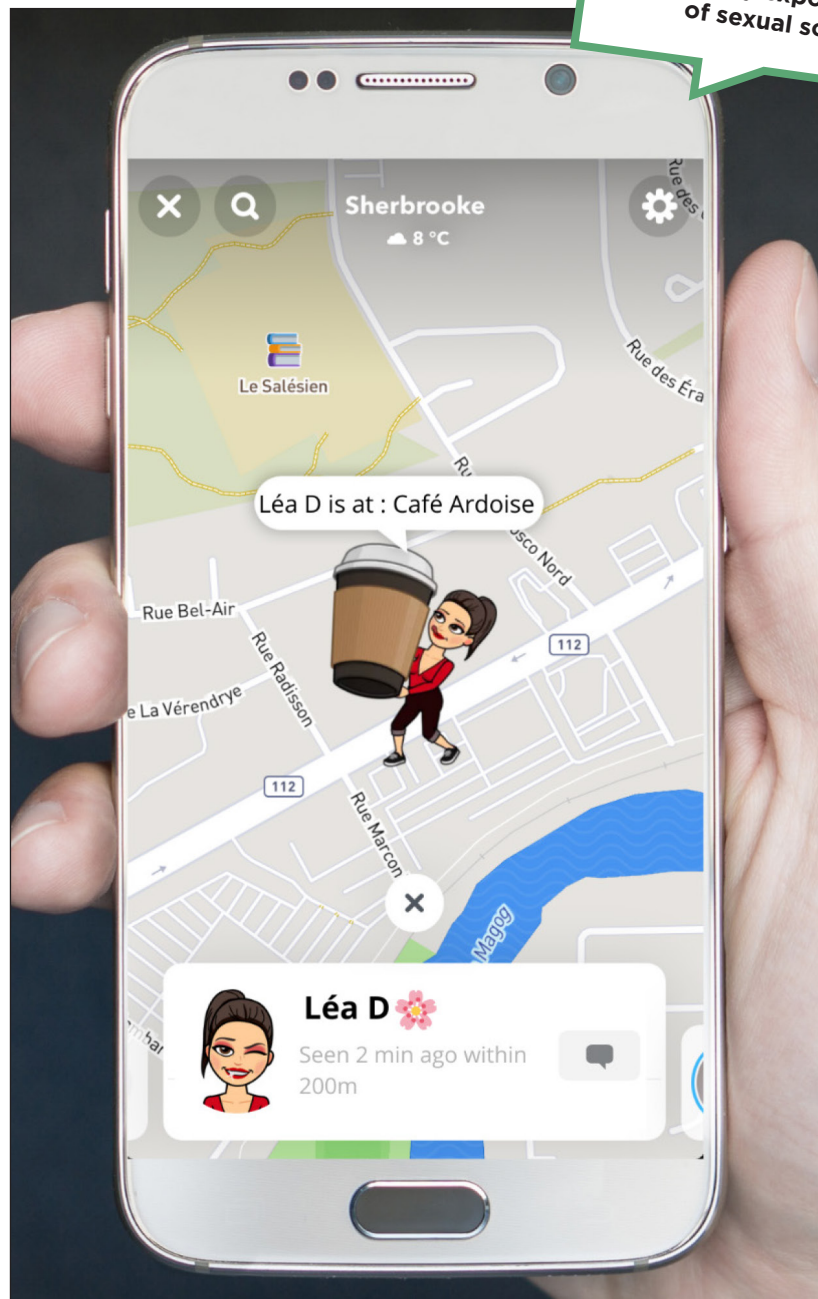
2.2e

FOR THE GROUP

Snapchat - Léa D.

Instructions

Identify any **INFORMATION** that may expose Léa to risks of sexual solicitations.





SHEET

2.3

FOR SESSION
LEADERS

Answer Sheet: Checkup Report

INSTRUCTIONS

- › Ask each team to present the “account” that they had to check (Sheets 2.2a to 2.2e) and share the information that they indicated in their “Checkup Report.”
- › To add to their responses, you will find the **INFORMATION** for each account that puts its owner at risk of sexual solicitations. The table below gives the **REASONS** these aspects put the teens at risk.

INFORMATION on social media that may put someone at risk of sexual solicitations



Instagram® account @IamJuliette

Personally identifiable information:

- › Personal photos of her, her friends, including her BFF, her boyfriend and some soccer teammates.
- › Her boyfriend’s *Instagram* handle (@samthelover) and the name of her best friend (@cathpichette).
- › Her age (13 years old).
- › Her interests: soccer, friendship, love.

Personally identifiable information:

- › Personal photos of her, her friends, including her BFF, her boyfriend and some soccer teammates.
- › Her boyfriend’s *Instagram* handle (@samthelover) and the name of her best friend (@cathpichette).
- › Her age (13 years old).
- › Her interests: soccer, friendship, love.

Personal information that could identify her location:

- › Her city (Laval) and country (Canada).
- › Field where she plays soccer.

Choice of photos:

- › Her interests: soccer, friendship, love.
- › In some of her photos, she is wearing more revealing clothes (midriff shirt).

› **Other important information to consider:**

- Sexual connotations in the choice of photos and comment from one of her friends (cathpichette: “OMG ur so hot”), which could be misinterpreted by people she doesn’t know.
- Access to other people’s comments.
 - Guys she doesn’t know comment on her photos, which may flatter her and make her less careful.
 - jake.shark: “How old are you? Ur so beautiful”
 - will_the_chief: “Ur the most beautiful girl I’ve ever seen”
 - Her best friend’s comments about her sexy look may flatter her and, in her eyes, reinforce the importance of being “hot.”
 - cathpichette: “OMG ur so hot.”



Instagram® account @Thom.Rob

Personally identifiable information:

- › Photos of him and photos of him and his boyfriend holding hands.
- › He names his boyfriend (@charley_boy).
- › His age (14 years old).
- › Identifies as a member of the LGBTQ+ (Lesbian, Gay, Bisexual, Trans, Queer+) community.
- › Hobbies: music and photography

Moods that would help someone engage him in conversation:

- › He seems friendly and like someone who loves to laugh.
- › Use of the acronym “YOLO” (you only live once). This may suggest that he likes to take risks in his life.
- › Someone with bad intentions could approach him to offer to help him develop his talents as a musician or photographer.

Personal information that could identify his location:

- › His city (Québec City).
- › Since he identifies as LGBTQ+, someone with bad intentions could see what groups he follows and check if he goes to LGBTQ+ organizations in his area to locate him.

Choice of photos:

- › Photos of him and photos of him and his boyfriend holding hands; photos of his interests.

› **Other important information to consider:**

- Access to other people’s comments.
 - His boyfriend and best friend make attentive and affectionate comments on his posts, which is very flattering and confirms that he has a good network.
 - charley_boy: “luv you, you’re handsome.”
 - mini.vivi: “no one’s better than my BFF.”
 - However, adult males he doesn’t know have also commented on his photos, which may flatter him and make him let his guard down. In fact, one quickly asks for a private conversation and the second, who may be 40 years old, says that Thom’s boyfriend is “very lucky.” Why would adults flirt like this with a teenager?:
 - king1234: “I’d like to be the one behind the camera... DM me if ur interested.”
 - pat.40: “Gorgeous! Your smile... so yummy! charley_boy is a lucky boy.”



Facebook® account – Étienne C.

Personally identifiable information:

- › Photos of him and his family members (sister, brother, cousin).
- › His age (13 years old).

Personal information that could identify his location:

- › His city (Brossard).
- › The place where he works (Candiac Minor Baseball Association).
- › The place and date of a competition he is going to (Parc Jean-Drapeau, Montreal).
- › The school he attends (École secondaire Antoine-Brossard).

Moods that would help someone engage him in conversation:

- › His main interest: skateboarding.
- › The three languages he speaks (French, English, Spanish). This increases the number of people that may comment on his page.
- › His relationship status (“single” and “interested in women”).
- › Use of “peace and love” and casual emojis (🕊️😎).

Choice of photos:

- › Photos of him and photos of skateboarding.

› Other important information to consider:

- Other information about his personal life: family members, birthday (June 12). Some of this information may let others contact him directly or go through him to gain access to his brother or sister.
- If Étienne’s settings are not set to confidential, a stranger can easily access his email address or phone number.



Sabrina L.'s *Twitter*[®] account

Personally identifiable information:

- › Photos of her.
- › Her birthday (June 15).
- › Her profile reveals her name (Sabrina L.) and her age: @Sab_sexy13 (13 years old).
- › The first names of her two best friends (Laurie and Zoe, whom she calls her “best bitches”) and her boyfriend, Émile.

Moods that would help someone engage her in conversation:

- › She shares a lot of personal information through different tweets (interests, thoughts, concerns, moods). We learn that she has a tough relationship with her parents and that they aren't allowing her to go out with her boyfriend on Valentine's Day. What may seem exaggerated and unfair to her can become a powerful argument for someone with bad intentions to create a bond of trust, especially since she posted the tweet on Valentine's Day itself. She may be in a highly emotional state.
- › She says that her idol is Kim Kardashian, and she wants to become rich and sexy just like her. Since she seems to like posing as a model “Photoshoot + quiz about me 🤔” someone with bad intentions could offer to pay her to model or be in a music video and invite her to “auditions” that might be risky.

Personal information that could identify her location:

- › Her city (Rimouski).

Choice of photos:

- › Her photos and images have sexual connotations: “Hot” written on the picture; image of biting lips; pose (intense gaze) and somewhat revealing clothing (knee-high boots or stockings and a long sweater that do not fully cover her thighs). These aspects could be misinterpreted by others. In no way does a person's perceptions justify derogatory comments.

› Other important information to consider:

- Twitter handle: “@Sab_sexy13”
- All of the information in her “quiz about me 🤔” could be used by someone with bad intentions to contact, manipulate or blackmail her.



Léa D.'s *Snapchat*® account

Personally identifiable information:

- › Avatar that represents her physically.
- › Her first name and last initial (Léa D.).
- › Location of a high school nearby: we can assume that this is her school (Le Salésien, Sherbrooke).

Personal information that could identify her location:

- › Precise location in real time: Sherbrooke, Café Ardoise, 2 min. ago.
- › Someone could even figure out her route going by the direction she is travelling in and how many metres away she is (within 200 metres).

Moods that would help engage her in conversation:

- › Expression of her mood with a flower emoji, plus the happy expression of her avatar, who's giving a knowing wink.

Choice of photos:

- › Use of an avatar that may suggest that she is older than she is (e.g., makeup).

› Other important information to consider:

- If Léa often goes to Café Ardoise, it would be easy to follow her habits, the route she takes, and the times that she goes there. If she adds people she doesn't know to her *Snapchat* account, these strangers would have access to this information.

REASONS why this INFORMATION may expose them to risks of sexual solicitations

- When you have a public account on different social networks, people can use this personal account to find out a lot of information about your life (interests, best friend, boyfriend/girlfriend). Someone with bad intentions could directly contact you and even harass you.
- Online sexual solicitations can be direct and vulgar, but they are not always intended to deceive the person who is being solicited (Wolak, Mitchell and Finkelkor, 2006, cited in Leroux, 2012). It would appear that most teenagers do not take these solicitations seriously and know the appropriate action to take in response (Wolak and al., 2006, cited in Leroux, 2012). However, some messages can be shocking and, above all, give a distorted picture of sexuality.
- Let's take a closer look at some of the things posted on different accounts and why these accounts may put young people at risk of unwanted sexual solicitations.

INFORMATION that could put them at risk	REASONS why this information may expose them to risks of sexual solicitations
<p>Photos of the person, friends, etc. in different contexts (sports activities, parties, at the beach)</p>	<p>Allows the person and their friends to be identified, and someone could recognize them and even approach them. Social networks (<i>Facebook, Instagram, Snapchat</i>) make it easy to find people in real time with the capability of adding a link to a photo or post.</p> <p>Pictures that are more revealing or considered “sexy” may be misinterpreted. People with bad intentions may think that the young person must be open to sexual advances and may try to sexually exploit them.</p> <p>Young people should be free to post the photos of themselves that they want, as long as the images are not sexually explicit (as this is prohibited for minors under the law). However, in our current reality, all young people need to protect themselves from others with bad intentions, who will look for any detail they can (e.g. from photos, images, comments) to try and manipulate the teen and coax them into providing images that are even more revealing.</p> <p>For example, Sabrina added an image of full lips to her photo with the word “HOT.” This could send the message that she thinks she’s beautiful and sexy. While it’s not a bad thing to think you’re attractive, someone with bad intentions could deduce that Sabrina likes to get compliments about her looks and could start grooming her in this way.</p> <p>As another example, the more revealing photos of Juliette and Sabrina exposing their stomachs or legs could also be interpreted by some that they would be willing to show more or maybe even strip completely.</p> <p>Let’s be clear: seeing a person’s legs, stomach or cleavage, for example, does not give anyone the right to make sexual solicitations, insult the person, or share degrading comments. However, you should still show caution about the risk of unwanted sexual solicitations when it comes to anything you want to post online: ask yourself, is it really a good idea to post that photo or comment?</p>
<p>Age</p>	<p>Provides information about the person’s age group.</p> <p>Younger = more naive?</p> <p>Younger can mean more “naive,” i.e. because someone doesn’t have much experience in life, they might fall victim more easily to someone else’s lies.</p>
<p>Location (city or town) or real-time location</p>	<p>Can be used to find out where the person lives.</p> <p>Some applications make it easier to locate a person in real time (“Context Card” on Snapchat). Someone with bad intentions could try to get the person’s location, go up to them and pretend they were there by accident, or ask them to meet directly since they are so close nearby.</p>
<p>Last name, first name and name of friends, boyfriend/girlfriend, etc.</p>	<p>A first name makes it easier for someone to make contact.</p> <p>Allows someone to get to know your social circle. A person with bad intentions might try to create meaningful connections with one or more members of the teen’s social circle to get closer to them.</p> <p>Or, conversely, they could go through the account owner to gain access to a friend, brother or sister.</p>

INFORMATION that could put them at risk	REASONS why this information may expose them to risks of sexual solicitations
Name of sports team and location of practices	Provides information about what activities the teen does and when they do them. This would let the teen be located and perhaps even approached at the practice itself.
Personal interests	<p>Would allow someone to get to know someone else on a more “personal” level.</p> <p>Allows someone to approach them online about topics that they know interest them, since the person posted about them publicly.</p>
Place and date of an activity that the person attended	<p>The person can be located at a specific event (date, place, time).</p> <p>This lets the teen be located, and someone could even go directly up to them on the spot.</p>
Email address	<p>You need an email address to open an account on social networks.</p> <p>With instant messaging, email is not as widely used by young people, but someone could also use this method of communication to get in touch with the person.</p>
Handle (Instagram, Snapchat, etc.)	<p>Lets someone contact the person directly and learn more about them by looking at their personal account (interests, images).</p> <p>Someone with bad intentions could use this handle to try to get to know the person, meet up with them, and even harass them.</p>
Phone number	<p>Allows someone to call the person directly.</p> <p>Someone with bad intentions could use the phone number to try to meet up with the person (e.g. use the phone number that appears on Étienne’s <i>Facebook</i> page and pretend to be a potential sponsor for his skateboarding competition and offer to meet him).</p> <p>If the number is a cell phone, the person may be reached at any time without going through the home voice mail, which can make it easier to harass someone.</p> <p>An address can also be found with a home phone number.</p>
The person’s thoughts, concerns, and moods	<p>Talking about concerns and moods can let someone with bad intentions talk to the person about things that affect them, that they need to talk about, and for which they no doubt need support.</p> <p>Sharing this information can make them vulnerable. For example, someone could use information like a rocky parental relationship as a way to empathize with the teen by saying that they know what they’re going through (even if this is not true) and insist that their parents are too strict as a way to “soften them up.”</p> <p>Overall, someone with bad intentions will use every possible detail in photos and posts to their advantage and will use every possible argument to exploit a person’s naivety or vulnerability to get what they want.</p>



SHEET

2.4

FOR THE GROUP

Your Digital Footprint

INSTRUCTIONS

1.

Complete this section of the Checkup Report, but this time, **you are the account owner.**

INFORMATION about your social media account(s) that may put YOU at risk of sexual solicitations

Personally identifiable information?

› _____
› _____

Information that could locate you?

› _____
› _____

Moods that would let someone strike up a conversation with you?

› _____
› _____

Choice of photos?

› _____
› _____

Other important information to consider?

› _____
› _____

2.

There are 3 golden rules to leaving a safer digital footprint (Radio-Canada, 2018).

Circle **how often** you apply each of these rules.

› **Before posting any information or comments, I think about whether I would say the same thing in public or in front of my class.**

Never Rarely Often Always

› **I refuse requests from people I don't know.**

Never Rarely Often Always

› **I avoid sharing information that is too personal.**

Never Rarely Often Always

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Secondary 2 – Session 2 (Part B)

Preventing the Risks of Sexual Solicitations on Social Media “Online Investigation”

This sexuality education session was created for both schools and youth community settings (for more details, see the sections in the introduction on the session structure and context for using the *Be True to You* program).

For schools, these sessions are consistent with the “Compulsory content in sexuality education” of the ministère de l’Éducation et de l’Enseignement supérieur (2018). The tables below also provide links to the subject areas and broad areas of learning of the Québec Education Program (MEES, 2022) as well as to the “educational intentions in sexuality education” of the “provisional” Culture and Citizenship in Quebec (CCQ) program at the secondary level of the ministère de l’Éducation du Québec (2022).

	Links to “Compulsory content in sexuality education” (MEES, 2018)	
Sexual Assault and Sexual Violence	<p>Understand your own position on the notion of consent and its application in order to recognize a situation of sexual assault:</p> <ul style="list-style-type: none"> › Age difference, real or perceived sexual pressure, in the virtual world. 	
	Possible links to the Québec Education Program (MEES, 2021)	
Cross-curricular competencies	Intellectual competencies	Communication-related competency
	<ul style="list-style-type: none"> › Uses information › Exercises critical judgment › Solves problems › Uses creativity 	<ul style="list-style-type: none"> › Communicates appropriately
	Personal and social competencies	Methodological competency
	<ul style="list-style-type: none"> › Achieves his/her potential › Cooperates with others 	<ul style="list-style-type: none"> › Uses information and communications technologies

Possible links to the Québec Education Program
(MEES, 2021)

Subject areas

- Personal development subject area**
- › *Quebec Citizenship and Culture*

Possible links with the educational intentions in sexuality education of the Culture and Citizenship in Québec (CCQ) program at the secondary level
(MEQ, 2022)

Theme: Identities and Belonging

Disciplinary competencies

Studies a cultural reality

- › Establishes the scope of the object of study
- › Evaluates elements of knowledge
- › Analyzes social relations
- › Demonstrates a more complete understanding

Reflects on an ethical question

- › Identifies the ethical dimensions of a situation
- › Examines a variety of points of view
- › Develops a point of view
- › Engages in dialogue

Educational Aims of Sexuality Education in Secondary School

Understand the notion of consent in order to recognize a situation of sexual violence

- › Consent in virtual contexts

Understand the importance of empowerment to prevent and report a situation of sexual assault and to support the victim

- › Self-protection skills in different situations
- › Experience of victims
- › Reactions and helpful attitude of a person acting as a confidant
- › Support resources

Understand the elements that can support choices related to sexual behaviour in order to have a positive experience

- › Reasons for accepting or refusing a sexual behaviour
- › Self-knowledge, self-assertion and negotiation
- › Anticipation of positive or negative implications
- › Real or perceived pressure

Sexual violence may be studied, but it should not be the subject of normative ethical reflection, especially since the values and responses to be fostered have been determined and cannot be the subject of a critical examination.

Reflect on the tensions between feelings, values and norms related to sexual behaviour and on the elements that can support choices in order to have a positive experience



Educational Goals



Session length:
75 minutes

Get young people to develop strategies to protect themselves from the risks of unwanted sexual solicitations on social networks and instant messaging platforms.

- 1. Analyze** a conversation between two people on Facebook using the concept of flags (green, yellow, red) to show possible concerns about a situation as well as its possible impacts.
- 2. Provide** age-appropriate advice on how to deal with online sexual solicitations.
- 3. Discuss** strategies that can specifically help teens protect themselves against online sexual solicitations and **choose** the best ones for them.
- 4. Discuss** “sextortion” and the different ways they can protect themselves against it.

NOTE TO THE SESSION LEADER

This is the second part (Part B) of the “Preventing the Risks of Sexual Solicitations on Social Media” session. It is therefore important to do the first part (Part A: *Online Safety Checkup*) with the group beforehand.





Sequence



This **75-min.** session has **four activities**.

10 min.	ACTIVITY 1	<ul style="list-style-type: none"> › Discussion and Presentation: Main concepts from the last session
30 min.	ACTIVITY 2	<ul style="list-style-type: none"> › Presentation: Background: Étienne and Philippe › Team activity: Investigation: Étienne and Philippe › Discussion and Presentation <i>Sheet 2.1: Recap –Étienne C.’s Facebook Page</i> <i>Sheet 2.2: Chats Between Étienne and Philippe</i> <i>Sheet 2.3: Chats Between Étienne and Philippe – Conclusion</i>
15 min.	ACTIVITY 3	<ul style="list-style-type: none"> › Presentation: Protection strategies <i>Video: “#Keepitprivate”</i> <i>Presentation of animated digital images (GIFs)</i> <i>Reply from a teen girl</i> › Discussion and Presentation <i>Sheet 2.4: Examples of Animated Digital Images (GIFs)</i> <i>Sheet 2.5: Reply From a Teen Girl</i>
15 min.	ACTIVITY 4	<ul style="list-style-type: none"> › Video: “SEXTORTION, blackmail started after a cybersex offer” › Discussion and Presentation
5 min.	SESSION CONCLUSION	<ul style="list-style-type: none"> › Discussion and Presentation

It is recommended that you use the **companion slideshow** throughout the session activities.

Just like the entire “*Be True to You*” program, this slideshow can be downloaded for free from our website www.hypersexualisation.uqam.ca (Volet 3: Outils pédagogiques en éducation à la sexualité - Programme pour les deux cycles du secondaire: *Oser être soi-même*. <https://hypersexualisation.uqam.ca/volet-3-outils-pedagogiques-education-a-sexualite/programme-secondaire-oser-etre-soi-meme/>)

NOTE TO THE SESSION LEADER



Young people may tell you about difficult personal situations or situations involving violence. It's important to protect their confidentiality and provide the assistance and support that they need. If a young minor is in danger or has been sexually assaulted, the police or Youth Protection Directorate must be contacted.

BEFORE leading this session, it is a good idea to let someone in your school or organization know that you will be discussing sex education with the group. This way, if a teen confides in you or if a situation is reported outside of the context of the session, you will know whether a support worker is available to offer assistance.

Refer to the *Resources* section in the introduction to this program to provide the necessary support to teens who need it. A number of online resources are also given at the end of the slideshow for each session.



Activity 1



SLIDESHOW (PPT)



10 MIN.



DISCUSSION AND PRESENTATION

Session Introduction

- › **Begin** by reminding the group about the rules presented in the introduction or the session slideshow (e.g. taking turns, respecting different points of view, keeping what others say to yourself).
- › Then, **tell** the group that this session is a continuation (Part B) of the last session on “Preventing the Risks of Sexual Solicitations on Social Media” called *Online Safety Checkup* (Part A).

Discussion and Presentation

- › **Ask** the following question:
 - **What were your takeaways from the last session?**
 - **Have you noticed any changes in how you use social media?**

Get their answers.

- › **Go over** the main points that you discussed at the previous session:

CONTENT OVERVIEW

- › Social networks provide many benefits in the lives of young people and adults, but we must also be aware of the risks of online sexual solicitations.
- › To have positive experiences on social media, it's important that you carefully choose the information that you reveal about yourself in order to prevent the risks of sexual solicitations.
- › “Online sexual solicitation” means:
 - Receiving sexual messages (Livingstone, Haddon, Görzig and Ólafsson, 2011) or nude images or videos (Lenhart, 2009) online.
 - Refers to when someone goes online to incite a young person to talk about sex, give private sexual information or engage in sexual behaviour online, such as taking off their clothes in front of the camera, sending, exchanging or receiving nude photos, etc. (Jones, Mitchell and Finkelhor, 2012; Mitchell, Finkelhor and Wolak, 2007).
 - “Aggressive sexual solicitations” are when individuals solicit kids or teens for more direct encounters, such as convincing them to talk on the phone or meet in person to have sexual contact (Jones and al., 2012).

NOTE TO THE SESSION LEADER

In Part A: *Online Safety Checkup*, the group learned about the three golden rules for a safer digital footprint (Radio-Canada, 2018). Here they are again:

1. Before posting any information or comments, I think about whether I would say the same thing in public or in front of my class.
2. I refuse requests from people I don't know.
3. I avoid sharing information that is too personal.





2

Activity 2



SHEETS 2.1, 2.2 AND 2.3
SLIDESHOW (PPT)



30 MIN.



PRESENTATION



TEAM ACTIVITY



DISCUSSION AND
PRESENTATION

Presentation

- › **Tell** the group that you are going to go back to the example of Étienne, the 13-year-old skateboarder whose Facebook page you analyzed in the last session.
- › **Hand out** Sheet 2.1 : *Recap -Étienne C.'s Facebook Page* to the group and **show** Étienne's Facebook page to refresh everyone's memory.
- › **Tell** the group that they have a new assignment as police investigators. This new case is to perform a check of a conversation on Étienne's Facebook account.
- › **Give** the following instructions: "Your superiors have concerns about Étienne and are asking you to look into a conversation he had with a young man named Philippe who is contacting him over Facebook."
- › **Provide** the following background:

"Étienne, age 13, is brand new to Facebook. Most of his friends are already on this platform and, since his parents are also on Facebook, they agreed to let him have an account. He now finds it easier to keep in touch with his friends. When browsing through his feed one night, he gets a new friend request from someone named Philippe D. This name rings a bell, and when he sees his profile picture, he's sure that he knows Philippe, but he can't remember from where. He notices that his cousin is also friends with him."

Discussion

- › After reading this background information to the group, **ask** the following question:
 - **Should Étienne accept or ignore Philippe's friend request?**
 - **If so, or if not, why?**

Get their opinions.
- › After the group answers these questions, **tell** them that Étienne has decided to accept Philippe's friend request and that they started a conversation.

Teams Activity

- › **Ask** them to analyze the conversation between Étienne and Philippe (Sheet 2.2: *Chats Between Étienne and Philippe*). They have to do this activity in teams of four.
- › **Hand out** Sheet 2.2: *Chats Between Étienne and Philippe* to each team. **Read it** out loud and then give them a few minutes to answer the questions.

Discussion and Presentation

- › **Begin** a discussion with the group by going over the questions on Sheet 2.2: *Chats Between Étienne and Philippe*.
 - **What do you think of the relationship that Étienne has developed online with Philippe?**
 - **One way to answer is to use a “flag” metaphor:**
 - **Green flags:** “These aspects seem fine; we’re not worried about Étienne.”
 - **Yellow flags:** “Some aspects of their relationship worry us.”
 - **Red flags:** “These aspects make us very worried about Étienne.”*Get their opinions.*
 - **Do you think that Étienne can trust Philippe? If yes, why?**
Get their answers.
 - **Conversely, are there things about Philippe that may cast doubt on his intentions? If yes, which ones? If not, why not?**
Get their opinions.
- › **Share** the following information:

CONTENT OVERVIEW

- › **Things about Philippe that could lead Étienne to TRUST him:**
 - Étienne knew Philippe when he was younger.
 - They have someone in common: Étienne’s cousin, who is friends with Étienne on Facebook.
 - Étienne and Philippe had a chat on Facebook and it was nice.
- › **Things that may CAST DOUBT on Philippe’s intentions:**
 - Étienne met him several years ago, but Étienne was a kid, so he doesn’t really remember how they met.
 - Why would a 17-year-old be interested in a 13-year-old boy who isn’t related to him or whom he barely knows?
 - Philippe compliments Étienne even though he doesn’t know him well.
 - Philippe found the information about Étienne’s skateboard competition on his account, but why was he looking at Étienne’s page?

Teams Activity

- › **Give** each team Sheet 2.3: *Chats Between Étienne and Philippe – Conclusion*, which **concludes** the chats between Philippe and Étienne. Give them a few minutes to answer the questions.

Discussion and Presentation

- › **Start** a discussion with the group by going over the questions that the teams were asked to answer.
 - **How do you think Étienne should react to Philippe’s request to “show him his bare chest”?**
 - **What do you think Étienne should do when he gets Philippe’s “dick pic”?**

Get their opinions.

- › **Share** the following information:

CONTENT OVERVIEW

- › **Philippe’s request that he show him a picture of his bare chest:**
 - He should refuse Philippe’s request and tell him that he doesn’t see the point.
 - First, we don’t know if he’ll take a photo (screenshot). Besides, if Étienne accepts, what could Philippe ask for next?
 - This could put Étienne in a vulnerable position.
- › **Getting Philippe’s intimate photo (of his genitals):**
 - He could react by saying that this is a stupid thing to do.
 - He must not send the photo to anyone else.
 - He needs to talk to an adult he trusts.
 - He can block Philippe on social media.
 - He could also tell his cousin.

- › **Provide more details** about the context and resulting investigation by the police using the following content:

BACKGROUND:

This investigation was conducted after Étienne’s parents reported that someone had asked their son to undress in front of his web cam. Your team has conducted the investigation.

INVESTIGATION RESULTS:

Your investigation has revealed that “Philippe” is indeed a 17-year-old who used to babysit for the family of Étienne’s cousin. Philippe has several social media accounts and talks with a number of boys between the ages of 11 to 14. He creates stories tailored to each boy and uses any information he gathers about them to start up a conversation. His goal is to gain their trust and let them believe that they have a special relationship so that, after a while, they will talk over video and he can ask them to undress or exchange naked pictures with him (sexting). He records these images on his computer and posts them on the Internet. He may even have had sexual contact with some of these boys. **THE SUSPECT HAS BEEN ARRESTED.**

Discussion and Presentation

- › Following this new information, **have** a discussion with the group using the suggested questions and content.

- **What is your reaction to the results of the investigation?**

Get their opinions.

- › **Share** the following information:

CONTENT OVERVIEW

- › In the wake of the #MeToo movement, many adults (and public figures) reported sexual harassment or assaults that they experienced as teenagers by adults whom they sometimes met online.
- › We also heard stories about adults who lied about their identities online (e.g. they pretended to be a teenager), for example, to gain the trust of young people and get intimate photos of them.
- › However, there have also been many cases of online sexual exploitation between young people, and most often by someone the teenager knows (Wolak, Finkelhor and Mitchell, 2009), as was the case with Étienne and Philippe.
- › Getting attention from someone can make you happy or pique your curiosity, but it can also be embarrassing. One thing is for sure: when someone else becomes interested in your private life and when this interest becomes sexual, it’s important to cut off contact with this person and especially not take the person up on any sexual invitations or propositions.



NOTE TO THE SESSION LEADER

People often think that most online sexual predators are adult males posing as young people. However, a study showed that adults posing as kids account for only 10% of cases; in fact, the majority of cases of online sexual solicitations are between young people (Wolak and al., 2009; cited in Leroux, 2012).

Two years after the #MeToo movement, a wave of people in Quebec reported that many adults, including celebrities (YouTubers, singers, comedians, TV hosts) had sexually harassed or assaulted them when they were teens (MeToo 2.0). “Some women have reported receiving sexual comments online from adult men when they were teenagers. It took me a long time to realize that it’s not normal for a 30-year-old man to talk to a 14-year-old girl about sex and his relationships” (Duchaine and Ferrat, 2020).

- **What clues suggest that this situation might be a risky one? Why?**

Get their answers.

- › **Share** the content below about the clues suggesting that this situation was a risky one for Étienne, as confirmed by the investigation:

CONTENT OVERVIEW



Green flags: The following aspects seem completely normal, and it’s difficult to get a sense of Philippe’s bad intentions.

- › At this point, Philippe may seem really nice, especially since he knows Étienne’s cousin really well.
- › He talks to Étienne by using his passion for skateboarding. He says that he shares the same passion in order to start a conversation and create a bond.
- › To gain his trust, he compliments him on his athletic skills and talks about the times they used to spend together.
- › He refers to his cousin again to make Étienne trust him.
- › Once trust has been established, Philippe talks to Étienne regularly. Very quickly, they start talking every day, and Étienne really enjoys their chats.
- › The fact that Philippe said he had a girlfriend may have “reassured” Étienne about his intentions.



Yellow flags: The following aspects could be worrying.

- › The age difference is a potential yellow flag: “Why would a 17-year-old be so interested in a 13-year-old boy he barely knows?”.
- › However, it could be that Philippe, who is interested in skateboarding and who knows Étienne’s cousin well, only wants to talk to him about their shared interest.
- › Philippe may also still occasionally see Étienne’s cousin, with whom he is friends on Facebook.



Red flags: The following aspects should be seen as major red flags.

- › After a while, the two start talking over video.
- › The conversations quickly turn to more intimate things.
- › Right away, Philippe suggests that they see each other in person and stresses that he wants to see Étienne compete at skateboarding. This may have misled Étienne as to Philippe’s true intentions.
- › Philippe sends Étienne a “dick pic.” Even though Philippe says he did it just as a joke, Étienne may be shocked and uncomfortable at receiving an intimate photo he didn’t even ask for. It’s important for him to trust his instincts and find a way to respond despite his surprise and discomfort.
- › You don’t expose your genitals like this to a stranger, and not even to people you know! Privacy is important.
- › Sharing intimate photos online is complex even when you know the person or the person is your boyfriend or girlfriend.
- › Unfortunately, at this stage, the bond of trust is established, and it is not uncommon for strong feelings of friendship (or even love) to develop, which makes it even more difficult to perceive the danger.
- › Things that should automatically arouse suspicion, fear and outright rejection instead lead to confusion and hesitation. Here, the “trust” that Philippe has established may mean that Étienne doesn’t feel like he’s being taken advantage of and believes what Philippe says.

- **As investigators, can you say what impact Philippe’s actions might have?**

Get their answers.

- › **Share** the following information:

CONTENT OVERVIEW

- › Depending on what your investigation reveals, charges could be brought against Philippe.
- › He went online to contact minors with the goal of sexually soliciting them (e.g. talking about sex, engaging in sexual behaviour such as taking off his clothes, asking the other person to do the same and send intimate photos).
- › He has had sexual contact in person with some teens.
- › Even though he himself is a minor, he could have problems with the law because he is in possession of nude photos of several minors (under 18 years of age) and allegedly posted these photos online.
- › Starting from the age of 12, Canadians are responsible for their criminal actions. However, even though they can be charged with the same offences, since they are not yet adults, the legal procedure and sentences are different (Éducaloi, 2017).

- **Since Étienne’s parents were the ones who contacted the police, Étienne most likely told them about the situation. Do you think Étienne did the right thing by telling his parents?**

Get their opinions.

- › **Share** the following information:

CONTENT OVERVIEW

- › It must have been hard for Étienne to tell his parents, but he made the right choice. He also could have confided in his best friends, who could have referred him to an adult at school to help him.
- › It is important to tell a trusted adult (school nurse, psychologist, social worker, youth police officer, sexologist) or contact a support resource such as Tel-Jeunes (<https://www.teljeunes.com>), Kids Help Phone (<https://jeunessejecoute.ca>) or Cybertip (cyberaide.ca/app/en/index).
- › By seeking help, Étienne was able to break the chain of silence. By talking about the situation and reporting it to the authorities, Philippe won’t be able to harm any more young victims.
- › This will also let the victims—and Philippe—get the appropriate help from professionals.



Activity 3



SHEETS 2.4 AND 2.5

VIDEO

SLIDESHOW (PPT)



15 MIN.



PRESENTATION



DISCUSSION AND
PRESENTATION

Presentation

- › **Remind** the group that they have to be careful about the information they post on social media as well as the friend requests they accept. They must refuse to share intimate images of themselves or of other people. However, it may be difficult for teens to ignore a request to share intimate images (especially if they know or are interested in the person). They may fear that not responding will get them labelled as a “baby” or “immature.”

Here are three different protection strategies they can use to respond to requests for intimate images. These strategies clearly show refusal but use humour:

- **Images from the #Keepitprivate campaign (SPVG, 2017).**
- **Animated digital images: GIFs (Graphics Interchange Format).**
- **Example of a clear response written by a teen girl to a person who asked her to send him an intimate photo.**

Show each strategy and follow with a discussion.

Protection Strategy 1: Video

- › **Introduce** the first strategy, found in the following video:

#Keepitprivate (SPVG, 2017)

Length: 30 sec.

<https://vimeo.com/228836104>



Video



NOTE TO THE SESSION LEADER

This first strategy is from a prevention campaign launched by the Service de police de la Ville de Gatineau (SPVG). The campaign is described in a short video called *#Gardeçapourtoi* (*#Keepitprivate*), which is available in French only. You can show them the video if you think that the group has enough knowledge of French to understand the message; otherwise, only show the posters (below), which they can send as a response to a sexual solicitation over text.

› **Get** their comments and reactions to the video.

- **What are your takeaways from this video?**
- **What do you think about using these images to respond to unwanted sexual solicitations?**

Get their opinions.

CONTENT OVERVIEW

- › The first protection strategy is a series of images presented in the *#Keepitprivate* video.
- › The goal of the video is to raise awareness among Secondary 1 and 2 students about the importance of preventing sexual solicitations and exploitation, specifically over sexting. For example, teens who are asked to send naked pictures of themselves could respond by sending one of the images in the video and on their website (“your melons”; “your peach”; “your banana”).

- › Ville de Gatineau website: https://www.gatineau.ca/portail/default.aspx?p=guichet_municipal/police/zone_jeunesse/programmes_ecoles_secondaires/garde_ca_pour_toi
- › Click on: “Visuels et banque de photos à envoyer” from the left-hand menu (available in English and French):
https://www.gatineau.ca/portail/default.aspx?p=guichet_municipal/police/zone_jeunesse/programmes_ecoles_secondaires/garde_ca_pour_toi



NOTE TO THE SESSION LEADER

The police department of the Ville de Gatineau had a communications company create an awareness campaign about child pornography and sexting, which are increasingly prevalent among young people (Marchand, 2017). The #Keepitprivate campaign, written for and by young people in their own language, is meant to reflect their reality (Marchand, 2017).

The goal of the video is to raise awareness among Secondary 1 and 2 students about the importance of preventing sexual solicitations and exploitation, specifically over sexting. For example, teens who are asked to send naked pictures of themselves could respond by sending one of the images in the video and on their website (“your melons”; “your peach”; “your banana”).

Ville de Gatineau website: https://www.gatineau.ca/portail/default.aspx?p=guichet_municipal/police/zone_jeunesse/programmes_ecoles_secondaires/garde_ca_pour_toi

Click on: “Visuels et banque de photos à envoyer” from the left-hand menu (available in English and French):

https://www.gatineau.ca/portail/default.aspx?p=guichet_municipal/police/zone_jeunesse/programmes_ecoles_secondaires/garde_ca_pour_toi/visuels_banque_photos_envoyer#a



Protection Strategy 2: Presentation Of Animated Digital Images (GIFs)

- › **Introduce** them to the second protection strategy, i.e. responding to sexual solicitations with animated digital images (GIFs). Examples of GIFs can be found in Sheet 2.4: *Examples of Animated Digital Images (GIFs)*.
- › **Define** GIFs to make sure everyone knows what they are:

CONTENT OVERVIEW

- › The second protection strategy “against sexual solicitations” consists of using GIFs. GIFs are animated digital images. Most social networks have banks of these images that can be shared on their instant messaging platforms. They can easily be used in conversations in reaction to a comment. You can find GIFs using keywords.
- › Since available GIFs are constantly changing, you need to search for them using keywords and choose the one that best represents the message you want to convey.
- › If you want to stop an online sexual solicitation, the GIF you choose must send a clear message of refusal.
- › Here are some examples of keywords to use:
 - Stop or Arrête
 - No or Non
 - Ridiculous or Ridicule
 - Police
 - Respect
 - Seriously? Sérieusement?

NOTE TO THE SESSION LEADER

CAUTION: Do a test before showing examples of GIFs to the class. When combined with a word such as “sex,” you may get scenes with sexual content. We have provided a selection of GIFs that express a clear refusal and that are also funny.



- › **Ask** the group the following questions:
 - **What do you think of these GIFs?**
 - **What do you think about using GIFs to respond to sexual solicitations (e.g., requests to share nude photos)?**

Get their opinions.

Protection Strategy 3 : Reply From A Teen Girl

- › Using Sheet 2.5: *Reply From a Teen Girl*, **present** the third strategy illustrated by the actual reply from a teenage girl named Alice S. to a young man she didn't know who asked her to send him a naked picture of herself. In this real-life case, the young man insulted her in frustration, but then Alice "clapped back" with a great comment. See her answer!
- › **Get** the group's comments and reactions to this girl's response.
 - **What do you think of her response?**
 - **What are the advantages of reacting clearly and quickly in these kinds of situations?**

Get their opinions.

Discussion and Presentation

- › **Start** a discussion with the group using the following questions:
 - **What impacts could these strategies have on the person who asks for or keeps insisting on an intimate photo?**
 - **If you received this kind of request, would you be comfortable using one of the "protection strategies" we just saw? If yes, which ones? Why?**
 - **Do you think that there are other good ways to respond to these situations? Do you have any suggestions?**

Get their answers.
- › **Share** the following information:

CONTENT OVERVIEW

- › It can be difficult to know how to react to these types of messages, especially when the person requesting this kind of photo has created a bond of trust or when the person is your boyfriend or girlfriend.
- › You may be uncomfortable; you may also feel pressure to do it, fearing that the person will think you're a "baby" or "sexually immature" if you don't.
- › Using one of these protection strategies is a good way to tell the other person that you don't want to send naked pictures of yourself and that you can stand up for yourself with humour and conviction.
- › You can also tell a trusted adult, who may report the situation to the authorities. Remember: the person who asked for the naked pictures may be trying to victimize other young people.
- › Together, we can keep all young people safe, even online.



Activity 4



**VIDEO
SLIDESHOW (PPT)**



15 MIN.



VIDEO



**DISCUSSION AND
PRESENTATION**

Presentation

- › **Tell** the group you are going to talk about another type of online risk called “sextortion.” **Ask** the group if anyone can explain what this term means.
- › Then **give them** the following definition:
 - “Simply put, sextortion is blackmail. It’s when someone online threatens to send a sexual image or video of you to other people if you don’t pay the person or provide more sexual content.” (Cybertip, n.d.).

Video

- › **Show** the following video:

**SEXTORTION, blackmail started after a cybersex offer
(Sûreté du Québec, 2016)**

Length: 4 min., 47 sec.

<https://www.youtube.com/watch?v=boJ1vyGyUzk>



Video



Discussion and Presentation

› **Start** a discussion using the following questions and add to their answers with the content below.

- **What are your takeaways from this video?**
- **What should Manuel do?**

Get their opinions.

› **Share** the following information:

CONTENT OVERVIEW

- › Here is what the Canadian Centre for Child Protection (2017) recommends if you are a victim of sextortion:
 - Immediately contact law enforcement or make a report to Cybertip.ca.
 - Don't give in to threats.
 - Stop all communication with the person: block them from all your accounts.
 - Deactivate all accounts used to communicate with this person.
 - Explain the situation to a trusted adult.

- **What advice would you give to other young people to prevent this type of situation from happening to them?**

Get their opinions.

› **Share** the following information:

CONTENT OVERVIEW

- › Be careful about the personal information you post on your account. For example, choose a pseudonym instead of your name; don't list your phone number, home address, email, age, etc.
- › Don't accept requests from friends or followers you don't know.
- › Make your account private. **WARNING:** Some social networks (Instagram and TikTok) make biographical information (name, relationship status, date of birth, photos, gender identity) accessible to everyone even if the account is private. It is therefore important to find out how these platforms disclose information. You can also test what information is available by asking your friends what they can see on your account.

- › For requests from people you know, ask yourself:
 - “How will it benefit me to have this person as a friend or follower?”
 - And also: “Why would this person want to connect with me on social media?”
 - Look at the person’s posts and photos. Do they seem realistic? You can also ask your parents what they think.

- › For all instant messaging:
 - Think about whether this person’s words are consistent: “Do they contradict themselves?”
 - End the conversation if you have any doubts about the profile of the person contacting you. The danger is that it can take a while before you realize something is wrong. You may also be curious and want to continue the conversation without noticing the real risks of doing so.
 - Don’t forget that you can block access to this person at any time.
 - Stop the conversation as soon as the person makes sexual advances (e.g. asks you to take suggestive poses or get naked). You can block this person from your account.



Session Conclusion



5 MIN.



DISCUSSION AND PRESENTATION

Discussion and Presentation

- › **Ask** the group about their takeaways from this session.
 - **What are your takeaways from this session?**
Get their opinions.
- › **End** the meeting with the suggested **KEY MESSAGES**:

CONTENT OVERVIEW

- › When using social media, it is important to be aware of the risks of sexual solicitations online.
- › To have a positive experience on these platforms, you need to carefully choose the information that you reveal about yourself and be cautious whenever you get a request from someone you are connected with on social media.
- › It is important not to share intimate pictures of yourself, as these can put you in a vulnerable situation.
- › If you are having problems or have any particular issues with social media, don't hesitate to talk to a trusted adult.





SHEET




2.1


FOR THE GROUP


Recap – Étienne C.'s Facebook Page





Étienne C.
13 years old 🙌
Next competition 🏆 :
June 15 – 1pm @Parc Jean-Drapeau/MTL
Be there! 😊 / Soyez présents! 😊

 **Message**  







 Works at **Candiac Minor Baseball Association**

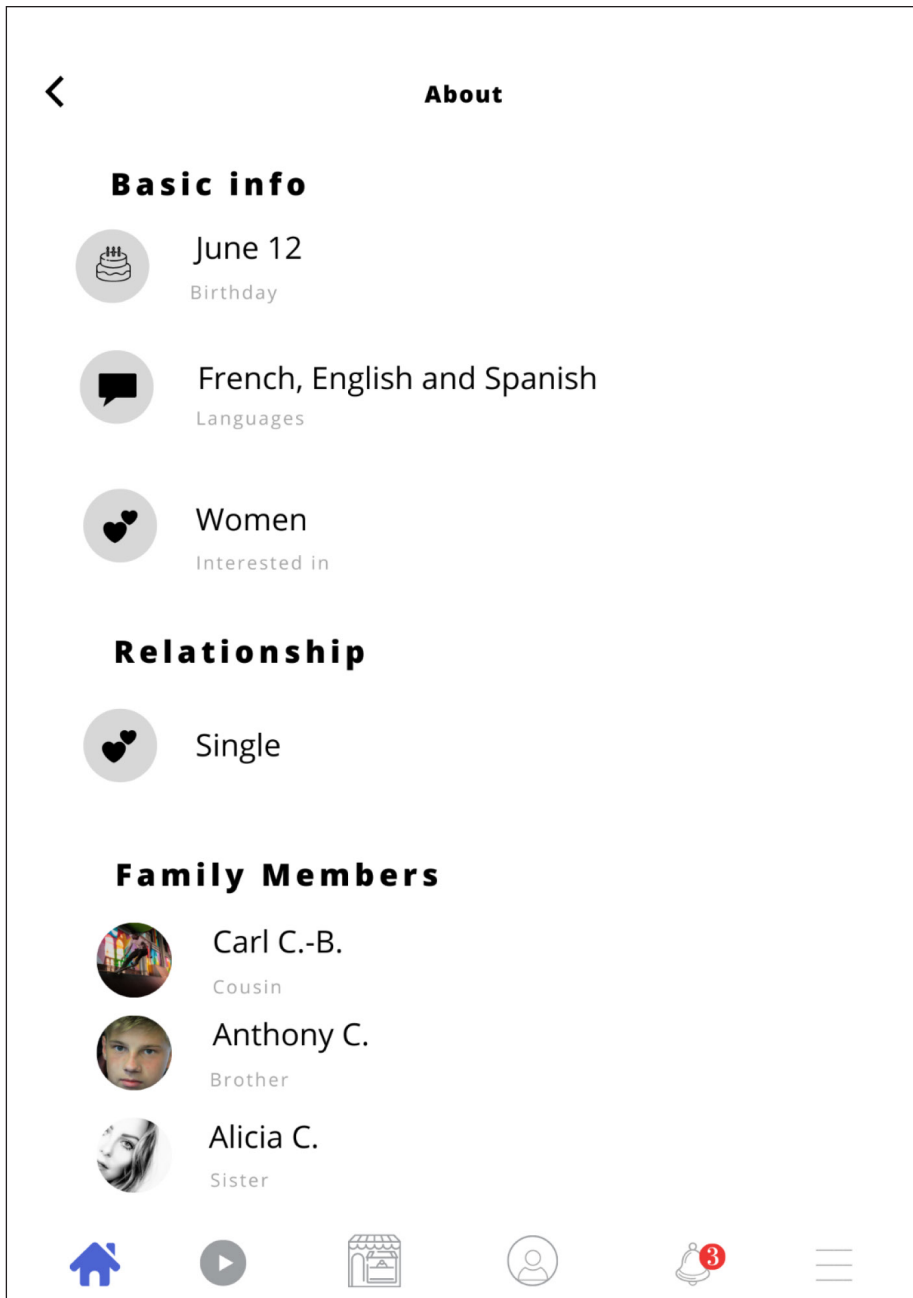
 Goes to **École secondaire Antoine Brossard**

 Lives in **Brossard**

 Single

... See Étienne's About Info





SHEET

2.2





FOR THE GROUP

Chats Between Étienne and Philippe

INSTRUCTIONS

- › Your superiors have informed you that Étienne has accepted Philippe's friend request and that their conversations continued. Read the rest of the scenario.

Étienne has made a decision. He's curious and wants to know why this person is so familiar to him. He accepts the friend request. Right away, he receives a message from Philippe:

  **Philippe**  

Sup, Étienne! Remember me? Long time, no see.

Hey there. I know we've met, but I don't remember where...

Yeah, you were younger the last time we met. I'm your cousin's old neighbour, I used to babysit him. I babysat both of you once, and we had fake sword fights. You were pretty good at it! We had fun! I saw you like skateboarding. Me too, well it's my new thing -- what's up with the skateboarding competition you talked about on your profile?







It's a project for youth centres on the South Shore. They organize a friendly competition for kids who go to the youth centres. I'm part of it. They've had it for 2 years, but last year I didn't do so well. I want to do better this year.

I'm sure you'll do fine. Even when you were little, I thought you were athletic. You were good at all the games I suggested. I've never seen a skateboarding competition. Can anyone go?

Think so, it's in a park, so it's open to everyone.

OK. Thanks for the deets. I'll check it out! I might even come early to try out my new board. TTYL!

Later!

    Aa  

INSTRUCTIONS

- › Read the rest of the scenario between Étienne and Philippe and answer the questions.

Étienne now remembers Philippe, but he's not sure if he's comfortable with Philippe coming to his competition. He hasn't seen him in a long time and he's not sure what he would say to him. Étienne looks at Philippe's Facebook page. He's now in Secondary 5; he seems to have a busy social life and a girlfriend.

In the following weeks, Étienne chats with Philippe on Facebook. They talk about all kinds of things: skateboarding, high school, his cousin, Étienne's friends, etc.

QUESTIONS

1. *In your role as investigators, what do you think of the online relationship between Étienne and Philippe?*

One way to answer is to use a "flag" metaphor:

- **Green flags:** "These aspects seem fine; we're not worried about Étienne."
- **Yellow flags:** "Some aspects of their relationship worry us."
- **Red flags:** "These aspects make us very worried about Étienne."

2. *Do you think that Étienne can TRUST Philippe? If yes, why?*

3. *Conversely, are there things about Philippe that may CAST DOUBT on his intentions? If yes, which ones? If not, why not?*



SHEET

2.3

FOR THE GROUP

Chats Between Étienne and Philippe (Conclusion)

INSTRUCTIONS

- › Read the rest of the scenario between Étienne and Philippe and answer the questions.

Philippe and Étienne end up seeing each other at the skateboard competition and spend some time together. After this meet-up, they chat more and more on Facebook and send each other funny videos of skateboarding fails and mishaps. Philippe asks Étienne if he wants to hang out on a video chat. Philippe seems interested in Étienne's life.

Étienne likes having a confidant and someone older who can give him good advice. One day, he asks a bunch of questions about Étienne's experiences with girls. He tells him that he could work out to build more muscle because girls like that. One night, Philippe asks him to show him his bare chest to see how in shape he is.

A few days later, he sends Étienne a "dick pic," but *"just as a joke,"* he writes.

QUESTIONS

1. As investigators, what do you think of the relationship between Étienne and Philippe?

Use the flag metaphor:

- **Green flags:** "These aspects seem fine; we're not worried about Étienne."
- **Yellow flags:** "Some aspects of their relationship worry us."
- **Red flags:** "These aspects make us very worried about Étienne."

2. How do you think Étienne should react to Philippe's request to "show him his bare chest"? Explain your answer.

3. What should Étienne do when he receives Philippe's "dick pic"?



SHEET

2.4

FOR SESSION
LEADERS

Examples of Animated Digital Images (GIFs)

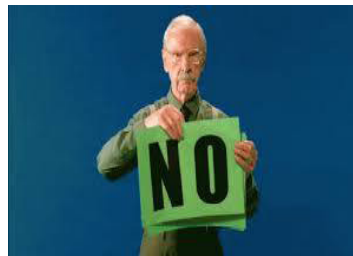
INSTRUCTIONS

- › Provide the group with these GIF suggestions or select others that are up to date.

Keyword: **NO**

<https://giphy.com/gifs/no-green-LOE18jsNKPmzdJYvhJ>

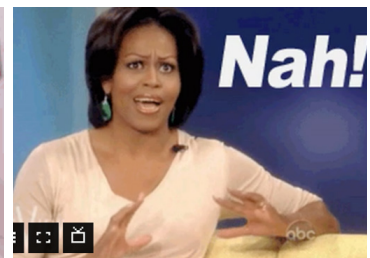
<https://giphy.com/gifs/gnE4FFhtFoLKM>



Keywords: **STOP and NAH**

<https://tenor.com/view/cat-stop-stop-it-now-enough-kitten-gif-16655345>

<https://media.giphy.com/media/10ITU2rwZCyYIU/giphy.gif>



Keyword: **POLICE**

<https://giphy.com/gifs/81xwEHX23zhvy>





SHEET

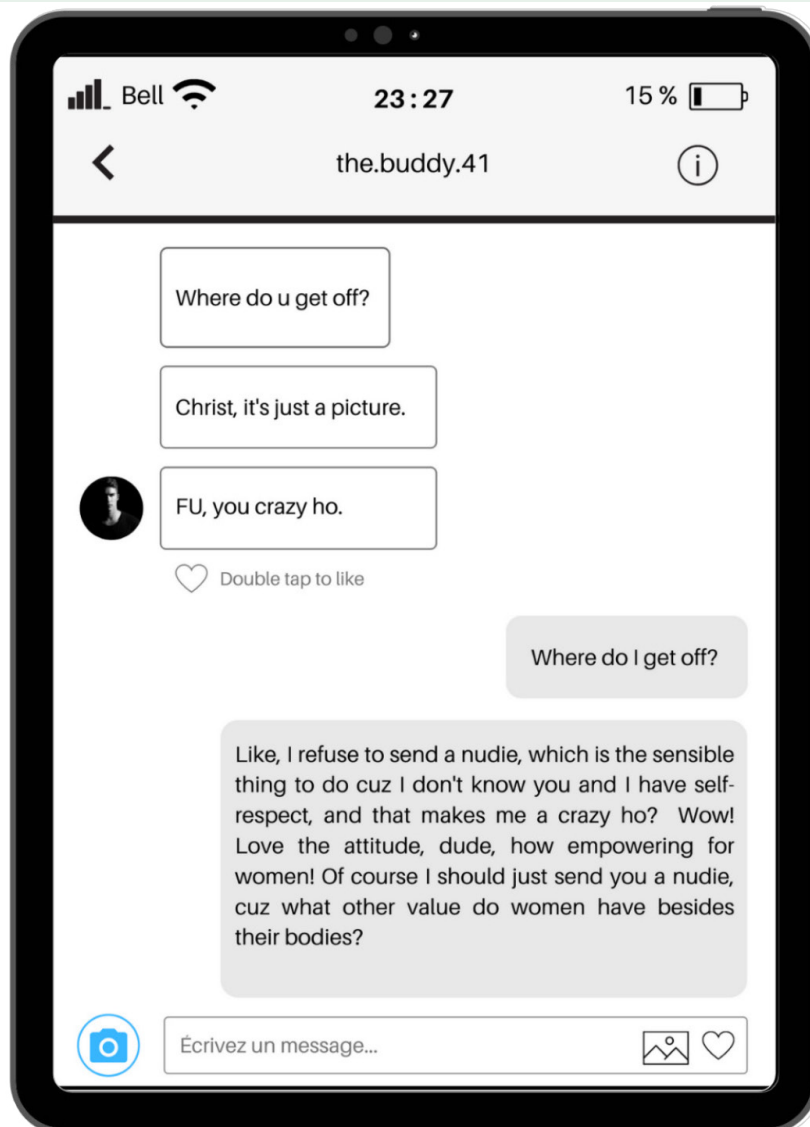
2.5

FOR THE GROUP

Reply From a Teenage Girl

INSTRUCTIONS

- › Read the conversation between teen Alice S. and the person who asked for her picture.



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Secondary 2 - Session 3

Consent

“Learn What Consent Really Means!”

This sexuality education session was created for both schools and youth community settings (for more details, see the sections in the introduction on the session structure and context for using the *Be True to You* program).

For schools, these sessions are consistent with the “Compulsory content in sexuality education” of the ministère de l’Éducation et de l’Enseignement supérieur (2018). The tables below also provide links to the subject areas and broad areas of learning of the Québec Education Program (MEES, 2022) as well as to the “educational intentions in sexuality education” of the “provisional” Culture and Citizenship in Quebec (CCQ) program at the secondary level of the ministère de l’Éducation du Québec (2022).

Links to “Compulsory content in sexuality education” (MEES, 2018)	
Sexual Assault and Sexual Violence	<p>Understand your own position on the notion of consent and its application in order to recognize a situation of sexual assault:</p> <ul style="list-style-type: none"> › Notion of consent: age difference, reasons for accepting or refusing a sexual behaviour, validity of consent and situations in which consent is not possible.
Possible links to the Québec Education Program (MEES, 2022)	
Broad areas of learning	Health and Well-Being: Ensure that students develop a sense of responsibility for adopting good living habits with respect to health, safety and sexuality.
Cross-curricular competencies	<p>Intellectual competencies</p> <ul style="list-style-type: none"> › Uses information › Solves problems › Exercises critical judgment
	<p>Personal and social competencies</p> <ul style="list-style-type: none"> › Achieves his/her potential › Cooperates with others <p>Communication-related competency</p> <ul style="list-style-type: none"> › Communicates appropriately

Possible links to the Québec Education Program
(MEES, 2022)

Subject areas

- Personal development subject area**
- › *Quebec Citizenship and Culture*

Possible links with the educational intentions in sexuality education of the Culture and Citizenship in Québec (CCQ) program at the secondary level
(MEQ, 2022)

Theme: Autonomy and Interdependence

Disciplinary competencies

Studies a cultural reality

- › Establishes the scope of the object of study
- › Evaluates elements of knowledge
- › Analyzes social relations
- › Demonstrates a more complete understanding

Reflects on an ethical question

- › Identifies the ethical dimensions of a situation
- › Examines a variety of points of view
- › Develops a point of view
- › Engages in dialogue

Educational Aims of Sexuality Education in Secondary School

Understand the notion of consent in order to recognize a situation of sexual violence

- › Elements of consent and contexts in which consent is invalid

Understand the elements that can support choices related to sexual behaviour in order to have a positive experience

- › Reasons for accepting or refusing a sexual behaviour
- › Self-knowledge, self-assertion and negotiation
- › Anticipation of positive or negative implications
- › Real or perceived pressure

Understand the impact of myths and prejudices about sexual violence

- › Myths and prejudices regarding victims and perpetrators of violence based on gender and on context
- › Attribution of blame
- › Obstacles to seeking support

Reflect on the tensions between feelings, values and norms related to sexual behaviour and on the elements that can support choices in order to have a positive experience



Educational Goals



Session length:

75 minutes

Develop an ability to recognize situations in which consent is not respected and to react when you are concerned about a situation related to consent.

- 1. Define** the general concept of consent.
- 2. Discuss** things that enable and hold people back from expressing consent/non-consent in real-life situations.
- 3. Recognize** reactions (verbal and non-verbal) that demonstrate whether someone is consenting or not.
- 4. Identify** communication skills that you can develop to express your non-consent to a situation.
- 5. Identify** skills that you can develop to respect someone else's non-consent.
- 6. Define** the concept of consent to sexual activity.
- 7. Determine** what the law says about consent to sexual activity, particularly in relation to age and the legal protective goal.
- 8. Discuss** issues about sexual consent between teenagers when there is an age difference.
- 9. Identify** arguments to help a friend experiencing issues related to sexual consent in their dating life and romantic relationships.



Sequence



This **75-min.** session has **three activities**.

20 min.	ACTIVITY 1	<ul style="list-style-type: none"> › Discussion: Everyday consent › Presentation › Group activity: “Camille and Margaret” Situational Exercise <i>Sheet 3.1: Learn More About Consent</i> <i>Sheet 3.2: “Camille and Margaret” Situational Exercise</i> <i>Sheet 3.3: Answer Sheet: “Camille and Margaret” Situational Exercise</i>
20 min.	ACTIVITY 2	<ul style="list-style-type: none"> › Team activity: “Malik and Alice” Situational Exercise › Discussion: Romantic attraction and consent <i>Sheet 3.4: “Malik and Alice” Situational Exercise</i> <i>Sheet 3.5: Answer Sheet: “Malik and Alice” Situational Exercise</i> › Video: “Consent (Part 1)” › Discussion and Presentation
30 min.	ACTIVITY 3	<ul style="list-style-type: none"> › Presentation: Age differences and consent › Team activity: Learn about legal age and consent › Presentation and Discussion <i>Sheet 3.6: Learn About Legal Age and Consent</i> <i>Sheet 3.7: Answer Sheet: Learn About Legal Age and Consent</i> › Team activity: “Emma and William” Situational Exercise › Discussion and Presentation <i>Sheet 3.8: “Emma and William” Situational Exercise</i> <i>Sheet 3.9: Answer Sheet: “Emma and William” Situational Exercise</i>
5 min.	Session CONCLUSION	<ul style="list-style-type: none"> › Discussion and Key Messages from the session

It is recommended that you use the **companion slideshow** throughout the session activities.

Just like the entire “*Be True to You*” program, this slideshow can be downloaded for free from our website www.hypersexualisation.uqam.ca (Volet 3: Outils pédagogiques en éducation à la sexualité - Programme pour les deux cycles du secondaire: *Oser être soi-même*. <https://hypersexualisation.uqam.ca/volet-3-outils-pedagogiques-education-a-sexualite/programme-secondaire-oser-etre-soi-meme/>).

NOTE TO THE SESSION LEADER

Some information (e.g. the “Additional information” section) from Sheet 3.3: *Answer Sheet: “Camille and Margaret” Situational Exercise* or Sheet 3.7: *Answer Sheet: Learning Legal Age and Consent* and Sheet 3.9: *Answer Sheet: “Emma and William” Situational Exercise* may not be in the slideshow accompanying this session. You can share this additional information as needed.



NOTE TO THE SESSION LEADER

You can lead this session on sexual consent with another professional, for example, with the special education technician (SET), social worker, psychoeducator, psychologist, or sexologist at your school, as applicable.

Otherwise, BEFORE holding this session, it is a good idea to let a counsellor at your school or organization know that you will be discussing sexual consent with a group of young people. This way, if a teenager confides in you about a situation of concern about sexual consent or discloses a situation of sexual assault, you will know that someone is available to offer support. If a young minor is in danger or has been sexually assaulted, the Youth Protection Directorate or police service must be contacted.

You can also refer to the Resources section in the introduction to this program for the contact information of assistance and support organizations. Online resources are provided at the end of the slideshow (PPT) accompanying each of the *Be True to You* sessions.





Activity 1



SHEETS 3.1, 3.2 AND 3.3
SLIDESHOW (PPT)



20 MIN.



GROUP
ACTIVITY



DISCUSSION AND
PRESENTATION

Session Introduction

- › **Start** the session by reminding the group about the rules presented in the introduction or the session slideshow (e.g. taking turns, respecting different points of view, keeping what others say to yourself).
- › **Explain** that today's session is about *consent in general as well as sexual consent*.

NOTE TO THE SESSION LEADER

For more information about sexual consent and sexual assault prevention, see Sheet 3.1: *Learn More About Consent*. You don't have to share all of this content with the group, but it may be helpful if they ask more in-depth questions about consent to sexual activity. There is also information on how a teen could respond if a friend confides in them that they have been sexually assaulted.



Discussion and Presentation

- › **Start** the activity by asking the group:
 - **In general, what does it mean to “give consent”?**

Get their answers.

- › **Share** the following information:

CONTENT OVERVIEW

- › “Giving consent is giving permission to do something. However, it is fundamental to the concept of consent that the person give it themselves.” Gouvernement du Québec, 2022).
- › **RESPECT is very important when it comes to consent.** “When someone respects another person, they ask for their opinion and take it into account” Gouvernement du Québec, 2022).
- › This means that, to get consent, a person must listen and accept the response, whether or not it is consistent with the other person’s desired outcome (Gouvernement du Québec, 2022).
- › Someone who does not give clear consent is in fact refusing and therefore saying “No.” Gouvernement du Québec, 2022).

- › **Link** consent to everyday situations by asking:

- **Can you name some everyday situations that are EASY to agree (consent) to?**
 - **Give examples having to do with friends, family, school, etc.**

Get their answers.

- › **Share** the following information:

CONTENT OVERVIEW

- › Examples of everyday situations that are **EASY** to agree (consent) to.
 - Agreeing to do enjoyable activities, such as:
 - Going shopping with your best friend.
 - Going to your friend’s house to listen to music.
 - Playing a video game with your friend.
 - Going for a bike ride with your family.
 - Having your friend braid your hair.
 - Going to a party with friends.
 - Etc.
 - When you agree to offer help or lend someone something:
 - Helping your little brother with his homework.
 - Lending your bike to your cousin.
 - Explaining the rules of a sport you are passionate about.
 - Etc.

- › **Continue** by stating that:
 - Some factors can make it hard for you to either agree to or refuse what someone is suggesting or asking.
 - For example, if your best friend suggests that you “go shopping” together, it can be hard to make a decision and say yes if:
 - Your friend always borrows money from you when you go shopping and never pays you back.
 - If your friend wants to go shopping at the same time as your mother’s birthday dinner.
 - If your friend has recently been making fun of you on social media.
 - Etc.

- › **Ask** the following question:
 - **Are there other factors that could make “going shopping with your best friend” something hard to agree to?**
Get their answers.

- › **Ask** the group to think of factors that may make it difficult to “give consent” for two more situations:
 - **Are there any factors that might make it difficult for you to agree to “go to a party with friends”?**
 - **Are there any factors that might make it difficult for you to agree to “lend your bike to your friend’s cousin”?**

- › **Share** the following information:

CONTENT OVERVIEW

- › Example: “Going to a party with friends.” This might be difficult to agree to if:
 - Your friends insist you go even though you already said no.
 - You know your friend will be upset if you refuse.
 - The party is at the home of someone you don’t like.
 - You know that some people will try to get alcohol, encourage you to drink, and call you a “baby” if you don’t.
 - Your parents don’t want you to go to this party.
 - Etc.

- › Example: “Lending your bike to your friend’s cousin.” This might be difficult to agree to if:
 - Your bike is brand new.
 - Your cousin tends to be careless with their things.
 - You want to use your bike tonight.
 - You worry it might get stolen.
 - Etc.

- › Before agreeing to do something, you have to determine your comfort level in the situation and learn to trust yourself to make the best decision.
- › **A NO is always a NO. And YES will come with conditions** (Rise Above, 2016).

Group Activity, Discussion and Presentation

- › **Tell** the group that you will now present them with an “everyday situation” about consent that you will discuss together.
- › **Read over** the “Camille and Margaret” situational exercise (Sheet 3.2) and then **ask** the following questions:
 1. **Did Camille consent to Margaret giving her a massage in the cafeteria? What are the verbal signs (words) and non-verbal signs (actions) that tell you whether she consented or not?**
 2. **How could Margaret have offered her friend a “massage” while respecting Camille’s personal space?**
 3. **Why does Camille feel uncomfortable telling Margaret that she doesn’t want a massage? How could she tell her?**
- › **Share** the content for these questions on Sheet 3.3: *Answer Sheet: “Camille and Margaret” Situational Exercise*.
- › **Conclude** this first activity with the following information:

CONTENT OVERVIEW

- › **RESPECT is very important when it comes to consent.** Remember: “When someone respects another person, they ask for their opinion and take it into account” (Gouvernement du Québec, 2022).
- › Respecting your **BOUNDARIES** and the other person’s is also important.
 - Boundaries are “the limit of what someone considers to be acceptable behaviour” (Boundary, n.d.). Boundaries can also be defined as “the space between you and another person, and the unspoken rules of how you will treat someone and how you expect to be treated” (Educate Empower Kids).
 - Boundaries can also be thought of as “personal space,” or “freedom to be on your own at times; privacy; autonomy” (Personal space, n.d.). Children, adolescents and adults need this space (CHU Ste-Justine, 2018).
 - For example, you may want to hide your sadness from others because you aren’t comfortable sharing that feeling.
 - You may not want to tell your whole family you are in love because you want to keep that feeling private.

- Boundaries and personal space differ for each person and in each situation.
 - For example, you may be comfortable with your little sister playing with your hair at home, but you may not want your friends doing that in the gym at school.
 - For example, Camille and Margaret don't have the same boundaries or limits about touching in public.
- Everyone has their own personal space, and it is important to respect this space. Every time we do something to enter into someone's space, we have to make sure that the other person is comfortable with what we're doing.
- **Another important element of consent is the idea that it is FREELY GIVEN:**
 - Having the feeling of being free to accept or refuse (you do not feel obliged).
 - And that the other person will respect your choice, including the choice to change your mind, without trying to convince you otherwise or manipulate you.



2

Activity 2



SHEETS: 3.4 AND 3.5
SLIDESHOW (PPT)



20 MIN.



TEAM ACTIVITY



VIDEO



**DISCUSSION AND
PRESENTATION**

Team Activity

- › Now that you have analyzed what consent means in everyday situations, **explain** that you will now look at consent in the context of romantic relationships and dating.
- › **Ask** the group to get into teams of three or four.
- › **Tell them** that they will have to read a situational exercise (see Sheet 3.4: “Malik and Alice” Situational Exercise) about consent and that they will have to answer different questions. **Give** them 10 minutes to complete the task.

Discussion and Presentation

- › After the team activity, have everyone come back into a group. **Read** the situational exercise (Sheet 3.4: “Malik and Alice” Situational Exercise) and **ask** each team to share their answers.
- › **Add** to their answers with the information on Sheet 3.5: *Answer Sheet: “Malik and Alice” Situational Exercise*.
- › **Go over** the information about sexual consent below and then ask the question provided:
 - Whether in everyday situations or a romantic context, the same consent criteria apply:
 - RESPECT yourself and your partner.
 - Respect BOUNDARIES (yours and your partner’s).
 - Respect FREEDOM OF CHOICE (yours and your partner’s).
 - **What do you think “consent to sexual activity” means?** (“Sexual activity” refers to touching, kissing and any other type of sexual contact [Éducaloi, 2022a]).

Get their answers.

NOTE TO THE SESSION LEADER



A Quebec study of over 3,000 people aged 17 to 29 found that most had not experienced a first penetrative sexual encounter by the age of 12 to 14 (Lambert, Mathieu-Chartier, Goggin, Maurais and the PIXEL team, 2016).

- ▶ One in twenty people (6%) of all genders combined had had their first penetrative sexual encounter before the age of 14 (Lambert and al., 2016).
- ▶ Ten out of twenty females (50%) and eight out of twenty males (40%) had experienced their first penetrative sexual encounter before the age of 17 (Lambert and al., 2016).
- ▶ Youths aged 12 to 14 experiment more with sexual activities such as kissing and fondling the body on and below the waist (Médico and Levy, 2008; Williams, Connolly and Cribbie, 2008).

Some specialists (e.g. pediatricians, psychologists, sexologists) consider sex before the age of 14 or 15 to be premature and are concerned about whether these young people have the necessary maturity for a positive experience. Also, people at this age may feel pressure to have sex.

It is therefore important to discuss the meaning of sexual consent and what motivates teens to engage in sexual activity in the early years of high school before they start becoming sexually active. Young people generally have their first sexual encounter spontaneously without planning it (e.g. at a party) (Lieberman, Goldfarb, Kwiatkowski and Santos, 2017). They must therefore have the tools to act in a way that truly aligns with their needs, values and limits while respecting those of their partner.

Video

- › **Tell** the group that you are going to show them a video about consent.
 - In this video, a teen boy and girl demonstrate the simple steps of consent.
- › **Show** the following video:

Ask. Listen. Respect: A Video About Consent (Virginia Sexual & Domestic Violence Action Alliance, 2015)

Length: 1 min., 11 sec.

<https://www.youtube.com/watch?v=n6X5I7xoxEY>



Video



Discussion and Presentation

- › **Get** their comments and reactions to the video.
 - **What are your takeaways from this video?**
 - **What did you learn about consent?**
 - Get their opinions.*
- › **Continue** the group discussion using the questions below:
 - **Why is it important to get someone's consent before engaging in sexual activity?**
 - **Why do you think we are talking to you about sexual consent at your age?**

- › **Share** the following information:

CONTENT OVERVIEW

- › **It's important to make sure you get your partner's consent before engaging in any type of sexual activity because:**

- Consent is the basis of human relationships. And it simply means that you need to: Ask. Listen. Respect.
- This lets everyone feel respected and safe.
- When people are respectful and listen to each other, their relationship is based on trust, which is a positive thing!

- › **We're talking about sexual consent at your age because:**

- BEFORE you decide to engage in sexual activity, you need to:
 - learn about sexual consent,
 - learn to respect your boundaries and those of others,
 - develop your ability to assert yourself.
- You need to learn about sexual consent and learn to respect your boundaries and those of others and develop your ability to assert yourself BEFORE you decide to engage in sexual activity.
- People your age can all have very different situations. Some people in high school have never dated or aren't interested in dating during this time. Others are currently going out with someone. Some may not want to have sex right now even if they have a boyfriend or girlfriend; however, that doesn't mean they can't kiss or cuddle. Others may have already started engaging in more intimate acts for the first time. Talking about sexual consent now lets you learn about how to act with someone you want to be more intimate with when the time comes.
- Finally, we are talking about consent now because you need to know what the law says about the ages of consent to sexual activity. These laws are in place to protect minors, or people under 18 years of age. This is what we'll go over in the next activity.



Activity 3



SHEETS 3.6, 3.7, 3.8 AND 3.9
SLIDESHOW (PPT)



30 MIN.



TEAM ACTIVITY



DISCUSSION AND PRESENTATION

Presentation

- › **Introduce** the next activity, which aims to give the group a better understanding of sexual consent under the law.
- › **Share** the following information:
 - **What does the law say about the age of consent to sexual activity?**
 - Teenagers can consent to sexual activities. However, their consent is invalid (i.e. not recognized under the law) if they're considered too young to consent or if they're in a position of vulnerability with respect to their partner (Éducaloi, 2022a).
 - Consent to sexual touching means clearly showing that you agree, through your words or actions, to a sexual activity (Éducaloi, 2022b).
 - The age of consent, also known as the “age of protection,” is the age at which young people can “legally” consent to sexual activity (Royal, 2008).
 - In Canada, the “legal age” of consent to sexual activity is 16 (sexual activity is defined as kissing, touching and any other type of sexual contact) (Éducaloi, 2022b).
 - However, the law does have exceptions. For example, before the age of 16, teens can consent to sexual activity if their partner is about the same age; however, there are rules that apply to age differences.
 - It is important to know that, under the law, you cannot consent to sexual activity if you are under the age of 12 (12 years minus 1 day) (Éducaloi, 2022a).

Age and Sexual Consent	
Age of younger partner	Age difference allowed
Under 12 years old	Consent is NEVER valid. Before the age of 12, you can't consent to sexual activity.
12-13 years old For example, if a 13-year-old decides to engage in sexual activity...	Less than 2 years Their sexual partner cannot be 15 or older.
14-15 years old	Less than 5 years

- It is also important to know that consent is not valid if it does not comply with the law regarding the allowed age difference, even if a teen consents to the sexual activity and even if their parents agree.
- **What does it mean when sexual consent is not valid?**
This means that, if the age difference exceeds the limits set out under the law, any sexual activity could be considered sexual assault even if the younger person consents.
- The older person could then be charged with this crime, which has serious consequences.
- In Canada, sexual assault is when one partner does not consent (agree) to sexual touching (Éducaloi, 2022b).

Team Activity

- › **Ask** the group to get into teams of two.
- › **Hand out** Sheet 3.6: *Learn About Legal Age and Consent* to each team, which they will use to determine whether the two characters in the different scenarios would be “legally” allowed to have sex given their age difference. **Give** them 5 minutes to complete the task.

Presentation

- › **Add** to the information on the legal right to engage in sexual activity for each situational exercise using the suggested content (see Sheet 3.7: *Answer Sheet: Learn About Legal Age and Consent*).

Discussion

- › **Have** a discussion with the whole group:
 - **Why do you think there is a law about the age of sexual consent?**
Get their opinions.
- › **Share** the following information:

CONTENT OVERVIEW

- › The purpose of this law is mainly to prevent adults from sexually exploiting “vulnerable” youths (Royal, 2008).
- › A large age difference between two teens who are dating can mean differences in maturity, development, independence, and sexual experiences. And this law is meant to protect the younger person.
- › The goal is to make sure that young teens discover their sexuality at their own pace while preventing an older person (an older adolescent or adult) from taking advantage of the younger person’s inexperience.
- › And even if the two are within the legal age difference, each partner must consent before engaging in sexual activity.

NOTE TO THE SESSION LEADER



This activity includes examples with youths who are homosexual, which may or may not elicit responses from the group. If anyone says something, it is important to address the comments to foster a climate of respect and openness to sexual diversity. The idea is not to start a discussion or debate about sexual diversity (this can be done later if necessary) but rather to quickly intervene to protect any sexually diverse youths in the group from derogatory comments.

If someone makes a hurtful comment, simply remind them that we live in a society that values and defends the equality, freedoms and rights of every person. Our society aims to be open and respectful of differences, whatever they may be. In fact, Quebec has a Charter of Human Rights and Freedoms that protects the rights of every person and prohibits against discrimination and harassment. “Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, gender identity or expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a handicap or the use of any means to palliate a handicap” (Tribunal des droits de la personne, 2020, p. 50).

The idea is to get the group to think about why some people might react so negatively to sexual diversity (e.g. lack of knowledge, prejudice, unfounded fears).

This is why the Charter of Human Rights and Freedoms is in place: to protect everyone and promote equality among all individuals.

Team Activity

- › **Ask** the group to get into teams of three. Hand out Sheet 3.8: “Emma and William” Situational Exercise to each team. After reading the situation, they must answer the questions. **Give** them 5 minutes to complete the task.
- › Then **bring** everyone back into a group; go through each question on Sheet 3.8 and ask the teams to share their answers.
- › **Add** to their answers with the provided content (Sheet 3.9: Answer Sheet: “Emma and William” Situational Exercise).

Discussion and Presentation

› **Continue** the activity with the following questions:

- **Would your opinion be the same if the situation involved a 13-year-old boy and a 17-year-old girl? Explain.**
- **What if it were a 13-year-old boy dating a 17-year-old boy?**

Get their answers.

› **Add** to their answers with the information below:

CONTENT OVERVIEW

- › Regardless of gender or sexual orientation (e.g. heterosexual, homosexual), there are differences in maturity, development and experience between a 13-year-old and a 17-year-old.
- › In the case of Emma and William, it is important to protect the 13-year-old in a relationship with a 17-year-old to ensure that the younger partner is not being manipulated, controlled or abused.

› **Continue** the discussion with the questions below:

- **If Emma were your friend, why would it be important to react?**
- **Given what you now know about sexual consent, what would you say to Emma if she were your friend?**
- **What would you like to say to William?**

Get their opinions.

Share the following information:

CONTENT OVERVIEW

- › **As a friend, it is important to react for many reasons:**
 - Emma may feel so in love that she doesn't see the more concerning aspects of the relationship.
 - Talking about your perceptions and concerns may help her think differently about her relationship. It is better to help her reflect on her situation instead of accusing her of making bad choices.
 - To protect your 13-year-old friend, you want to make sure she's in a relationship without pressure, manipulation, etc.

› **What you might say to Emma:**

- First, ask her about her relationship so that you can understand her experience. Show an interest.
- Name your concerns by using “I” statements: “I’m worried” or “I’m concerned about... for x and y reason...”

Examples of concerns:

- That she and William have a really big difference in age and development.
- That the relationship is pushing her to skip steps to get to William’s level.
- That William could be a bad influence on her. For example, he might get her to use alcohol or drugs.
- That William is pressuring her to have sex and she doesn’t know how to say no.
- That William is deciding everything for her since he is older.
- That she has trouble speaking up for what she wants and setting limits.
- That this relationship is taking her away from her friends and that she no longer confides in them.

› **What you might say to William:**

- You could ask him:
 - “Why is a 17-year-old guy interested in a 13-year-old girl? ”
 - “How would he feel at a party with Emma’s friends? Would he have the same interests and things to talk about as 13-year-olds?”
 - “Does he feel that he and Emma are at the same stage in their lives?”
 - “Why isn’t he in a relationship with a girl his own age?”
 - “What are his intentions toward Emma?”
- You could remind him of the law about the age of sexual consent:
 - “If he engages in sexual activity with Emma, who is 13 years old, he could be charged with sexual assault.”

- › If you are concerned about your friend’s safety, it is important to talk to a trusted adult (e.g. your parents, school or youth centre workers, Tel-jeunes, Kids Help Phone, etc.).

- › To end this activity about age differences and sexual consent, **share** the thoughts below of a 9-year-old boy and **ask** the group what they think about what he had to say.

• **Comments from Bertrand, 9 years old.**

During a discussion in an elementary school class, Bertrand, a 9-year-old student, said that he heard about an 11-year-old girl dating a 16-year-old boy. All of the students in the class were shocked. Bertrand shared his thoughts:

“If the boy really loved the girl, he should be the one to realize that she is way too young for him. He’s the older one, and he has to wait until she’s older so that he doesn’t steal her childhood.”

(Lejeune, Grombeer and Duez, 1997).

• **What do you think?**



Session Conclusion



SLIDESHOW (PPT)



5 MIN.



DISCUSSION AND PRESENTATION

Discussion and Presentation

- › **Ask** the group about their takeaways from this session.
 - **What did you learn from this session on everyday consent and sexual consent?**
Get their opinions.
- › **Add** to what they say with the following key components:

CONTENT OVERVIEW

- › **Some key aspects of sexual consent to remember:**
- › **Listen:**
 - Pay attention to the other person's verbal messages (words) and non-verbal messages (actions).
- › **Go at your own pace:**
 - Don't feel the need to get to the next step in sexual maturity; you don't need to feel pressured to be sexually active. Give yourself time to mature before making these choices; even if you consider yourself "mature," you aren't necessarily mature in all areas of your life.
 - When someone asks you to do something, think about what you want before agreeing.
 - Respect your boundaries and limits and learn to name them.
- › **Respect others:**
 - Respect your partner's boundaries and limits.
 - Ensure you get their verbal consent. If they say that they aren't sure or don't want to, don't insist, don't make them feel guilty, and let them go at their own pace.
 - Allow your partner to make their own choices.
- › A NO is a NO. An I DON'T KNOW is a NO. And YES will come with conditions (Rise Above, 2016).
- › "A yes comes with conditions" means :
 - Even if you say "Yes," you are always allowed to change your mind.
 - You may like to cuddle with your boyfriend or girlfriend and feel like kissing them, but that doesn't mean you have to go any further (e.g. engage in sexual activity).
 - You have to pay attention not only to what your partner says but also to their non-verbal messages. Don't insist when the other person hesitates, doesn't know what to say, or is embarrassed.
- › You can say Yes! You can say No!



SHEET

3.1

FOR SESSION
LEADERS

Learn More About Consent

This sheet provides essential information about sexual consent all in one place. You don't need to share all of this content with the group, but it may help you answer their questions. You will find this same sheet in all sessions on consent in the Be True to You program, i.e. those in Secondary 3 and 4. This sheet provides key legal definitions and information but does not replace legal advice.

Also, please note that this sheet was created in 2021; this means that it may not account for any legal changes that occur following the publication of the Be True to You program.

Sexual consent is associated with different criteria in the literature on this topic. For example, there is a distinction between sexual behaviour that is neither desirable nor acceptable in society and behaviour that is punishable by law. This sheet therefore provides the legal and social definitions.

SEXUAL CONSENT:

Legal criteria:

Free, voluntary, informed consent that can be withdrawn at any time.

- › **An agreement that a person expresses clearly** through both their words and actions (Éducaloi, 2022a).
- › **Must be free:** This means that consent during a sexual relationship is not obtained through the use of physical coercion, blackmail or threats (Éducaloi, 2022a). Both people in a relationship must have equal power to decide whether they want a sexual relationship or not. Each person must therefore feel free to accept, refuse, or change their mind without fearing the other person's reaction.
- › **Informed:** The person must be in a state to give consent (Éducaloi, 2022a). The law states that a person who is sleeping or unconscious cannot give consent. When it comes to intoxication with drugs or alcohol, legally a person must be in a very advanced state of intoxication to be unable to consent to sexual contact. For example, a person who has consumed alcohol or drugs can consent to sexual activity, unless their condition makes it impossible for them to remember what they are doing.
- › **Can be withdrawn at any time** (Éducaloi, 2022a): Even if you consent to sexual activity, you have the right to change your mind at any time.
- › **Is not valid if one of the partners is in a position of authority or trust or if there is a situation of dependency or exploitation** (Éducaloi, 2022a): For example, even if an adolescent is of the legal age to consent to sexual activity, they cannot consent to sexual activity with a coach or teacher since this person is in a position of authority over them.

- › **Must be given for each individual sexual act:** The person who initiates the sexual activity must always check how the other person feels about each sexual act (e.g. kissing, fondling) (Éducaloi, 2022a).
- › **May not be presumed:** This means that you can never assume that the other person is consenting. You cannot decide on your own whether the other person consents without checking with them first. In the case of sexual assault, the offender cannot defend themselves by saying that they thought that the other person had consented.
- › **Failure to obtain sexual consent from your partner can result in sexual assault, which is a criminal offence that can be punishable by law** (Éducaloi, 2022a). Whether you're in a relationship with someone or dating them or they are just an acquaintance, it's important to make sure the person also wants to have sexual contact.

Social criteria: enthusiastic consent

- › **Must be expressed in an enthusiastic way:** The act of showing enthusiasm is a criteria that is often described in relation to consent (Duquette, Soubeyrand-Faghel & Paume, 2019; Gouvernement du Québec, 2022). Showing enthusiasm (or not) can help a partner pick up on signs of consent or non-consent. However, this criteria is not included in the sections of the law that relate to consent. It is more of a social criteria. Some signs can indicate a person's enthusiasm: they may respond to the other person's advances, smile, or hug and caress them back, etc. Even adults can find it hard to distinguish between signs of enthusiasm and signs of discomfort or shyness in a partner. That's why it's important to be attentive to the other person at all times when you are being intimate and check in to see how they are feeling.

Ages to remember:

- › **12 years minus one day:** Consent is never valid.
- › **12 years old:** The age at which a youth can be charged with a crime (Éducaloi, 2017).
- › **16 years old:** The age of sexual consent in Canada (Royal, 2008; Éducaloi, 2022b).
- › **Important to explain:** Although the age of consent is 16, the law does set out exceptions for sexual encounters (e.g. kissing, fondling, sexual relations) between young people of about the same age before they turn 16 (Éducaloi, 2022b).

The following table from Éducaloi (2022b) describes the exceptions for consent between young people under 16 years of age. It gives the age difference that cannot be exceeded in order for consent to be valid.

Age of younger partner	Age difference allowed
Less than 12 years (i.e. 12 years minus one day)	Consent is NEVER valid.
12-13 years old	Less than 2 years
14-15 years old	Less than 5 years

Definitions that may be useful:

Behaviour that may lead to legal consequences

- › **Sexual offences:** Refers to all crimes of a sexual nature, including sexual assault (Éducaloi, 2022c).
- › **Sexual assault:** Sexual assault is when one partner does not consent (agree) to sexual touching. Sexual touching can be a kiss, a caress or any other type of sexual act (Éducaloi, 2022a).

Behaviours that do not always have legal consequences but that are neither desirable nor acceptable in society

- › **Sexual harassment:** Sexual harassment is not a crime, but it is prohibited in the workplace.

The term “harassment” usually refers to repeated acts. However, there may be cases in which the severity or intent could result in the act being considered harassment, even if it only occurred once.

Sexual harassment can take many forms:

- › **Verbal:** Sexist, crude or degrading jokes; remarks about physical appearance; remarks about someone’s private life; use of slang or degrading, homophobic or sexist terms; use of insinuation; repeated invitations of all kinds; explicit sexual propositions; veiled or open promises in exchange for sexual favours.
- › **Non-verbal:** Whistling; looks with sexual connotations; display of degrading or pornographic material; signs with explicit sexual connotations; the harasser is constantly around; messages of a sexual, sexist or homophobic nature.
- › **Physical:** Intentionally brushing past someone; physical fondling or touching such as slapping the buttocks; tickling; pinching; kissing; pushing into a corner, etc. (Duquette et al., 2019).

Sexual misconduct: In the media, we have heard the term “sexual misconduct” used a lot in reference to public figures who have made headlines for questionable sexual behaviour. In an everyday context, sexual misconduct usually refers to behaviour that society considers inappropriate or undesirable. This term can also refer to sexist or sexually degrading comments, homophobic comments and profanity. Overall, this is a very vague term used in many ways to describe all sorts of behaviour. While sexual misconduct is not a crime defined in the criminal code, it may technically include behaviours that are punishable by law.

The term “sexual misconduct” is used in professional codes to refer to prohibited behaviours between professionals and the people they help. In these cases, legal proceedings may be initiated against the offending professionals.

How a teen could respond if a friend confides in them that they have been sexually assaulted:

- › **Listen to your friend without judging them.** Let them speak at their own pace and in their own words; avoid bombarding them with questions or cutting them off. You don’t need to know the details about the assault. The important thing is to focus on the person’s feelings and what they need (CALACS Trêve pour Elles, n.d.).
- › **Believe what the person says** (CALACS Trêve pour Elles, n.d.). Even if the assailant is someone you know and this brings up many emotions for you, it is important not to question what the victim has told you. It takes a lot of courage to tell someone about sexual assault.

- › **Validate their emotions** (CALACS Trêve pour Elles, n.d.). If the person tells you that they feel angry or guilty about the assault, you can tell them that it is normal to have these emotions about a sexual assault and that you understand what they're feeling.
- › **Tell the person that they have no need to feel guilty** (CALACS Trêve pour Elles, n.d.). Often people think that a sexual assault is their fault. You can tell them that it is not their fault. The assailant was the one who did not check with the person about how they felt and whether they really consented to the act. Some people who sexually assault simply have bad intentions, do not want to hear a “no” from their victim and ignore any signal that shows a lack of consent.
- › **Keep what they say confidential.** Do not repeat it to anyone else so that the person feels safe. However, do not keep the secret at all costs. Do not repeat the story to other kids your age or to your family; however, it is important to tell a trusted adult who can help (e.g. teacher, counsellor, Tel-jeunes, Kids Help Phone).
- › **Refer the person to resources** (CALACS Trêve pour Elles, n.d.). You can tell the person that there are trusted adults who can help. If the person is afraid, you can offer to go to the resource with them. For example, you can go with them to see a trusted school counsellor. You can also be there when they call an assistance organization for help.



“Camille and Margaret” Situational Exercise

INSTRUCTIONS:

- › Read the situation to the group and discuss the questions.

Situational Exercise

Camille, 14, is eating in the school cafeteria with her friends.

She saves a seat for her friend **Margaret**, who is supposed to join them. When she arrives, Camille is very happy to see her! Margaret is a very good friend of hers, and they have a strong connection.

While everyone is chatting after lunch, Margaret asks Camille to turn her back to her. Then Margaret starts massaging her shoulders. Camille feels uncomfortable and doesn't know how to react. Margaret keeps massaging her back. Camille tenses up and doesn't dare tell her to stop. She's afraid that if she tells Margaret she doesn't like the massage that she will disappoint her and that she will seem weird if she reacts in front of their friends.

Ask the following questions:

1. Did Camille consent to Margaret giving her a massage in the cafeteria? Were there any verbal signs (e.g. words) or non-verbal signs (e.g. actions) indicating whether Camille consented or not?
2. How could Margaret have offered a massage while respecting Camille's personal space?
3. Why does Camille feel uncomfortable telling Margaret that she doesn't want a massage? How could she tell her?



Answer Sheet: “Camille and Margaret” Situational Exercise

Situational Exercise

Camille, 14, is eating in the school cafeteria with her friends. She saves a seat for her friend **Margaret**, who is supposed to join them. When she arrives, Camille is very happy to see her! Margaret is a very good friend of hers, and they have a strong connection.

While everyone is chatting after lunch, Margaret asks Camille to turn her back to her. Then Margaret starts massaging her shoulders. Camille feels uncomfortable and doesn't know how to react. Margaret keeps massaging her back. Camille tenses up and doesn't dare tell her to stop. She's afraid that if she tells Margaret she doesn't like the massage that she will disappoint her and that she will seem weird if she reacts in front of their friends.

- › **Add** to their answers with the information below.

Question 1

Possible answers

Did Camille consent to Margaret giving her a massage in the cafeteria?

Were there any verbal signs (e.g. words) or non-verbal signs (e.g. actions) indicating whether Camille consented or not?

No. Camille agreed to turn her back to Margaret when Margaret asked, but she did not consent to Margaret giving her a massage.

Verbal signs:

- › Camille didn't say anything: no verbal sign.
- › But that doesn't mean she consents to or is comfortable with the situation.

Non-verbal signs:

- › She tenses up.
- › She feels uncomfortable.
- › She doesn't say anything.

Additional information:

It's important to make sure that the other person is comfortable when we enter their personal space. This applies to all situations: borrowing something from someone, asking for a favour or physically touching someone.

Pay attention to the other person's non-verbal signs. If the person doesn't seem to want you to do what you are doing, don't insist. Also, if you don't get a response, the other person may not be paying attention or not know how to say no. The best thing is not to do anything until the other person gives their consent.

Question 2

Possible answers

How could Margaret have offered her friend a “massage” while respecting Camille’s personal space?

- › Margaret didn’t ask Camille if she wanted a massage. She asked Camille to turn her back to her without explaining why, and then began to massage her shoulders.

Margaret should have...

- › Asked Camille if she wanted a massage.
- › Paid attention to her friend’s non-verbal cues (e.g. she tensed up and stopped talking).
- › And even if Camille clearly agreed to get a shoulder massage, Margaret still needs to ask if she still likes it while massaging her.

Additional information:

Since Camille’s back is to Margaret, Margaret can’t see her face, which means that she can’t visually check whether Camille seems to be enjoying the massage.

We don’t necessarily know the limits of our friends, which is why it is important to respect their personal space and their boundaries:

- › Even if Margaret had good intentions, her friend may not be interested in this kind of physical contact.
- › Some people may not like this kind of touching.
- › For other people, some kinds of touching can trigger bad memories.
- › Also, Margaret giving Camille a massage in the cafeteria might make their other friends at the table uncomfortable. This may not be the best time or place.

Question 3

Possible answers

Why does Camille feel uncomfortable telling Margaret that she doesn't want a massage?

How could she tell her?

- › Camille has a right to feel uncomfortable.
- › But she's afraid of offending her friend by saying she doesn't like it.
- › She's also worried that her friends will think she's weird if she reacts in front of them.

Camille could have:

- › Simply told Margaret that it's nice of her but that she doesn't feel like a massage. She could then naturally continue the conversation with Margaret so that she doesn't feel offended (e.g. "How was your Math class this morning?")
- › If she is really too embarrassed to say something, she could find an excuse to leave (e.g. say she has to go get something from her locker).
- › Later, Camille could wait until she is alone with Margaret and talk to her about the situation. Perhaps Margaret sensed Camille's discomfort and they could discuss it.

Additional information:

Camille may feel uncomfortable for different reasons. This may be because:

- › They are in a public place (e.g. the school cafeteria).
- › She did not expect a massage and did not ask for one.
- › For her, a massage is a more intimate act.
- › She doesn't think that friends should give each other massages.
- › She's afraid that others will think that Camille and Margaret's relationship is more intense than a friendship, which is not the case.
- › Or it could be that Camille has feelings for Margaret and feels embarrassed when she's close to her.
- › Etc.

Even though Camille and Margaret are friends in this case, the situation could still cause discomfort even if they were dating each other. It is important to respect the limits of your boyfriend or girlfriend. You must get consent BEFORE you enter someone's personal space in any way.



SHEET

3.4

FOR THE GROUP

“Malik and Alice” Situational Exercise

INSTRUCTIONS

- › As a team, read the situational exercise and answer the questions.

Situational Exercise

Malik, 15, is at the youth centre. **Alice**, whom he finds very nice, is also there, but he has never dared to approach her at school. Malik screws up his courage and decides to go and talk to her. Luckily, she’s with two of her friends, which makes it easier to strike up a conversation. Every time their eyes meet, they smile at each other. They end up having a lot of laughs together.

Malik feels that there is a vibe between them and wants to get closer to her (which is not easy in a wheelchair). He’s not 100% sure if Alice is interested in him, but he senses there may be something between them. Before leaving, he would like to give her a quick kiss as a way of telling her that he wants to go out with her. He wants to make sure she agrees before he does it, but how should he ask her? He’s afraid he’ll look weird if he asks her if he can kiss her. Is he going too fast?

1. Are there any verbal signs (words) or non-verbal signs (actions) from Alice that would make Malik believe she would agree to kiss him?

Verbal signs: _____

Non-verbal signs: _____

2. Above all, what do you think Malik should avoid in his interaction with Alice?

3. What should Malik do to get Alice’s consent before kissing her?



SHEET

3.5

FOR SESSION
LEADERS

Answer Sheet: “Malik and Alice” Situational Exercise

INSTRUCTIONS

- › Read the situational exercise and ask each team to share their answers.
- › Add to their answers with the content below:

Situational Exercise

Malik, 15, is at the youth centre. **Alice**, whom he finds very nice, is also there, but he has never dared to approach her at school. Malik screws up his courage and decides to go and talk to her. Luckily, she’s with two of her friends, which makes it easier to strike up a conversation. Every time their eyes meet, they smile at each other. They end up having a lot of laughs together.

Malik feels that there is a vibe between them and wants to get closer to her (which is not easy in a wheelchair). He’s not 100% sure if Alice is interested in him, but he senses there may be something between them. Before leaving, he would like to give her a quick kiss as a way of telling her that he wants to go out with her. He wants to make sure she agrees before he does it, but how should he ask her? He’s afraid he’ll look weird if he asks her if he can kiss her. Is he going too fast?

Question 1

Possible answers

Are there any verbal signs (words) or non-verbal signs (actions) from Alice that would make Malik believe she would like to kiss him?

There are a few signs that Alice is enjoying his company:

- › Verbal signs: She chats with him and their conversation is easy.
- › Non-verbal signs: She smiles at him and they laugh together.

But none of these signs indicate that Alice wants to kiss him.

- › Alice may enjoy talking to Malik, laugh at his jokes, and find him friendly but not want to go any further.
- › It’s hard for him to know if she wants to get close to Malik or even kiss him without asking her directly.
- › But Malik is right to wonder if he’s taking things too quickly.

Question 2

Possible answers

Above all, what do you think Malik should avoid in his interaction with Alice?

- › **He shouldn't be too quick to interpret Alice's reactions and should check with her before getting ideas.**
- › **He can't think only about what he wants.**

You can't decide to kiss someone just because you feel like it. Each person has to consent. However, Malik has developed a good attitude of empathy with the reflex of caring about Alice's desires and not just his own.
- › **He should not skip steps.**

It takes a while to get to know someone. Malik doesn't know if his feelings for Alice are mutual, especially since they have only known each other a short time. Kissing her right now could have the opposite effect of what he wants.

Question 3

Possible answers

What should Malik do to get Alice's consent before kissing her?

- › **He has to ask himself if this is really the right time or if things are going too fast.**

When in doubt, it's best not to try to kiss her and to continue to have fun talking together, without any pressure.
- › **He can analyze her non-verbal language.**

By approaching her, he can see whether his presence makes Alice uncomfortable (e.g. she looks away, stops talking, laughs nervously, freezes). If this happens, it's better not to insist.
- › **He can take a more direct first step.**

First, he can tell her that he really liked spending time with her and that he is already looking forward to seeing her again. "I would like to kiss you, but I don't want to rush anything." Does she feel the same way? Would she agree?
- › **He can even add some humour to the situation.**

Say to her, "How about a multiple-choice quiz: A) "Okay, we can kiss; B) Maybe some other time; or C) It was fun chatting together, but no thanks."
- › **If she refuses, he shouldn't insist.**

Malik must accept the rejection and not question Alice's decision. Most importantly, he must not try to kiss her if she says no.
- › **If she says no, he should not react badly.**

It can be disappointing and even embarrassing to get rejected. These emotions are understandable, but so is the other person's decision. Malik shouldn't manipulate Alice by making her feel bad for saying no. Likewise, he shouldn't blame himself if his approach doesn't work.
- › **If she says yes, he should also not assume that this will lead to anything else.**

He has to get consent every time. If Alice agrees to kiss him, this doesn't mean she wants to do anything more. Malik would have to ask her again in that case. This is also true for Malik. He shouldn't feel obliged to go further after the kiss if he doesn't want to!



SHEET

3.6

FOR THE GROUP

Learn About Legal Age and Consent

INSTRUCTIONS

- › First, read the situational exercises as a team and indicate whether the two people in each case are **LEGALLY ALLOWED** to engage in sexual activity and why.

Are these two people LEGALLY ALLOWED to engage in sexual activity?	What do YOU think?	
	YES	NO
<p>Zoé, 13, and her boyfriend David, 17.</p> <p>Why or why not? _____ _____</p>		
<p>Julia, 16, and Chayton, her best friend's 25-year-old brother.</p> <p>Why or why not? _____ _____</p>		
<p>Shania, 17, and Leo, her 21-year-old volleyball coach.</p> <p>Why or why not? _____ _____</p>		
<p>Grace, 11 and Alexandro, 12.</p> <p>Why or why not? _____ _____</p>		
<p>Jonathan, 15, and his boyfriend, Elliot, 19.</p> <p>Why or why not? _____ _____</p>		



SHEET

3.7

FOR SESSION LEADERS

Answer Sheet: Learn About Legal Age and Consent

INSTRUCTIONS

- › Go over the group’s answers by comparing them to what is prescribed by Canadian law.
- › Add to their answers from the content in the table below.

Are these two people LEGALLY allowed to engage in sexual activity?	What do YOU think?	
	YES	NO
<p>Zoé, 13, and her boyfriend, David, 17.</p> <p>Why, according to the law?</p> <ul style="list-style-type: none"> › Under the law, Zoe could consent if David were between 13 and 15 years old. › Here the age difference is too great. › David is older; he is committing an offence and risks being charged with sexual assault or taken into juvenile services if he engages in sexual activity with Zoé, even if she said yes before, even if she was the one initiated it, and even if their parents agreed to it (Éducaloi, 2022c; Institut national de santé publique, n.d.). › Specialists (e.g. psychologists, sexologists, pediatricians) believe that sex before the age of 14 or 15 is premature and that this is cause for concern regardless of gender or sexual orientation. These specialists wonder if teenagers at this age are mature enough to have a positive experience. 		X
<p>Julia, 16, and Chayton, her best friend’s 25-year-old brother.</p> <p>Why, according to the law?</p> <ul style="list-style-type: none"> › At 16, Julia is of legal age to consent to sexual activity. › However, if she is dependent on Chayton, her consent is no longer valid. <ul style="list-style-type: none"> - For example, if she lives with Chayton and cannot live somewhere else, she cannot consent to sexual activity with him (Éducaloi, 2022c). 	X	

Are these two people LEGALLY allowed to engage in sexual activity?	What do YOU think?	
	YES	NO
<p>Shania, 17 years old, and Léo, her volleyball coach who is 21 years old.</p> <p>Why, according to the law?</p> <ul style="list-style-type: none"> › The relationship between Shania and her coach is one of authority, trust and dependence. This means that her coach has power in this relationship. Although Shania is 17 years old, if she agrees to engage in sexual activity with Leo, who is her coach, her consent would not be considered valid, i.e., it would not be valid in the eyes of the law. › Because he is her coach and Shania is a minor (under the age of 18), Leo could be charged with sexual assault if he engages in any sexual activity with Shania. It is up to him, the adult, not to start this relationship and to be aware of the legal and psychological consequences that this situation might cause. <p>Additional information:</p> <p>There are also ethical implications to consider about this relationship: can the coach separate the romantic relationship and the coaching relationship?</p> <p>The ins-and-outs of a romantic relationship could take its toll; again, he is the one who must show responsibility and keep a distance between himself and his players.</p> <ul style="list-style-type: none"> › Can he be as objective and fair with Shania as he is with the other players on the team? › And what happens if they break up? Could he risk blackmailing her and threatening not to give her play time if she doesn't do what he says? 		X
<p>Grace, 11 and Alexandro, 12.</p> <p>Why, according to the law?</p> <ul style="list-style-type: none"> › At age 11, sexual activity is completely prohibited by law. Alexandro is committing an offence if he decides to engage in sexual activity with Grace, even if she says yes and even if she was the one who initiated it. 		X

Are these two people LEGALLY allowed to engage in sexual activity?	What do YOU think?	
	YES	NO
<p>Jonathan, 15, and his boyfriend, Elliot, 19.</p> <p>Why, according to the law?</p> <p>Jonathan can consent to sexual activity with an older partner, but this person cannot be 20 or older.</p> <ul style="list-style-type: none"> › Although the law recognizes that Jonathan, who is 15 years old, can consent to sexual activity with a 19-year-old young adult, there may be differences in maturity and development between the two. We then worry that the older person may take advantage of the naivety and inexperience of the younger one. <p>Additional information:</p> <ul style="list-style-type: none"> › Their relationship may be very respectful and egalitarian, but one could also wonder why a 19-year-old young adult would be interested in a 15-year-old teenager. 		X



SHEET

3.8

FOR THE GROUP

“Emma and William” Situational Exercise

INSTRUCTIONS

- › As a team, read the situational exercise and answer the questions.

Situational Exercise

Emma, 13, has been dating **William**, 17, for a few weeks. William invites Emma to a party at a friend’s house. At the party, Emma feels cool around the older kids. She quickly notices that the evening is quite different from the ones with her friends: people are drinking and making out in front of each other.

Seeing that his girlfriend is alone, William comes and sits next to her and kisses her before suggesting they go to a room “to have some alone time.” Emma wonders if she should say yes, because she doesn’t want William to think she’s immature. Then she thinks that William has had girlfriends in the past: she’s afraid that he’ll leave her if she doesn’t have sex with him.

- › What do you think of this situation?

- › What would motivate a 13-year-old girl to date a 17-year-old boy?

- › What would motivate a 17-year-old boy to date a 13-year-old girl?

- › Based on what you now know about sexual consent, what do you think is problematic about Emma and William’s relationship?



Answer Sheet: “Emma and William” Situational Exercise

INSTRUCTIONS

- › **Go over each question with the group and ask the different teams to share their answers.**
- › **Add to their answers with the information below for each question.**

Situational Exercise

Emma, 13, has been dating **William**, 17, for a few weeks. William invites Emma to a party at a friend’s house. At the party, Emma feels cool around the older kids. She quickly notices that the evening is quite different from the ones with her friends: people are drinking and making out in front of each other.

Seeing that his girlfriend is alone, William comes and sits next to her and kisses her before suggesting they go to a room “to have some alone time.” Emma wonders if she should say yes, because she doesn’t want William to think she’s immature. Then she thinks that William has had girlfriends in the past: she’s afraid that he’ll leave her if she doesn’t have sex with him.

- › **What do you think of this situation?**
 - Some people may be okay with this and some may not.
 - Some may consider this relationship to be fine as long as William doesn’t pressure Emma. Others may not be concerned about the consequences of a relationship with such an age difference.
 - Emma’s parents and William’s parents may be concerned about this relationship.
 - When there is an age difference, the two people are likely to be at different stages in terms of their:
 - Development and maturity, e.g. the younger person may be exposed to different situations, activities or topics of discussion that are not appropriate for their level of development (e.g. alcohol, drugs, sexual content).
 - General independence (e.g. the older person may have a driver’s license, more freedom given by their parents).
 - Financial independence (e.g. having a job).
 - Romantic and sexual experiences (e.g. because the younger person has less experience and may look up to their older partner, they may have more difficulty refusing than if they too were 17).
 - Etc.

- The fact that Emma is alone at the party shows she is having trouble fitting in with William's friends. She may not know how to behave with the others out of a fear of coming across "like a baby," or William's friends may not know what to say to her to help her fit in.
- They don't know each other very well yet (they've only been dating for a few weeks) and it may have been too soon to invite her to this party.
- The fact that William doesn't try to help her feel included with his friends and leaves her alone during the party questions the connection between William and Emma in this very new romantic relationship.

› **In your opinion, what would motivate a 13-year-old girl to date a 17-year-old boy?**

- Researchers have asked teens what they think would motivate a 13-year-old girl to date an older boy (Duquet & Quiénart, 2009; Tener, 2020).

These motivations could be:

- Wanting to be cool.
- Wanting to seem more mature than other people her age.
- Wanting to project an image of being more mature.
- Wanting to impress her friends and feel good about herself.
- Wanting to act out against her parents.
- Looking for a boy who is more mature and has more experiences than the boys in her age group.
- Feeling flattered that someone older finds her interesting and wants to be in a romantic relationship with her.
- Not knowing how to refuse someone who asks to be her boyfriend.
- Finding that 17-year-old boys are more physically attractive (Tener, 2020).
- Finding that they offer better emotional support (e.g. listening skills, advice) because of their maturity and experiences (Tener, 2020).
- Finding that he can better meet her needs. Since some older teens have jobs, it can be easier for them to buy things (clothes, jewelry) and pay for activities (movies, restaurants) (Tener, 2020). If her partner has a driver's license and access to a car, they have the freedom to go where they want. Or if her partner has an apartment, they may like having more privacy at this place than at his parents' home.

› **In your opinion, what would motivate a 17-year-old boy to date a 13-year-old girl?**

- Researchers have asked teens what they think would motivate a 17-year-old boy to date a younger girl (Duquet and Quiénart, 2009). These motivations could be:
 - Feeling less of an age difference because some girls this age not only look older but are also more mature for their age.
 - Having difficulty dating girls his own age.
 - Feeling good about himself because his girlfriend admires him.
 - Having more control over a younger girl than a girl his own age; there is a risk he may take advantage of the girl's inexperience and naivety, including when it comes to sexual activity.

› **Based on what you now know about sexual consent, what do you think is problematic about Emma and William’s relationship?**

- This relationship is not based on equality:
 - Emma fears that William may not find her “as mature” as he initially thought. She may pressure herself to be taken seriously by William and the other 17-year-olds, and she may want to pretend to be someone she’s not just to seem cool.
 - The fact that William is older gives him more power in this relationship.
 - There isn’t a strong connection between them: he left her alone during the party until he felt like kissing her and inviting her to a room.
- Sexual consent in this case is not valid:
 - The fact that Emma thinks that William might leave her if she refuses to have sex with him indicates that she is not actually consenting to sexual activity but is instead only agreeing to keep William from breaking up with her.
 - Under the law, Emma’s consent to sexual activity with William would not be valid. Their age difference is prohibited under the law, i.e. less than 2 years when the younger partner is 13 years old. William could therefore be charged with sexual assault, even if Emma says yes in good faith.

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Secondary 2 - Session 4

First times “How Do You Know If You’re Ready?”

This sexuality education session was created for both schools and youth community settings (for more details, see the sections in the introduction on the session structure and context for using the *Be True to You* program).

For schools, these sessions are consistent with the “Compulsory content in sexuality education” of the ministère de l’Éducation et de l’Enseignement supérieur (2018). The tables below also provide links to the subject areas and broad areas of learning of the Québec Education Program (MEES, 2022) as well as to the “educational intentions in sexuality education” of the “provisional” Culture and Citizenship in Quebec (CCQ) program at the secondary level of the ministère de l’Éducation du Québec (2022).

Links to “Compulsory content in sexuality education” (MEES, 2018)	
Sexual behaviour	<p>Discuss the characteristics of sexual behaviour in adolescence and the motivations behind it</p> <ul style="list-style-type: none"> › Role of emotional commitment: first sexual contact is often experienced with a romantic partner › Exploratory and progressive nature of sexual behaviour: sequence of sexual behaviours, from exploratory activities (kissing, touching) to genital sexual relations <p>Recognize what can inform your choices concerning sexual behaviour in adolescence</p> <ul style="list-style-type: none"> › Knowing yourself: attitudes toward sexual behaviours (e.g., masturbation, touching, kissing, embracing), feelings, motivations, expectations, needs and limits › Relationship with your partner: nature and intensity of shared feelings, comfort and trust felt with your partner, ability to respect the needs and limits of your partner › Real or perceived pressure from peers and the media
Comprehensive view of sexuality	<p>Become aware that during adolescence, you will gradually adopt new roles and behaviours related to your sexuality and increasingly make your own decisions</p> <ul style="list-style-type: none"> › Sexuality and its dimensions: biological, psychoaffective, sociocultural, interpersonal, moral › Construction of a vision and personal choices: wishes, needs, limits and the ability to consider those of others, whether or not to follow various gender stereotypes and social norms

Possible links to the Québec Education Program
(MEES, 2022)

Broad areas of learning	Health and well-being: Ensure that students develop a sense of responsibility for adopting good lifestyle habits with respect to health, safety and sexuality	
Cross-curricular competencies	Intellectual competencies <ul style="list-style-type: none"> › Uses information › Solves problems › Exercises critical judgment › Uses creativity 	Personal and social competencies <ul style="list-style-type: none"> › Achieves his/her potential › Cooperates with others Communication-related competency <ul style="list-style-type: none"> › Communicates appropriately
Subject areas	Personal development subject area <ul style="list-style-type: none"> › <i>Quebec Citizenship and Culture</i> 	

Possible links with the educational intentions in sexuality education of the Culture and Citizenship in Québec (CCQ) program at the secondary level
(MEQ, 2022)

Theme: Autonomy and Interdependence

Disciplinary competencies	Studies a cultural reality <ul style="list-style-type: none"> › Establishes the scope of the object of study › Evaluates elements of knowledge › Analyzes social relations › Demonstrates a more complete understanding 	Reflects on an ethical question <ul style="list-style-type: none"> › Identifies the ethical dimensions of a situation › Examines a variety of points of view › Develops a point of view › Engages in dialogue
Educational Aims of Sexuality Education in Secondary School	Understand the characteristics of sexual behaviour in adolescence <ul style="list-style-type: none"> › Exploratory, progressive and emotional nature of sexual behaviour Understand the elements that can support choices related to sexual behaviour in order to have a positive experience <ul style="list-style-type: none"> › Self-knowledge, self-assertion and negotiation › Characteristics of relationships and mutuality › Anticipation of positive or negative implications › Real or perceived pressure Understand the notion of consent in order to recognize a situation of sexual violence <ul style="list-style-type: none"> › Elements of consent and contexts in which consent is invalid 	Reflect on the ambivalence created by some contradictory norms, such as differentiated norms for sexual behaviour in adolescence Reflect on the tensions between feelings, values and norms related to sexual behaviour and on the elements that can support choices in order to have a positive experience



Educational Goals



Session length:

75 minutes

Become aware of the challenges faced in terms of first sexual behaviours in adolescence (from the first kiss to first intimate activities).

- 1. Differentiate** between the concepts of sex and sexuality by considering the more limiting aspects of the former and the more encompassing aspects of the latter.
- 2. Discuss** the reasons why it is important to talk about sexuality, and particularly sexual behaviour, with people their age.
- 3. Discuss** the role of first kisses in adolescence and the worries surrounding the prospect of a first kiss.
- 4. Recognize** the situations where we might be pressured to engage in intimate activities and the signs that we are or aren't ready.
- 5. Distinguish** the different kinds of intimate activities typical of adolescence (affectionate behaviours, sexual behaviours, genital sexual behaviours) based on their perceived level of intimacy.
- 6. Discuss** the various factors that may influence the decision to engage in intimate activities (consent, age, etc.), questions and worries that may arise and ways of communicating whether you're ready or not ready to have these experiences.
- 7. Discuss** the importance of following a progression when exploring sexuality and engaging in sexual behaviours during adolescence, while respecting our boundaries and the other person's boundaries.



Sequence



This **75-min.** session has **three activities**.

10 min.	ACTIVITY 1	<ul style="list-style-type: none"> › Brainstorming: Sex or sexuality? › Discussion and Presentation: Differences between sex and sexuality Dimensions of sexuality
25 min.	ACTIVITY 2	<ul style="list-style-type: none"> › Discussion and Presentation: The “first kiss” › Team activity: Blog – Questions on the first kiss <i>Sheet 4.1a: “Sexuality has its questions! – Questions #1 and #2”</i> <i>Sheet 4.1b: “Sexuality has its questions! – Questions #3 and #4”</i> <i>Sheet 4.2: Answer sheet: “Sexuality has its questions! – Questions #1 to #4”</i>
30 min.	ACTIVITY 3	<ul style="list-style-type: none"> › Team activity: Situational exercise on intimate contact › Discussion and Presentation: How do you know if you’re ready? <i>Sheet 4.3a: Situational exercise: Philip</i> <i>Sheet 4.3b: Answer sheet: Situational exercise: Philip</i> <i>Sheet 4.4a: Situational exercise: Rania</i> <i>Sheet 4.4b: Answer sheet: Situational exercise: Rania</i>
10 min.	Session CONCLUSION	<ul style="list-style-type: none"> › Discussion and key messages from the session

It is recommended that you use the **companion slideshow (PPT)** throughout the session activities.

Just like the entire “*Be True to You*” program, this slideshow can be downloaded for free from our website www.hypersexualisation.uqam.ca (Volet 3: Outils pédagogiques en éducation à la sexualité - Programme pour les deux cycles du secondaire: *Oser être soi-même*. <https://hypersexualisation.uqam.ca/volet-3-outils-pedagogiques-education-a-sexualite/programme-secondaire-oser-etre-soi-meme/>)



Activity 1



SLIDESHOW (PPT)



10 MIN.



BRAINSTORMING



DISCUSSION AND
PRESENTATION

Session Introduction

- › **Begin** the session by reminding the group about the rules presented in the introduction or the session slideshow (e.g., taking turns, respecting different points of view, keeping what others say to yourself).
- › Next, **tell** the students the topic of the session: *first intimate activities, including sexual behaviours; including first kisses, snuggling and more intimate sexual contact*, and how to know if you feel ready to have your first sexual experiences.

NOTE TO THE SESSION LEADER

The main topic of this session, that is intimate activities, can be a delicate subject, because it has to do with personal intimacy. This topic will be discussed in clear terms, but participants will not have to talk about the details of their private lives or be asked personal questions.

You can also tell the students know that they don't need to have had a boyfriend or girlfriend or even to have had any sexual experiences to be informed on and talk about this topic. Everyone has an opinion on it and gets bombarded with different messages about it. That's why it's important for them to be able to talk about this topic and know what other people their age think about it.

Intimate activities and sexual behaviours will be discussed. Certain parts will not apply to the students' experiences. That's normal. Everyone goes at their own pace and has their own personal tastes. What's important is that people make choices that reflect who they are and what they're comfortable with.



Discussion and Presentation

- › **Begin** the discussion with the following question:
 - **How do you feel about discussing this topic?**
- › **Add** to their answers with the information below:

CONTENT OVERVIEW

Emotions you may feel as we discuss the topic of intimate activities and sexual behaviours

- › During this session on intimate activities and sexual behaviours, you may experience a range of emotions: enthusiasm, curiosity, comfort or discomfort, embarrassment, stress, anxiety, indifference, etc.
- › These emotions are normal and valid. However, when we talk about these things with you, we're not trying to shock you. We hope to answer some of the questions people your age have on this topic and to talk about it simply and respectfully.

Brainstorming

- › Next, **create** two columns on the blackboard, and label one column "Sex" and the other "Sexuality."
- › Next, **ask** the group the following questions:
 - **In your opinion, do the words "sex" and "sexuality" mean the same thing? If not, how are they different?**
Get their opinions.

NOTE TO THE SESSION LEADER

During this activity, the students may say some vulgar things. If this happens, it is important to take the time to calmly redirect the discussion to ensure that the session goes smoothly. Instructions are presented at the start of the companion slideshow (PPT). Get the students to think about the expressions they use to talk about sexual activities (e.g., "screwing," "fucking," "giving a blow job," etc.) and the meaning behind these expressions. Using vulgar language does not paint a welcoming, safe or enjoyable picture of sexuality.



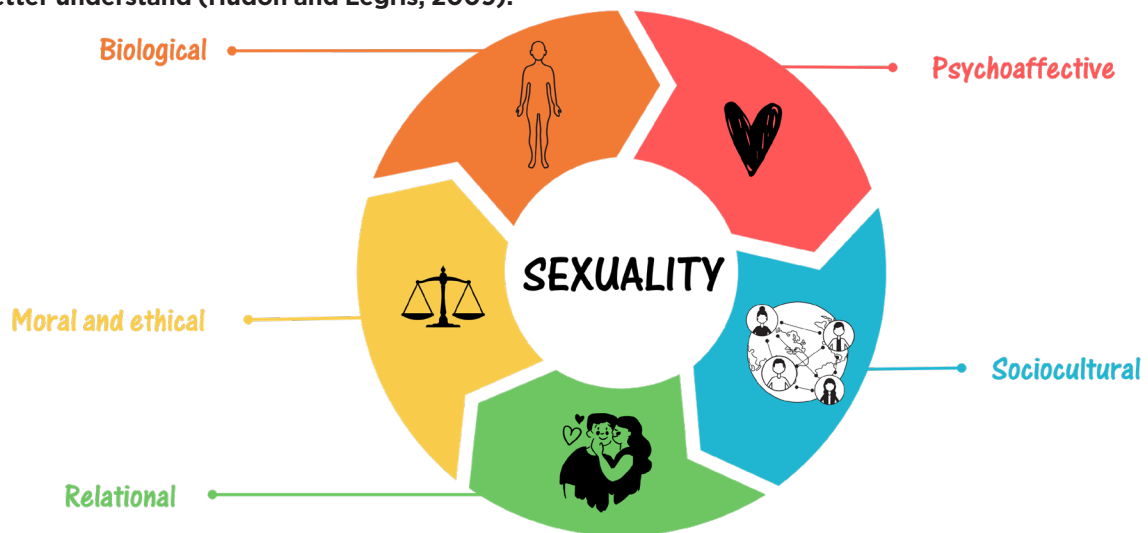
› Next, **share** the following information:

CONTENT OVERVIEW

Differences between “sex” and “sexuality”

- › This word “sex” has a few meanings. It can refer to “biological sex,” i.e., everything related to a person’s reproductive functions, based on their genitalia (e.g., penis, testicles, vulva, vagina, clitoris, etc.), chromosomes and hormones.
- › This word is also used to discuss sexual behaviours and sexual intercourse. In this sense, “sex” refers to “having sex” or “making love.”
- › The word “sexuality” is much broader and touches on various aspects of our lives. Sexuality is present starting from birth and is expressed throughout a person’s life (MEES, 2019b). It relates to your body and body image; your identity, who you are; your relationships with family, friends, peers, boyfriends, girlfriends, etc.; your sexual orientation, your attitudes, your feelings, your values (e.g., respect); sensations, emotions; intimate activities (e.g., kissing, having sex); and more.
- › The way you view sexuality may be influenced by the messages you get from family, friends, media, our culture and your school environment.

Here’s a visual that illustrates the five dimensions of sexuality and some examples to help you better understand (Hudon and Legris, 2009):



1. **Biological:** Physical appearance, anatomical differences between the sexes, puberty, hormones, reproductive system, sexually transmitted and blood-borne infections (STBBIs)
2. **Moral and ethical:** Values and beliefs related to sexuality, choices and responsibilities related to sexuality, respect for the other person
3. **Relational:** Emotional attachments and romantic relationships, attraction and intimacy, communication, conflict and interpersonal challenges

4. **Psychoaffective:** Emotions and feelings, body image, sexual identity, sexual orientation, self-esteem

5. **Sociocultural:** Gender roles, stereotypes and prejudices, sexual rules, laws and norms, environment and its influence (e.g., family, peers, media)

(In today's session, we'll focus primarily on three of these dimensions: psychoaffective; relational; and moral and ethical).

- › The five dimensions can intersect. The way we experience sexuality often touches on several dimensions.
- › Let's take "dating" for an example. "Dating" touches on the following dimensions of sexuality:
 - **Biological:** Sensations felt in the body. E.g., nervousness when seeing the person you like, butterflies in the stomach.
 - **Psychoaffective:** Emotions you feel. E.g., feeling interested in the person you like, thinking about them often, feeling like you're in love.
 - **Sociocultural:** How media messages influence our views on dating. E.g., should we take after celebrities or stay true to ourselves?

To sum up, "sex" is part of "sexuality." **SEX** is often associated with **what you DO**. But **SEXUALITY** is not only what your body can do and what you can do with your body—**SEXUALITY** is part of **who you ARE: what you feel, what you think, what you experience in YOUR body, how you act in relationships with others and how you express what you feel** (Action Canada for Sexual Health and Rights, n.d.; MEES, 2018, 2019b).

Discussion and Presentation

- › **Lead** a discussion using the following question and **get** the students' answers:
 - **In your opinion, why is it important to discuss sexuality with people your age?**
Get their opinions.
- › **Add** to their answers with the information below:

CONTENT OVERVIEW

Importance of discussing sexuality with people your age

- › No matter how old you are, you'll always have questions about sexuality. However, you'll have different questions at 13 or 14 than when you're older.
- › Talking and learning about sexuality in general is also a good way to learn about yourself, specifically:
 - **Your values:** What guides your choices (e.g., self-respect and respect for others, pleasure)
 - **Your preferences:** What you like in particular

- **Your desires:** What you want to try, what appeals to you
 - **Your boundaries:** What makes you feel safe, gives you direction and tells you what you don't want
 - **Your fears:** What worries you (e.g., fear that the other person won't like you, fear of looking inexperienced)
- › When you have accurate information about sexuality and are able to talk about it, this helps you make a decision about whether or not you're ready for your first intimate activities. Intimate activities include first kisses; first time touching certain parts of the body (e.g., neck, back, buttocks, breasts, thighs) over or under the clothes; first sexual acts involving the genitals (e.g., touching your own genitals (masturbation) or another person's genitals); and other sexual acts involving the genitals.

- › **Tell** the group that the next activity will be about “first kisses.”



2

Activity 2



SHEETS 4.1A, 4.1B AND 4.2
SLIDESHOW (PPT)



25 MIN.



TEAM ACTIVITY



DISCUSSION AND
PRESENTATION

Discussion and Presentation

- › The second activity of the session is on the “first kiss”.
- › **Lead** a discussion on the first kiss using the following questions, and **get** the students’ answers:
 - **In your opinion, how does it feel when you kiss someone for the first time (body, heart, mind)?**
- › Add to the students’ answers by **sharing** the following information:

CONTENT OVERVIEW

- › Here, when we talk about kissing someone for the first time, we mean a first kiss on the mouth.
- › There are a number of reasons to want to experience a first kiss, including (Médico and Lévy, 2005):
 - You have romantic feelings for someone.
 - You want to explore your feelings for someone and let them explore their feelings for you.
 - You want to experience kissing. You’re curious and want to try it.
 - You’re afraid of falling behind your peers.
 - Your friends are putting pressure on you (e.g., during a game of Truth or Dare).
- › The first kiss on the mouth is often memorable. It’s memorable in different ways (good and bad) for different people.
- › It can be a moment of strong emotions, such as feeling excited, energized, happy or light. First kisses like this are enjoyable.
- › It can also be a pretty ordinary moment. You could find it disappointing or even unpleasant (SoulPancake, 2016).

- › Some people get anxious before their first kiss and have a number of “technical” questions (Médico and Lévy, 2005):
 - “How do you kiss? How do you breathe when kissing?”
 - “Should I hold my breath?”
 - “What should I do with the rest of my body? With my arms? How should I move?”
 - “How do you kiss well?”
 - “Will I be disappointed or find it gross? Will the other person be disappointed?”

- › Because of the way dating and love are portrayed in certain media (e.g., love stories in movies or television series or on celebrities’ social media pages), you may imagine a perfect scenario for your first kiss. It’s important to keep in mind that if you have high expectations for your first kiss, you may end up feeling disappointed (McEwan, 2019).

- › If your first kiss was not as you had imagined or was not really pleasant, just remember that future kisses may be completely different.

- › In the course of your life, you may have many “first kisses.” For example, when you have a new boyfriend or girlfriend, you may relive the experience of a first kiss. You will feel new sensations, new emotions, etc.

Team Activity

- › **Ask** the group to get into teams of three.

- › **Provide** the teams with the **two questions** asked by people their age about the first kiss, from the blog *Sexuality has its questions!* (Sheet 4.1a: *Sexuality has its questions! – Questions #1 and #2* **OR** Sheet 4.1b: *Sexuality has its questions! – Questions #3 and #4*).

- › **Tell** the group that they will have 10 minutes to answer the questions assigned to them. Each team will need to choose a spokesperson to share the answers with the group. You can read over the instructions on Sheet 4.1a with the group.

- › When the 10 minutes are up, **ask** the spokespeople for the teams that have Sheet 4.1a (*Sexuality has its questions! – Questions #1 and #2*) to share their answers for each of the questions. Then ask the spokespeople for the teams that have Sheet 4.1a (*Sexuality has its questions! – Questions #3 and #4*) to do the same.

- › **Add** to their answers using the supplementary information for each of the questions (see Sheet 4.2: *Sexuality has its questions! – Questions #1 to #4*).

Presentation

- › **Share** the following information to conclude the activity.

CONTENT OVERVIEW

- › You can enjoy kissing but feel like you aren't ready for further intimate activities.
 - › If you don't feel comfortable kissing in a more intimate way (as discussed in the previous activity), isn't this a sign that you aren't ready for more intimate touching or sexual behaviours (e.g., having sex). What do you think?
- › This will be the focus of our next activity: *"How do you know if you're ready for more intimacy?"*



Activity 3



SHEETS 4.3A, 4.3B, 4.4A AND 4.4B
SLIDESHOW (PPT)



30 MIN.



TEAM ACTIVITY



DISCUSSION
AND PRESENTATION

Team Activity

- ▶ This activity focuses on the pressure teens face to engage in intimate contact. It also explores how teens can tell whether they're ready for their first intimate activities.
- ▶ For the next activity, **tell** the group to stay in their teams.
- ▶ **Hand out** one of the two situational exercises for this activity (Sheet 4.3a: *Situational exercise: Philip*; Sheet 4.4a: *Situational exercise: Rania*).
- ▶ **Tell** the group that they will have 10 minutes to respond to the situation. Each team will need to choose a spokesperson to share the answers with the group. You can read over the instructions on Sheet 4.3a with them.
- ▶ Once the 10 minutes are up, **ask** the spokespeople for the teams that had situation 4.3a (Philip) to share their answers for each of the questions. Do the same for the situational exercise 4.4a (Rania).
- ▶ **Add** to their answers with the suggested content for each situational exercise (see Sheet 4.3b: *Answer sheet - Situational exercise: Philip*; Sheet 4.4b: *Answer sheet - Situational exercise: Rania*, which consolidates the information and examples for each situation).

Discussion and Presentation

- ▶ After the brainstorming, **lead** a discussion using the following question and get the students' answers:
 - **In your opinion, how do you know if you're ready for your first intimate activities (e.g., kisses, touching on certain parts of the body) or first sexual behaviours?**

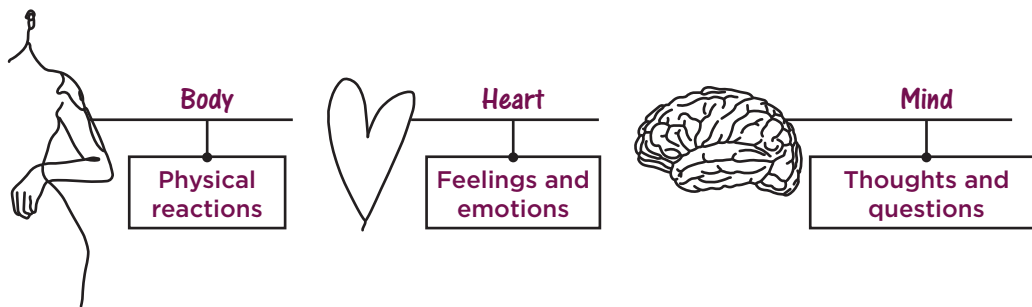
Get their opinions.

- › **Share** the following information:

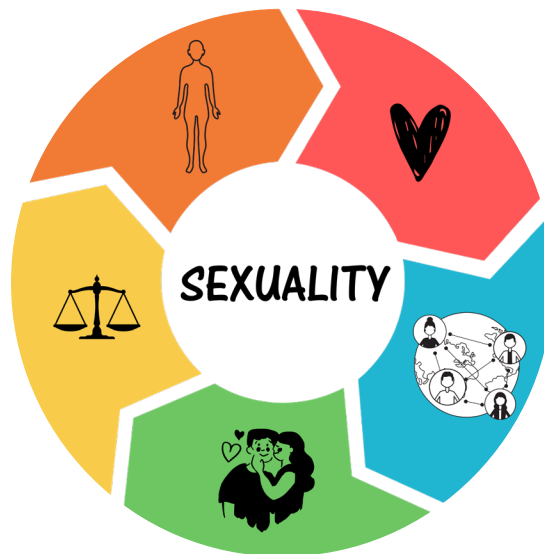
CONTENT OVERVIEW

Ways to know if you're ready for your first intimate activities (e.g., kisses, touching on certain parts of the body) or first sexual behaviours

- › It's hard to be 100% sure that you're ready or not ready for your first intimate activities. It's normal to hesitate and have doubts...because you don't know what to expect. But certain things can help us make a decision. The **BODY** (physical reactions), **HEART** (feelings and emotions) and **MIND** (thoughts and questions) send us messages that can inform our choices and guide us toward experiences that we want and will enjoy.

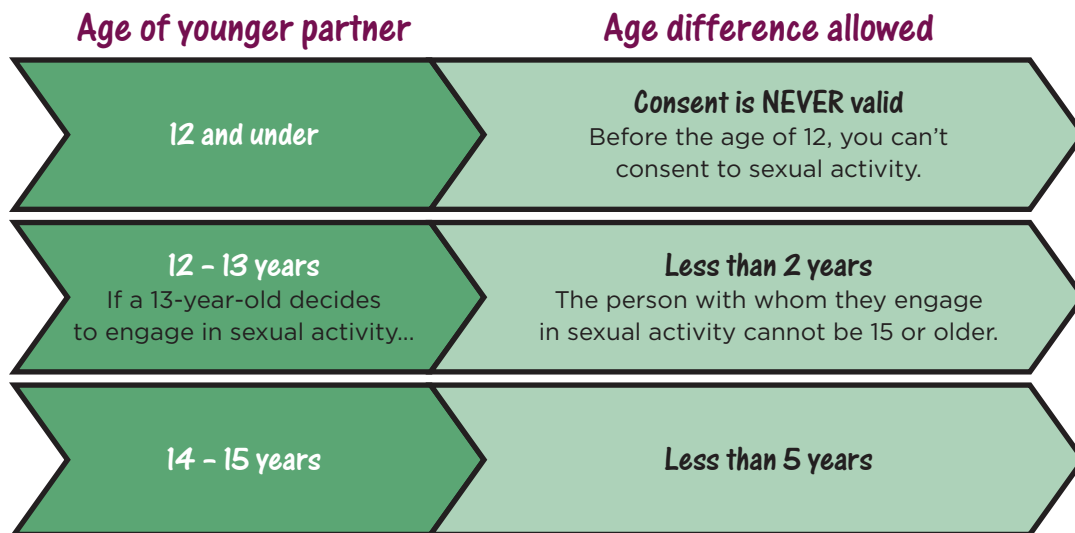


- › Have you noticed that this also touches on the biological, emotional, relational and moral and ethical dimensions of sexuality?



- › Even when someone knows they're ready for their first intimate activities, they may still have a number of questions. No matter their sexual orientation. Here are some examples:

- At this age, is it possible to have a boyfriend or girlfriend without having sex (or intimate activities)?
 - How will I know if they consent?
 - Should I tell them that I've never had sex before?
 - If I don't have sex, will my boyfriend or girlfriend think that I don't love them?
 - Will I feel comfortable using a condom or asking the other person to use a condom? What about contraception?
 - How can I be sure that they won't tell their friends everything?
 - Am I mature enough to have this experience?
 - Is there a legal age for engaging in sexual activities? What if there's an age difference?
- › We saw how **the BODY, HEART and MIND** send us messages. If we're getting negative messages (e.g., tension, uneasiness, discomfort, feeling “frozen,” distrust toward the other person, wanting to be somewhere else or do something else, questioning if you really want to have this experience with the person), “we need to be able to talk to the other person about it, whether through words or body language, without giving in to pressure or the fear of looking, ridiculous, childish or uptight” [Translation] (del Carmen Rumoroso, 2011). Although it isn't always easy, it's important to trust yourself and to put yourself first when making decisions—rather than putting others first (e.g., trying please your boyfriend or girlfriend or appear “cool” out of fear of losing them).
- › **The BODY, HEART and MIND** can also send us positive messages (e.g., butterflies in the stomach, shared laughter, a sense of well-being, trust in the other person, desire to kiss them and snuggle against them, desire to have this experience with them, excitement). If you decide to engage in intimate activities or sexual behaviours, you need to be mature enough to discuss prevention (STBBIs, unplanned pregnancy), make sure you have the other person's consent and assert yourself if you change your mind.
- › When deciding whether to engage in your first intimate activities, it helps to consider the following:
1. **The length of the relationship** (“we've been dating for a while”) and the feelings you and the other person have for each other (e.g., affection, love, attraction) (MEES, 2019a).
 2. **How much you trust the person** you've decided to have this experience with. Trust develops over time. When you trust someone, you can tell them what you really think without worrying about being judged; you can share personal things with them and know that they won't tell anyone; you feel that you can be intimate with them (nudity, vulnerability, shyness).
- › It's important to consider consent when deciding to be intimate with another person. Age and age difference also need to be considered. Teenagers can consent to sexual activities. However, their consent is invalid (i.e., not recognized under law) if they're too young to consent or are in a position of vulnerability with respect to their partner (Éducaloi, 2021a).
- › In Canada, the legal age of consent to sexual activity is 16 (sexual activity is defined as kissing, fondling and sexual intercourse) (Éducaloi, 2021b). However, the law does have exceptions. For example, before the age of 16, teens can consent to sexual activity if their partner is about the same age. There are also specific rules that apply to age differences.



› **Continue** the discussion with the following question:

- **What are some ways of letting the other person know that you're ready or not ready?**

Get their opinions.

› **Share** the following information:

CONTENT OVERVIEW

Ways to let the other person know that you're ready or not ready

I don't feel ready

- › It isn't always easy to say that you don't feel ready to kiss or engage in further intimate activities or other sexual behaviours.
- › You may worry about how the other person will react (e.g., disappointment, inability to understand) and be uncomfortable saying how you really feel. But when someone values and loves you, they'll be able to understand and accept your decision. Also, remember that you can't have sex without the other person's consent.

I feel ready, but I'm nervous

- › It's totally normal to be nervous, stressed or even afraid about having your first sexual experiences, given that this is new and unknown territory for you.

- › Shyness, doubt and fear are emotions that go along with sexuality. So it's important to be authentic and not to force yourself to do anything. You can also use humour to lighten the mood.
- › There are many ways to let the other person know that **YOU AREN'T READY** for your first intimate activities or sexual behaviours. Here are some examples:

Not ready

- “I feel good when I'm in your arms, but I'm not ready to kiss yet. I want to take my time.”
- “I like it when we kiss, but I don't want to go any further right now.”
- “I love you very much, but this is going too fast for me. I don't want to do this yet because I feel too young and don't feel ready. Do you understand?”
- “I thought I was ready and wanted to, but now I feel differently. Maybe we can try again another time, okay?”
- “I'm okay with kissing and cuddling, but I don't want to go further right now. I want to wait until I'm 16 or 17 to have sex for the first time.”
- “I love you so much. You're the perfect person for me. But we shouldn't feel like we need to have sex just because we're dating.”
- Etc.

Ready

- “I love you, and I want to kiss and hold you, if you want it too.”
 - “I feel comfortable with you, and I'm ready for physical closeness and touching. Do you still want that too? But I don't want to go further.”
 - “I love it when we kiss. I feel light, like I'm floating on a cloud. I really trust you. I think I'm ready to have sex with you. Do you feel ready too? We'll go at our own pace, okay? And we can always change our minds along the way.”
 - Etc.
- › “What matters most is feeling comfortable with each other, listening to each other and respecting each other” [Translation] (del Carmen Rumoroso, 2011).



Session Conclusion



SLIDESHOW (PPT)



10 MINUTES



DISCUSSION
AND PRESENTATION

› **Ask** the group about their takeaways from this session.

- **What are your takeaways from this session?**

Get their opinions.

NOTE TO THE SESSION LEADER



Sexual behaviour can be a delicate subject, because young people may have had many different experiences that they will not necessarily share in class or outside of it. Some young people may experience pressure to experiment sexually from their peers, the people around them or the media. But every young person is different, and some of them will not be interested in sexual behaviour or will not be at that stage yet. That's perfectly normal. It's also possible that some of them will have already had consensual sexual experiences. In your presentation, it's important not to be judgemental of any experience. The goal is to reinforce young people's ability to assert themselves in their choices, no matter what they have experienced previously.

In addition, some young people in your class may have suffered sexual assault in childhood or adolescence. So, be sure to talk about resources for victims of sexual violence and to remind the group that victims are not responsible for what was done to them and should not hesitate to seek the help they need (resources are provided on one of the last slides in the slideshow). There may also be people who have had difficulty with the idea of consent and have already pressured or sexually assaulted another person (child or teen), and they need help, too. This is a criminal act, and support can also be offered to people in this situation.

- › Next, **ask** the group the following questions:
 - **How do you feel about having discussed this topic?**
 - **Why is it important to explore sexuality step by step, without skipping anything?**

Get their opinions.
- › **Add** to what they say with these **KEY MESSAGES:**

CONTENT OVERVIEW

The importance of exploring sexuality step by step

- › Every young person explores and discovers different sexual behaviours at their own pace, but often following the same sequence and progression: we progress from lower levels of intimacy to higher levels of intimacy (MEES, 2019a).
- › You usually start with affectionate behaviours (e.g., holding hands, hugging, holding each other by the shoulders or waist). Next, if you feel ready, you can gradually explore further intimate activities and other sexual behaviours (e.g., kissing, touching certain parts of the body over and under the clothes).
- › Finally, if you feel ready, you can experiment with certain genital sexual behaviours (e.g., sexual touching, giving or receiving oral sex, vaginal penetration) (MEES, 2019a). It isn't about trying everything. Everyone (teens and adults alike) has their own preferences and decides to engage in certain sexual behaviours but not others.
- › Most people your age haven't had intimate or sexual experiences AND don't want to yet. It isn't a race. Take your time! Not engaging in sexual behaviours doesn't prevent you from experiencing special moments of affection and intimacy with your boyfriend or girlfriend.
- › It's a personal decision. Nothing and no one should force you to choose something you don't want. This is why consent is so important. When two people share these moments after deciding they're ready, it's a better experience for both of them.
- › Often, first sexual experiences are with a girlfriend or boyfriend OR someone you care for and feel comfortable and safe with (Miller and Benson, 1999, in MEES, 2019a; Higgins and al., 2010; Smiler and al., 2005).
- › You want your BODY, HEART and MIND to be sending similar messages: "I feel good and like I can say what I think if I change my mind." – "I've known them long enough to trust them. I don't feel pressured to do this. We both want to." – "I care about the person I'm with, and they care about me. We're mature enough to discuss prevention (STBBIs, pregnancy)." – "We have fun together."



SHEET

4.1a

FOR THE GROUP

Sexuality
HAS ITS QUESTIONS !

First KISS

Question #1

I'm 13 and I know that I'm not ready to kiss a guy yet. But if a guy tried to kiss me, I wouldn't know how to say "no."

How do I make him understand I'm not ready without upsetting him? 😞

Adapted from: Tel-jeunes, 2022b - Espace TJ :
Mon premier baiser.

Add an answer...

“Sexuality has its questions! – Questions #1 and #2”

INSTRUCTIONS

- › As a team, answer questions #1 and #2 from the blog “Sexuality has its questions!” These are questions asked by people your age about first kisses.
- › Choose a spokesperson to share your answers with the group.

Sexuality
HAS ITS QUESTIONS!

First KISS

Question #2

When my boyfriend and I kissed, he stuck his tongue in my mouth and I found that really gross. Is that normal? 🤔

How do I tell him that I didn't like that without hurting his feelings?

Adapted from: Tel-jeunes, 2022b - Espace TJ :
Mon premier baiser.

Add an answer...



SHEET

4.1b

FOR THE GROUP

Sexuality
HAS ITS QUESTIONS !

First KISS

Question #3

I'm 13 and haven't had my first kiss yet. Is that normal?

I don't want to talk about it with my friends because I think they'll laugh at me. I feel like I'm different from everyone else...

Adapted from: Tel-jeunes, 2022b - Espace TJ :
Mon premier baiser.

Add an answer...

“Sexuality has its questions! – Questions #3 and #4”

INSTRUCTIONS

- › As a team, answer questions #3 and #4 from the blog “Sexuality has its questions!” These are questions asked by people your age about first kisses.
- › Choose a spokesperson to share the answers with the group.

The image shows a simulated web browser interface. At the top, there are navigation icons (back, forward, search, refresh, menu) and a search bar. The main content area features a purple speech bubble with the text "Sexuality HAS ITS QUESTIONS!" and an illustration of a man and a woman. To the right is a green box with the text "First KISS". Below this is a question card titled "Question #4" with the text: "I kissed a girl but I don't know if that means that we're 'dating' now. 🙄" and "I feel uncomfortable. I don't know how to talk about it with her. 😬". At the bottom of the question card, it says "Adapted from: Tel-jeunes, 2022b - Espace TJ : Mon premier baiser." Below the question card is a large orange-bordered text input field with the placeholder text "Add an answer..." and a mouse cursor pointing to it.



SHEET

4.2

FOR SESSION
LEADERS

“Answer sheet: Sexuality has its questions! Questions #1 to #4”

INSTRUCTIONS

- › **Hand out Sheet 4.1a: “Sexuality has its questions! Questions #1 and #2” OR Sheet 4.1b: “Sexuality has its questions! Questions #3 and #4” to the teams. Each team will answer two questions asked by people their age about the first kiss.**
- › **Read the instructions for Sheet 4.1a with the students.**
- › **Tell them that they’ll have 10 minutes to complete the task.**
- › **Once the 10 minutes are up, ask the spokespersons for the teams that were assigned Sheet 4.1a to share their answers for each of the questions. Ask the spokespersons for the teams that were assigned Sheet 4.b to do the same.**
- › **Add to their answers using the supplementary information provided below for each of the questions.**
- › **Next, lead a discussion using the questions from the section “Discussion and Presentation” in Activity 2.**

Question #1: I’m 13 and I know that I’m not ready to kiss a guy yet. But if a guy tried to kiss me, I wouldn’t know how to say “no.” How do I make him understand I’m not ready without upsetting him?

- › It’s important to be able to recognize that you’re not ready for certain kinds of intimate activities, such as the first kiss on the mouth. However, it’s true that it can be hard to communicate this to another person.
- › “Concretely, being assertive means: being able to say “yes” to what you want, say “no” when your boundaries are being crossed and to resist pressure” (MEES, 2019a). You can communicate that you don’t want to do something through your body language (e.g., turning your head, backing away) or simply by saying that you don’t want to, that things are moving too fast for you, etc.
- › In addition, before engaging in any intimate or sexual act, you need to get the other person’s consent. Getting the other person’s permission or consent involves listening to what they have to say and accepting their answer, whether you like it or not (Gouvernement du Québec, 2022). In this situation, there’s no need for the other to feel “upset” about getting turned down. Consent is the basis of human relationships. Establishing consent allows everyone to feel safe and respected. When people are respectful to each other, their relationship is based on trust, which is a positive thing!

Question #2: When my boyfriend and I kissed, he stuck his tongue in my mouth and I found that really gross. Is that normal? How do I tell him that I didn't like that without hurting his feelings?

- ▶ It's totally normal not to like certain things and to feel surprised when you have this experience for the first time. It's important to listen to yourself (e.g., your natural pace, your feelings) and determine which experiences are positive and pleasant for you. Also, while you may not like kissing in this way right now, you may come to like it in the future.
- ▶ But how do you tell them? It's true that it's hard to tell the person you love that you didn't enjoy the first kiss you shared. One thing is for sure: as long as both people consented, no one is to blame here. There may also be some shyness or awkwardness, which doesn't help the situation (for example, sometimes one person kisses too intensely and moves their tongue around too quickly).
- ▶ You can tell the other person that you felt embarrassed last time and didn't really enjoy the experience. You can also mention what your preferences are (e.g., "Right now I like kissing on the mouth. I don't enjoy kissing with the tongue as much, especially when it happens too quickly or lasts too long."). When we communicate that something makes us feel embarrassed, we are less stress and pressured.
- ▶ And when you're ready to try again, you can let the other person know in a tactful or humorous way.

Question #3: I'm 13 and haven't had my first kiss yet. Is that normal? I don't want to talk about it with my friends because I think they'll laugh at me. I feel like I'm different from everyone else...

- ▶ It's totally normal to be 13 and not to have had your first kiss yet. In fact, most young people have their first "romantic" kiss (where there is mutual affection) around the age of 14, and the person they kiss tends to be their boyfriend or girlfriend (Médico and Lévy, 2005). Some of this person's peers may be in the same situation, but they too may be afraid to talk about it.
- ▶ There is no perfect age for your first kiss, but rather a perfect moment, which is whenever you feel ready and really want to, and not because you feel pressured by your friends or peers.
- ▶ In other words, if you want to kiss someone, it should be because it's what your BODY (sensations), HEART (emotions) and MIND (thoughts) want, and not because you think that everyone around you has already done it or because you want to be noticed and accepted by friends or classmates (MEES, 2019a).
- ▶ There is no need to put pressure on yourself.

Question #4: I kissed a girl but I don't know if that means that we're dating now. I feel uncomfortable. I don't know how to talk about it with her...

- › Keep in mind that there are different types of kisses. Some kisses are “romantic.” You kiss someone in this way when you have feelings of love and attraction for them. You may also kiss someone out of curiosity or as part of a game such as Truth or Dare. These kisses are just for fun (Médico and Lévy, 2008, in del Carmen Rumoroso, 2011).
- › Ask yourself, what was the context?
 - “It was just for fun, we were being silly!”
 - “It just happened.”
 - “We liked each other for a long time, but from a distance. This moment was magical for both of us.”
 - Etc.
- › Knowing the context (with whom? where? when?) and the intention (why?) can give us a better idea of what the kiss meant to each person.
- › The best way to find out if you're “dating” is to talk about it with the other person. It's completely normal to feel stressed or uncomfortable about having this discussion, as you're in unknown territory and there can be different outcomes (e.g., (1) You have reciprocal feelings for each other, which may lead to the start of a romantic relationship; (2) The other person doesn't feel the same way, which may cause you to feel sad or disappointed).
- › However, if you don't talk with the other person, you'll never get a clear answer, and you will be left waiting and wondering where you stand with them.



SHEET

4.3a

FOR THE GROUP

Situational exercise: Philip

INSTRUCTIONS

- › As a team, read the situation and answer the questions.
- › Choose a spokesperson to share your answers with the whole group.

Situational exercise: Philip

Philip is thinking back to a birthday party he went to at a friend's house when he was 11 and still in primary school. Someone suggested that they play Truth or Dare, and Philip went along because he wanted to fit in. During the game, someone dared him to French kiss one of the girls. He refused, and the others made fun of him, calling him a “pansy” and telling him not to be so “uptight.” He thought that this game was ridiculous and hated being pressured by the others. He has since decided that he would wait until he was in love before being intimate with someone. He's in secondary school now and is in no hurry for this to happen.

- › What do you think of this situation?

- › What do you think Philip means by “being intimate”?

- › Now that Philip is in secondary school, do you think that it will be more difficult for him to handle the peer pressure to have intimate or sexual experiences?



SHEET

4.3b

**FOR SESSION
LEADERS**

Answer sheet – Situational exercise: Philip

INSTRUCTIONS

- › The students have 10 minutes to respond to the situational exercise. Each team will need to choose a spokesperson to share the answers with the group.
- › Next, add to the students' answers using the suggested information below.

› What do you think of this situation?

Get their opinions.

› What do you think Philip means by “being intimate”?

- “Being intimate” means something different for everyone, and intimacy can change depending on the situation you’re in. There are a number of ways you can be intimate with another person. Here are some examples:
 - Opening up to the other person
 - Holding hands
 - Hugging
 - Kissing for the first time, French kissing
 - Touching over or under the clothes
 - Being naked with someone
 - Etc.
- Often, intimacy follows a natural progression, which is practically the same for everyone. We progress from “lower” levels of intimacy to “higher” levels of intimacy (MEES, 2019a).
- Following this progression allows you take your time, not rush anything and feel more comfortable about moving from one level to the next. You may also choose not to become intimate with someone (or not very intimate).
- Let’s look closer at the levels of intimacy that correspond to various affectionate behaviours, sexual behaviours and genital sexual behaviours (MEES, 2019a).



› **Now that Philip is in secondary school, do you think that it will be more difficult for him to handle the peer pressure to have intimate or sexual experiences?**

- We saw how, in primary school, Philip was able to stand up for himself by deciding not to participate in Truth or Dare and by ignoring what the others were saying about him. Despite the pressure and the name-calling, he remained true to himself and his values.
- In secondary school, there can be increasing pressure not to look uptight or be a virgin. Although most people your age haven't engaged in intimate activities (e.g., genital sexual behaviours), the pressure can become increasingly intense as you get older.
- Although we may expect Philip to stand up for himself as he did before, it isn't always easy to face this dual pressure: the PEER PRESSURE of classmates, friends or the person he's dating; and the pressure to protect his REPUTATION in the face of teasing and name-calling.
- However, this pressure varies depending on your friend group and personality. In the end, being true to your values is what's important.



SHEET

4.4a

FOR THE GROUP

Situational exercise: Rania

INSTRUCTIONS

- › As a team, read the situational exercise and answer the questions.
- › Choose a spokesperson to share your answers with the whole group.

Rania

Rania is a romantic at heart. She recently fell in love with **Liam**, who is in Secondary 3. They love being together, snuggling and kissing. But she doesn't feel ready to "go further" and is sure that Liam feels the same way. All of her friends tell her that Liam is going to break up with her.

- › What do you think of this situation?

- › What do you think Rania means by "going further"?

- › How do you think Rania should respond to the pressure her friends are putting on her?



SHEET

4.4b

FOR SESSION
LEADERS

Answer sheet – Situational exercise: Rania

INSTRUCTIONS

- › The students have 10 minutes to respond to the situational exercise. Each team will need to choose a spokesperson to share the answers with the group.
- › Next, add to the students' answers using the content below.

› What do you think of this situation?

Get their opinions.

› What do you think Rania means by “going further”?

- The meaning of “going further” varies from person to person, as everyone explores and experiments with different sexual behaviours at their own pace and according to their desires, all while respecting the person they're with.
- For one person, wanting to “go further” may mean that they're ready to kiss their boyfriend or girlfriend; for someone else, it may mean that they're ready to touch or be touched on certain parts of the body (e.g., buttocks, breasts, thighs, genitals) over or under the clothes.
- In many cases, “going further” means having sex with a person we like, love or are attracted to. Here, Rania is talking about “having sex.” And her friends are worried that Liam is going to break up with her if she doesn't have sex with him. But Liam may feel the same way. Like Rania, he may not feel ready. There's a common misconception that guys “only think about sex.”
- So not wanting to “go further” can mean that we aren't ready to have a sexual relationship with someone, but it could also mean that we aren't ready for more intimate touching (e.g., breasts, buttocks, genitals).
- Plus, having a sexual relationship is not the only way to express that you like or love the person you're with. There are many other ways (Gravel, 2022; Raymond and Gagnon, 2015):
 - Showing interest in the other person
 - Being supportive of them
 - Writing them a love letter, complimenting them
 - Presenting them to friends and family
 - Spending quality time with them (e.g., doing an activity they like)

- Giving them a gift
- Holding them in your arms
- Etc.

› **In your opinion, how might Rania react to the pressure from her friends?**

- In this situation, Rania could react to the pressure from her friends in a number of ways. She could:
 - Talk with her friends and tell them that they're making her feel pressured right now by stirring up her fear of losing Liam.
 - Talk with Liam about the situation to find out how he feels about the matter and let him know the pressure she is dealing with. Does he feel the same way?
 - Stay true to herself and decide not to have sex with Liam and not to worry about what her friends are saying.
 - Take her time. She will see if things change later on, but right now, she appreciates that Liam respects her choice.
 - Etc.
- The fact that Liam is older than Rania may contribute to the pressure she's feeling to go further with him. She may be worried about losing him, and, as a result, may want to show him that she isn't scared, that she's mature for a girl her age.
- The belief that guys care about sex more than girls is a myth. In other words, it's a belief that is popular and widespread but unproven, and it puts as much pressure on guys (e.g., to have sex in order to be popular and be like their peers) as on girls (e.g., to do it in order to be liked or loved).
- Having a boyfriend or girlfriend when you're in secondary school doesn't necessarily mean that you need to be engaged in sexual activities. Even if Rania and Liam are in love, and they love being together, snuggling and kissing, that doesn't necessarily mean that they're ready for further intimate activities (Tel-jeunes, 2022a). This could be a great opportunity for Rania to talk about these things with Liam.

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