
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

CONTRIBUTORS

Be True to You sexuality education program (2023)
Giving youth tools to deal with hypersexualization project
Université du Québec à Montréal

DESIGN, DRAFTING and SUPERVISION

Francine Duquet, Ph.D.

Sexologist

Professor, Sexology Department

Project director: *Giving youth tools to deal with hypersexualization*

Université du Québec à Montréal (UQAM)

COLLABORATION on the DESIGN, DRAFTING and SUPERVISION

Laurence Rouleau, B.A. Sexology; Master's candidate in Sexology

Alexanne Prince, B.A. Sexology; Master's candidate in Sexology

Josée Blais, B.A. and M.A. Sexology

Salomé Lemieux, B.A. Sexology; Master's candidate in Sexology

Léonie Painchaud-Robert, B.A. Sexology; Master's candidate in Sexology

Mathieu Lindsay, B.A. Sexology

Cassandra Radeschi, B.A. Sexology

COLLABORATION on editing

Marilou Lampron, B.A. Sexology

Coordination and supervision COMMITTEE

Francine Duquet, Sexologist,

Professor, Sexology Department, Université du Québec à Montréal (UQAM)

Mireille Abadie Professional (secondment)

Ministère de l'Éducation - Direction du soutien au réseau éducatif anglophone

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.

ISBN: 978-2-9819587-0-9

Legal deposit, Bibliothèque nationale du Québec 2023

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

PARTNERSHIP

The **REVIEW** and **TRANSLATION** of the **Be True to You** program and the **UPDATE** to the training was made possible by the financial support of:

- **Ministère de l'Éducation** - Direction du soutien au réseau éducatif anglophone (MEQ-DSRÉA).

Éducation
Québec 

- **Ministère de l'Éducation et de l'Enseignement supérieur du Québec** through the Programme Études-Travail and UQAM
- **Programme d'aide financière à la recherche et à la création (PAFARC-UQAM)** - Service de la recherche et de la création, UQAM.

UQAM | **Service de la recherche et de la création**

UQAM partnership

- Service des partenariats et du soutien à l'innovation (SePSI-UQAM)

UQAM | **Service des partenariats et du soutien à l'innovation**

REVISION and TRANSLATION

graphic design - cover page

- TOCDESIGN - Catherine Cloutier



tocdesign

par catherine cloutier / graphiste

VISUALS AND LAYOUT

- Bruno Paradis

[graphiste]
brunoparadis

TRANSLATION AND REVISION

- Amy Butcher



TRADUCTIONS AMY BUTCHER

- Cartier et Lelarge

cartieret
lelarge



SECONDARY 4



Secondary 4 - Session 1

Intimacy and Values - “Putting Values Into Action”

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

Understand your position on different issues related to sexual relations in adolescence:

- › New socio-sexual realities: non-committed relationship and use of social media to express your sexuality.
- › Alcohol and drug consumption.
- › Slander of reputation and double standards in the perceptions of girls and boys who engage in sexual behaviour.
- › Consent.
- › Differences between the expectations and motivations of partners.

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.

Citizenship and Community Life: Enable students to take part in the democratic life of the classroom or the school and develop an attitude of openness to the world and respect for diversity.

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

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
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: Relationships and Caring

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 factors that influence sexual relations in adolescence</p> <ul style="list-style-type: none"> › Context (sexual relations with or without commitment, planned or spontaneous, protected or unprotected sexual relations) › Differentiated norms related to sexual behaviour <p>Understand the conditions conducive to positive emotional and sexual experiences</p> <ul style="list-style-type: none"> › Emotional intimacy between partners › Capacity for sexual intimacy › Free and informed decision-making 	<p>Reflect on the tensions between feelings, differentiated norms related to sexual behaviour and peer pressure related to sexual behaviour</p>



Educational Goals



Session length:
75 minutes

Help young people develop their ability to assert their values and convictions in situations involving intimacy and moral issues, while taking into account the importance of dignity, compassion and safety.

1. Based on questions, **differentiate** between what constitutes a hobby or pastime and what informs us about someone's values.
2. **Define** a value.
3. **Rank** the acceptability of the behaviour of four characters experiencing situations involving shared intimacy and moral issues, then **repeat** the activity while reversing the characters' genders.
4. **Argue** their choice for each character to arrive at a team consensus for their ranking.
5. **Discuss** the values at stake in different situations and the questions that they raise.
6. **Define** compassion, dignity and safety and clarify questions that help elucidate these concepts.
7. **Identify** what they should do in the initial situations involving moral issues regarding shared intimacy and connect these actions to the concepts of compassion, dignity and safety.



Sequence



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

10 min.	ACTIVITY 1	<ul style="list-style-type: none"> › Reflection activity: Interests or values? › Presentation: Definition of value <i>Sheet 4.0 Who Here ... ?</i>
60 min.	ACTIVITY 2	<ul style="list-style-type: none"> › Individual activity: Clarifying your values › Team activity: Clarifying your values › Discussion and Presentation › Presentation: Desired attitudes and behaviours <i>Sheet 4.1 Clarifying Your Values</i> <i>Sheet 4.2 Team Consensus</i> <i>Sheet 4.3 Situational Attitudes and Behaviours: Connections to Compassion, Dignity, Safety</i>
5 min.	Session CONCLUSION	<ul style="list-style-type: none"> › Discussion and Presentation: Key messages from the session › Video: “Mr. Indifferent”

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/>



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



SHEET 4.0 (OPTIONAL)
SLIDESHOW (PPT)



10 MIN.



REFLECTION
ACTIVITY



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).
- › Next, **tell** the students that the topic of the session will be behaviours and values involving shared intimacy.

Reflection Activity

- › **Ask** the group to answer the questions below by raising their hands to indicate yes:
 - **Who here:**
 - Has a pet?
 - Didn't get a good night's sleep last night?
 - Plays video games more than three nights/week?
 - Plays a musical instrument?
 - Has a brother or sister OR more than one brother or sister?
 - Would like to get a motorcycle one day?
 - Would like to become a farmer?
 - Is passionate about fashion?
 - Is a fan of two or more YouTubers?
 - Can knit a scarf?

NOTE TO THE SESSION LEADER

Another more “kinesthetic” way of doing this exercise is suggested in Sheet 4.0: *Who Here ...?* in which the group walks around the room to find classmates who can answer yes to these same questions and who can sign their sheet. Each question must be signed, but the same person can't sign a sheet more than once.



- › This exercise has given us a bit more information about some of you (e.g. interests, hobbies, siblings). However, we still don't really know **WHO YOU ARE**, i.e. what you **BELIEVE IN**, your **VALUES**, or what you would be willing to defend publicly.
- › But it would be different if we have asked these following questions instead...
- › **Mention** that they do not have to share their answers with others. They just have to think about it on their own. Here are values that can be associated with these behaviours and which can be identified thereafter.

- **Who here:**

- **Regularly helps their grandparents and enjoys doing so?**
Support
- **Lied in the past and then decided to tell the truth, despite the possible repercussions?**
Honesty
- **Stood up to someone in their family or a friend to defend equal rights between girls and boys?**
Equality
- **Regularly takes concrete action to protect the environment?**
Respect
- **Protected a sibling or friend by standing up to teasing or insults or by physically protecting them from being pushed around or beat up?**
Support, protection
- **Advocated for the rights of the LGBTQ+ (lesbian, gay, bisexual, trans, queer, +) community or is an ally in your school?**
Respect for human rights
- **Is someone who is discreet, listens to the problems of their friends or family members, and is always ready to help?**
Support, empathy

The answers to these questions speak to each person's values. Now let's see what a value is.

Presentation

- › **Define** what a value is.

CONTENT OVERVIEW

- › Values are "*guides to behaviour*" that are reflected in how we act (Laprée, 2000).
- › Values are "*what you feel is most important: they are what should guide your decisions and actions*" (Dupont, 2018).
- › "*Individuals and groups have different value 'hierarchies' or 'priorities'*" (Schwartz, 2006).

› **Ask the group** what they learned from this exercise.

- **What's your takeaways from this exercise?**

Get their opinions.

- › **Tell** the students that the next exercise will help the group clarify their values in situations related to intimacy, which may trigger different questions and reactions.
- › A situation that makes us feel uncomfortable and whose impact we struggle to fully understand or one that clearly goes against our values and forces you to weigh the possible consequences is more likely to upset us and therefore be something we find unacceptable.
- › On the other hand, some behaviours may seem more acceptable to us than others depending on the context, but also because they they align with your deepest beliefs.



2

Activity 2



SHEETS 4.1, 4.2 AND 4.3
SLIDESHOW (PPT)



60 MIN.



**INDIVIDUAL
ACTIVITY**



**TEAM
ACTIVITY**



**DISCUSSION AND
PRESENTATION**

Individual Activity

- › **Mention** to the group that they will have to:
 - As an individual activity, rank the social behaviour of four characters from most acceptable (1) to least acceptable (4).
 - State the reason(s) for giving the characters this rank given the context, the relationship between the characters, the consequences for the character and their peers, etc.
 - Re-rank these four characters while imagining that they are of the opposite gender; the group will also have to justify any changes from their first ranking.
- › **Say** that there are no right or wrong answers to these rankings, only situations that they find more acceptable than others.

NOTE TO THE SESSION LEADER

Different moral systems generally try to develop black-and-white categories such as right or wrong, good or bad, yes or no. However, real life tends to work more in terms of degrees instead of all-or-nothing principles. In this exercise, the group will have to rank characters in terms of their acceptability. There are therefore no right or wrong answers, only behaviours that they find more acceptable than others (Dallaire, 1979).

For example, if all the characters behaved beyond reproach, the ranking would not be necessary and there would be no reason to examine the students' perceptions and values.



- › **Hand out** the Sheet 4.1: *Clarifying Your Values* to the group.
This exercise is inspired by the one created by Dallaire (1979). However, the character descriptions are original.
- › **Give** the group about ten minutes to fill out the sheet.

Team Activity

- › **Ask** the group to get into teams of four or five.
- › **Hand out** Sheet 4.2: *Team Consensus* to each team.
- › **Give** the following instructions:
 - You will have to share your rankings starting with number 1; you must then note down the differences and similarities between your rankings and those of your team members.
 - You will then have to **debate** to reach a consensus (or try to reach one) and assign a final ranking to each character. These discussions must be calm and courteous, and everyone must get a turn to speak.

Discussion and Presentation

- › Afterwards, **lead** a discussion by asking the following questions:
 - **Did your team reach a consensus?**
 - **Was it easy or difficult to reach a consensus?**
 - **Why do you think everyone has a different ranking of acceptance for different situations?**
- › **Share** the following information:

CONTENT OVERVIEW

Raking of character's behaviour.

- › Value systems vary from person to person and depend on our education, experiences and beliefs. This is why it isn't always easy to reach a consensus.
- › Each of these characters was in a situation that you may all respond to differently depending on:
 - The context (e.g. being at a party and drinking)
 - The values we prioritize (e.g. respect, honesty, loyalty, dignity)
 - Our analysis of the impact of the characters' behaviour on the people around them or on themselves. (e.g. loss of trust in the other person, losing a friend, break-up with a boyfriend or girlfriend, using someone else's feelings, rumours or false allegations, humiliation and damage to someone's reputation, accusations of sexual assault).

- › **Continue** the discussion using the questions below:
 - **Which character did your team rank as number 1? Why?** (Do the same with characters ranked 2, 3 and 4. Identify similarities and differences in points of view.)
 - **What values are involved in each situation?**
 - **What questions could we ask to better understand the behaviour of the main characters in each situation?**

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

CONTENT OVERVIEW

Situations with different values at stake that raise different questions.

Simon's situation

- › The values at stake here could be loyalty, trust, respect, commitment, friendship, love, honesty, etc.

This situation could also raise specific questions:

- › *Why does Simon think that "making out" with another girl doesn't count as cheating on his girlfriend? Why did he agree to do it? What is his perception of "faithfulness"?*
- › *Why did Marianne's best friend make out with Marianne's boyfriend?*
- › *Do Simon and Marianne's best friend feel this was acceptable because they did it at a party and it involved different people?*
- › *If Marianne's best friend had consumed enough alcohol to the point of being drunk, would the situation have been more "acceptable"? Would the same be true for Simon?*
- › *What impacts could this behaviour have on the friendship and the romantic relationship?*
- › *Etc.*

Itala's situation

- › The values at stake could be self-respect, respect for others, honour, reputation, honesty, power, etc.

This situation could also raise some specific questions:

- › What is the goal of their actions? What would cause students to do this to their teacher?
- › What would Itala and her friends get out of it? Is it to impress others? Is it to test their ability to sexually excite another person and play around with this person's feelings?
- › Or is it to become popular by challenging the teacher, who represents "authority"?
- › What could be the consequences of their actions for Itala and her friends and for the teacher? Etc.

Ayisha's situation

- › The values at stake could be respect, trust, honesty, power, etc.

This situation could also raise specific questions:

- › *Can you play with a friend's feelings to satisfy your own needs?*
- › *How would she like it if someone played with her feelings in the same way?*
- › *Is Devon okay with this situation with full knowledge of the facts? If so, why?*
- › *What could the possible consequences of this action be on Devon, on Ayisha and on their relationship? Etc.*
- › *Etc.*

Ulrick's situation

- › The values at stake could be respect, trust, honesty, friendship, power, etc.

This situation could also raise some specific questions:

- › *Do you have the right to take advantage of a friend to satisfy your own needs?*
- › *How can you get consent from someone when they have been drinking?*
- › *Could the people at the party have done something?*
- › *What impacts could this behaviour have on him and on Valerie? Etc.*

- › **Lead** a discussion using the questions below:

- **Did changing the gender of the main character (e.g. Simone rather than Simon) influence your rankings? If yes, which ones and why? If not, why?**

Get their opinions.

- › **Share** the following information:

CONTENT OVERVIEW

- › Yes, the character's gender may influence how you rank the character's behaviour in different situations. Our judgment can sometimes be unfairly harsher for one gender than for another. For example, boys who have serial conquests are "players," whereas girls are often perceived more negatively (e.g. "sluts").
- › Some situations may seem more or less acceptable to us depending on whether the perpetrator or victim of the behaviour is a girl or boy.
- › Do stereotypes, value judgments or prejudices affect how we perceive these situations?

- › When we look at the facts, does gender really change how acceptable a behaviour is in a given situation? If so, according to what criteria?
- › In reality, any behaviour that is considered “unacceptable” for a girl is also unacceptable for a boy. And behaviour that is considered “acceptable” for a boy is also acceptable for a girl.

- › **Lead** a discussion using the questions below:
 - **In your opinion, what attitudes or behaviours could these be expected from these characters in these situations?**
Get their opinions.
- › Before presenting possible endings, **provide** the definition and etymology and ask the questions related to the words “compassion,” “dignity” and “safety” so that the group can identify these concepts in the “new ending” of each situation.
- › **Share** the following information:

CONTENT OVERVIEW

COMPASSION:

- › **Definition:** “A feeling of sympathy for people who are suffering” (Compassion, 2022).
- › **Origin of the word:** Middle English, from Anglo-French or Late Latin; Anglo-French, from Late Latin compassion-, compassio, from compati to sympathize, from Latin com- + pati to bear, suffer (Compassion, n.d.).
- › **Question:** “Can we show compassion for what the people in these situations are or could be feeling?”

DIGNITY:

- › Recognition that human beings possess a special value intrinsic to their humanity and as such are worthy of respect simply because they are human beings (CBHD, n.d.). “Treating other people with dignity means treating them the way we’d like to be treated ourselves (FamilyEducationStaff, 2022).
- › **Origin of the word:** Middle English dignete, from Anglo-French digneté, from Latin dignitat-, dignitas [meaning “merit or consideration”] (Dignity, n.d.).
- › **Question:** “How do the people in this situation treat each other?”

SAFETY:

- › **Definition:** “The state of being safe from harm or danger” (Safety, 2022).
- › **Origin of the word:** Middle English saufte, from Anglo-French salveté, saufté, from salf safe (Safety, n.d.).
- › **Question:** “Is the (physical or mental) safety of the people in the situation compromised or potentially compromised?”

- › **Read** aloud the examples from Sheet 4.3: *Situational Attitudes and Behaviours: Connections to Compassion, Dignity, Safety* that describe how the characters adopt a respectful and caring attitude or behaviour when faced with the same situations.
- › After providing the “new endings” and giving the definitions above, **ask** the group whether the characters show compassion, dignity or safety (see Sheet 4.3).

- **In these “new endings,” what do we learn about:**

- **The characters’ compassion?**
- **Their respect for the dignity of others (not treating the other person as an object)?**
- **Their concern for everyone’s safety?**

Get their opinions.

- › **Continue** the discussion by asking the following questions:

- **What did you learn from this exercise to clarify your values?**
- **Why is it important to know the values that matter most to you?**
- **How can you assert your beliefs and values in difficult situations?**
- **Why is it important to adopt respectful and caring behaviours, even when the situation is emotionally charged?**

Get their opinions.

- › **Share** the following information:

CONTENT OVERVIEW

Know the Values That are Important to You

- › Being aware of your own values and identifying the values that are the most important to you makes it easier to act according to them and adopt behaviours that truly reflect who you are.

Asserting Your Values and Beliefs

- › You can learn to assert your values and beliefs out of respect for yourself and for others.
- › Initially, you can think about how you would like to be treated in similar situations.
 - *Would you like it if someone cheated on you?*
 - *Would you like someone to make you feel uncomfortable in front of others?*
 - *Would you like it if someone weren't honest with you and lied to you about their intentions in a relationship?*
 - If the answer is no, then it is important to act according to your beliefs.
- › **You can...**
 - Share the questions you have about the situation.
 - State what you really think.
 - Make sure the other person feels comfortable and respected.
 - Make sure the other person is safe.
 - Etc.

Adopt Respectful Behaviours

- › The positive endings that we saw in the situational exercises show the importance of adopting respectful and caring attitudes and behaviours even in an emotionally charged situation.
- › Paying attention to how our words and actions make another person feel lets us adjust, reduce and even avoid negative consequences (e.g. hurting someone else, not respecting consent) or make up for our mistakes if we have to.



Session Conclusion



5 MIN.



DISCUSSION AND PRESENTATION



VIDEO

Discussion and Presentation

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

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

Get their opinions.

NOTE TO THE SESSION LEADER

As a society, we can congratulate ourselves for our openness to diversity and respect for differences. However, it does seem that boundaries have become more blurred when it comes to consent, the trivialization of some sexual activities, and the notion of public versus private, etc.

We are often confronted with sexually charged events and phenomena that may surprise and even confuse us. This raises moral questions that are central to our perception of intimate and romantic relationships. It is important to reflect on your values and assert your beliefs, because living according to your principles gives you a solid footing that is neither moral rigidity nor narrow-mindedness. This is what this session is meant to help the group develop.

Sexuality is a sensitive subject that calls upon our personal values. When we face a dilemma related to sexuality, we need to remember that how we PERCEIVE a situation is unique to each of us and that our values will affect how we REACT to that situation. Consequently, people can PERCEIVE and REACT in different ways to the same situation.

However, even if we perceive a situation differently, it is important to be compassionate, to respect the dignity of the people involved, and to be mindful of their safety (and ours) in the way we react and say what we think.

No matter how old we are, we need to think about what is important to us and assert our beliefs and values. In a situation, we can assert our values by:



- › Identifying which of our values are involved in the situation at hand
- › Asking ourselves which values are involved for the other person
- › Thinking about how we explain what we dislike without offending the other person's values
- › Saying what we actually think and naming the values being undermined in this situation
- › Ensuring that the other person feels comfortable and respected in the way we explain what we dislike

Video

- › **Present** the following video:

Mr. Indifferent (CGI ANIMATION, 2019)

Length: 2 min., 45 sec.

<https://www.youtube.com/watch?v=BGdfRYf67aw>



Video



- › **Ask** two or three people to share a comment or a reaction to the video after the group has watched it to conclude on a light note that gets everyone involved.
 - **What are your takeaways from this video?**

- › **End** the session with the following key elements.

CONTENT OVERVIEW

- › Sexual behaviour often connects with our values.
- › The character in this animated film realizes the importance of not being “indifferent” to others.
- › Respect, integrity, honesty are not abstract concepts. We experience them daily in our behaviours, and especially in situations that are emotionally charged or force us to confront our values.
- › Sexuality also has to do with values, particularly when it comes to respecting our intimate lives and those of others.
- › Being compassionate, respecting other people’s dignity, and ensuring their safety (and our own) will give you sense of personal pride, and helps fight indifference, ABOVE ALL...IT WILL HELP TO IMPROVE YOUR RELATIONSHIPS WITH OTHER PEOPLE AND EVEN MOTIVATE OTHERS TO DO THE SAME.



SHEET

4.0

FOR THE GROUP

Who Here ... ?

INSTRUCTIONS

- › Try to get as many different signatures as possible (one signature per box)!
- › Go around the group to find someone who has done the action in the statement. Once you find someone, ask them to sign the box next to the statement.
- › The same person can't sign your sheet more than once (i.e. you need to find someone who plays a musical instrument. Adam signs this statement since he plays the guitar; however, even though Adam is a fan of two or more YouTubers, he can't sign the sheet for this statement since he already signed once.)

Who here ... ?

Plays a musical instrument?	Signature	Would like to get a motorcycle one day?	Signature
Didn't get a good night's sleep last night?	Signature	Would like to become a farmer?	Signature
Plays video games more than three nights/week?	Signature	Is a fan of two or more YouTubers?	Signature
Can knit a scarf?	Signature	Has a pet?	Signature
Has a brother or sister OR more than one brother or sister?	Signature	Is passionate about fashion?	Signature



SHEET

4.1

FOR THE GROUP

Clarifying Your Values

INSTRUCTIONS

- › Read the four situations below.
- › On your own, rank each of the four characters from most acceptable behaviour (1) to least acceptable behaviour (4) for YOU. Give a different ranking to each character and indicate the ranking in the circle provided. Remember, you can't have two number 1's or two number 4's, for example.

1

Most acceptable behaviour

4

Least acceptable behaviour

SIMON, 16 years old.



Simon has been going out with Marianne for about six months. Last week, Simon went to a party at their friend's house because Marianne had to work at her job at the grocery store. At the party, Marianne's best friend made out with Simon and two of his friends. When Marianne found out what happened, she told Simon she was upset, and Simon replied, "Come on, I didn't cheat on you, it was just kissing."

ITALA, 17 years old.



At the start of the school year, Itala and her friends took on a challenge: "get their handsome French teacher all hot and bothered" by flirting with him as often as possible. On social media, they talk about the things they did that embarrassed their teacher the most, but without mentioning his name.

AYISHA, 16 years old.



Ayisha hasn't had a boyfriend in about a year. Her friend Devon is in love with her. She knows she'll never go out with him because she's not interested in him at all. Despite this, she often agrees to have sex with him. "Why not go for it while I'm waiting to find someone?" she wonders.

ULRICK, 16 years old.



Ulrick is celebrating his birthday with his friends at his parents' cottage for the weekend. On Saturday evening, the whole group starts playing drinking games; at the end of the night, Ulrick brings Valerie, who is completely drunk, back to his room where he has sex with her.

1
Most acceptable behaviour

4
Least acceptable behaviour

➤ Write the name of the character under your assigned ranking.

1) _____	2) _____
3) _____	4) _____

➤ Write your **REASONS** for giving this ranking. For example, you can consider “the context of the situation”, “the relationship between the characters”, “the impact on the character or the people they know”.

(e.g. context, relationship between the characters, impact on the character or the people they know) and the **VALUES** at stake.

1. REASONS: _____

VALUES: _____

2. REASONS: _____

VALUES: _____

3. REASONS: _____

VALUES: _____

4. REASONS: _____

VALUES: _____

➤ Rank these same four characters again, but this time imagine they are of the opposite gender.

1) _____ 2) _____

3) _____ 4) _____

➤ If the rating differs from the first one you assigned, what are the reasons?



SHEET

4.2

FOR THE GROUP

Team Consensus

INSTRUCTIONS

- › **Get into teams of four or five and take turns stating the ranking you gave to each character. Start with the character you ranked 1 and so on (2, 3 and 4).**
- › **Debate your rankings and try to reach a consensus for the “final” ranking.**
- › **Then write the name of the character under the ranking as a team.**

1
most acceptable behaviour

4
least acceptable behaviour



1) _____ 2) _____

3) _____ 4) _____



SHEET

4.3

FOR SESSION
LEADERS

Situational Attitudes and Behaviours: Connections to Compassion, Dignity, Safety



Simon, 16 years old.

His girlfriend's best friend tries to kiss him, but he refuses. She says to him: *"Come on, you're not cheating on Marianne, it's just kissing!"*

Simon tells her that he only kisses his girlfriend. Besides, why does she consider kissing another person "not cheating"? Maybe kissing is no big deal and has no impacts for her, but for him, kissing is only something he does with his girlfriend. Plus, she's best friends with his girlfriend; wouldn't she be disappointed or hurt if she found out they'd kissed? Finally, Simon is concerned about her: people with "bad intentions" could accept her offer and take advantage of her or go around telling everyone, for example, that she is trying to break up relationships by kissing boys who are "already taken" (damage to her reputation).

The values that emerge from this behaviour or attitude are:

COMPASSION, SAFETY.

- Simon confirms his commitment to his girlfriend.
- He cares about how Marianne would react if she found out that he and her best friend had kissed.
- He empathizes with Marianne's best friend and worries that others may take advantage of the situation or damage her reputation.



Itala, 17 years old.

Itala and her friends say they want to see if they can turn on an older man. But this specific situation isn't a "dance" of attraction between two consenting young people.

In the end, Itala decides not to join in and points out that what they are doing isn't "turning someone on" but rather manipulation. Plus, this type of "flirting" could make the teacher very uncomfortable and even damage his reputation, e.g. false rumours that the teacher is attracted to or interested in a student or complaint (unfounded in this case) that the teacher has sexually touched a student.

The values related to this behaviour or attitude are:

COMPASSION, DIGNITY, SAFETY.

- Itala stands up to her friends and says that they shouldn't do this to their teacher.
- She argues that it would show a lack of respect and could have possible impacts for him (e.g. discomfort, rumours, false accusations).
- She is aware that this situation could get out of hand and do a lot of harm to this teacher. She has no intention of nonchalantly doing something that could cause harm.
- Not to mention that they could also get into trouble with the principal and get punished.



Ayisha, 16 years old.

Ayisha is "dating" Devon and is intimate with him. He is in love with her, but she doesn't have the same feelings for him and is uncomfortable in this situation.

She decides to talk to Devon. She knows full well that he wants their sexual relationship to turn into a romantic one. She prefers being honest with him, even though it isn't easy. She knows that telling him how sorry she is and apologizing won't solve everything; however, Devon deserves for her to be honest with him.

In this case, their relationship is not "equal" since they obviously do not have the same expectations of the relationship and she does not want to play with his feelings in this way.

The values related to this behaviour or attitude are:

COMPASSION, DIGNITY

- Ayisha realizes the impact that her behaviour could have on Devon.
- She'd rather be honest with him.
- She doesn't want to take advantage of the situation or Devon's feelings. This is very respectful of her.



Ulrick, 16 years old.

Ulrick is with his friends at his parents' cottage for the weekend to celebrate his birthday. Ulrick wanted to have sex with Valerie, even though she is drunk.

But he then realizes that doing this would be taking advantage of her. Valerie isn't in any condition to give consent. He decides to leave the room so that she can fall asleep and he returns to the living room. He tells Valerie's friends so that they know she is alone in the room and so that she won't be bothered.

The values related to this behaviour or attitude are:

COMPASSION, DIGNITY, SAFETY

- Ulrick knows that the situation does not lend itself to intimate acts or sexual activity as Valerie is in no condition to consent, and this would represent sexual assault.
- Instead, he tries to protect her. This is very respectful of him.

Bibliography



Intimacy and Values – “Putting values into action”

- ▶ Compassion. (2022). In *Cambridge Learner's Dictionary & Thesaurus*. Cambridge University Press. <https://dictionary.cambridge.org/dictionary/learner-english/compassion>
- ▶ Compassion. (n.d.). In *Merriam-Webster Dictionary & Thesaurus*. Merriam-Webster. <https://www.merriam-webster.com/dictionary/compassion>
- ▶ [CBHD] The Center for bioethics & human dignity. (n.d.). *Human Dignity*. Trinity International University. <https://www.cbhd.org/issues/human-dignity>
- ▶ Dignity. (n.d.). In *Merriam-Webster Dictionary & Thesaurus*. Merriam-Webster. <https://www.merriam-webster.com/dictionary/dignity>
- ▶ Dallaire, Y. (1979). *Psychologie du comportement sexuel, approche expérientielle* [recueil d'exercices]. Department of Psychology, Collège Ste-Foy.
- ▶ Dupont, A. H. (2018, 25 septembre). *Rallier et influencer: 5 questions pour définir vos valeurs personnelles et diriger*. L'effet A. <https://effet-a.com/articles/5-questions-pour-definir-vos-valeurs-personnelles-et-mieux-diriger/>
- ▶ FamilyEducationStaff. (2022). *What Does Dignity Mean?* <https://www.familyeducation.com/instilling-values/what-does-dignity-mean>
- ▶ Laprée, R. (2000). *La psychologie des valeurs – Symbolique et imaginaire en éducation*. Les Éditions Logiques.
- ▶ Ministère de l'Éducation du Québec [MEQ]. (2022). *Programme provisoire Culture et citoyenneté québécoise. Version pour les projets pilotes du secondaire*. Gouvernement du Québec. http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/CCQ_ProgrammeProvisoire_Secondaire.pdf
- ▶ Ministère de l'Éducation et de l'Enseignement supérieur [MEES]. (2018). *Detailed content in sexuality education. Secondary*. Gouvernement du Québec. http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/EDUC-Contenus-Sexualite-Personnel-scolaire-Secondaire-EN.pdf
- ▶ Ministère de l'Éducation et de l'Enseignement supérieur [MEES]. (2022). *Québec Education Program. Secondary*. Gouvernement du Québec. <http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/secondary/>
- ▶ Schwartz, S.H. (2006). Les valeurs de base de la personne : théories, mesures et applications. *Revue française de sociologie*, 47(4), 929-968. <https://doi.org/10.3917/rfs.474.0929>
- ▶ Safety. (2022). In *Cambridge Learner's Dictionary & Thesaurus*. Cambridge University Press. <https://dictionary.cambridge.org/dictionary/learner-english/safety>
- ▶ Safety. (n.d.). In *Merriam-Webster Dictionary & Thesaurus*. Merriam-Webster. <https://www.merriam-webster.com/dictionary/safety>

Video

- ▶ CGI ANIMATION. (January 9, 2019). *Mr Indifferent* || CGI Animated Short Film [video]. YouTube. <https://www.youtube.com/watch?v=BGdFRYf67aw>



Secondary 4 - Session 2

Sexual Consent “Making Sure You Get Consent”

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>Understand your position on different issues related to sexual relations in adolescence:</p> <ul style="list-style-type: none"> › Consent › Dealing with social pressures and norms: from peers, etc › Alcohol and drug use 	
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: Justice and the Law and Relationships and Caring

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 main legal frameworks applicable to romantic and sexual life

- › Consent in the Criminal Code
- › Sexual and domestic violence

Reflect on the ethical issues that may exist with respect to the norms and values related to the legal frameworks applicable to romantic and sexual life, especially regarding appropriate consequences and legal actions that can be taken against violence

Understand the factors that influence sexual relations in adolescence

- › Context (sexual relations with or without commitment, planned or spontaneous, protected or unprotected sexual relations)
- › Relationship dynamics

Reflect on the tensions between feelings, differentiated norms related to sexual behaviour and peer pressure related to sexual behaviour



Educational Goals



Session length:

75 minutes

Understand the issues and subtleties of sexual consent and develop skills to express agreement or disagreement with possible sexual activity.

- 1. Discuss** why it is important to discuss sexual consent with young people their age.
- 2. Analyze** issues in situations related to sexual consent (e.g. age difference, partner pressure, alcohol or drug use, romantic relationships).
- 3. Define** concepts associated with sexual consent (e.g. verbal and non-verbal signs; free, voluntary, informed, and possibly “sexy” consent).
- 4. Discuss** different ways to communicate their agreement or disagreement to possible sexual activity in a respectful way.
- 5. Identify** the basic criteria for getting consent to sexual activity: empathy, assertiveness, safety and attention.



Sequence



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

15 min.	ACTIVITY 1	<ul style="list-style-type: none"> › Discussion: Consent › Video: <i>Consent: Parents Explain</i> › Presentation
45 min.	ACTIVITY 2	<ul style="list-style-type: none"> › Team activity: Situational Exercises <i>Sheet 2.1: Learn More About Consent</i> <i>Sheet 2.2a: Marjorie and Émile: Situational Exercise</i> <i>Sheet 2.2b: Kim-Lee and Vincent: Situational Exercise</i> › Discussion and Presentation: Age difference and consent <i>Sheet 2.3a: Answer Sheet: Marjorie and Émile: Situational Exercise</i> › Video: <i>“Enthusiastic Consent!”</i> › Discussion and Presentation: The difficulty of asking for consent, including in the context of alcohol use <i>Sheet 2.3b: Answer Sheet: “Kim-Lee and Vincent: Situational Exercise</i> › Presentation of a Poster: A sexual assault prevention campaign <i>Sheet 2.4: Sexual Assault Prevention Campaign Poster, Government of Nova Scotia</i> › Video: <i>Alcohol and Consent</i> › Presentation and Discussion
15 min.	Session CONCLUSION	<ul style="list-style-type: none"> › Video: <i>“Sexy Consent: Asking For it”</i> › Discussion and Presentation: Can consent really be “sexy”? › Discussion and Presentation: 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

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 the 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



SLIDESHOW (PPT)



15 MIN.



DISCUSSION AND
PRESENTATION



VIDEO

Session Introduction

- › **Introduce** the session by reminding participants of the rules from the introduction or the slideshow (e.g. taking turns, respect for others and different points of view, self-respect, discretion about what other youths have to say).
- › **Explain** that today's session is on sexual consent.

Discussion and Presentation

- › **Ask** the following question:
 - **Why do you think it is important to talk about sexual consent with young people?**
Get their opinions.
- › The goal of talking about sexual consent is above all to prevent sexual violence. However, this topic is also an opportunity to provide support and resources to anyone who may have experienced sexual violence. **Go over** some of the events of recent years that have demonstrated the need, if not the urgency, for people to become more aware of sexual consent.
 - “In 2006, a social worker named Tarana Burke from New York City launched a campaign to support victims of sexual assault in underprivileged neighbourhoods. To stress empathy and solidarity, she chose a very short name for this initiative: ‘MeToo’.” (Croquet, 2018; Nicolaou and Smith, 2019).
 - In 2017, a wave of people began speaking up over social media about their experiences when the Weinstein affair revived the campaign slogan, which became not only a viral phenomenon but also the global #MeToo social movement (Croquet, 2018). Other movements followed (e.g. #BeenRapedNeverReported; #TimesUp) (Croquet, 2018). In Quebec, #MoiAussi was also a common hashtag (Marin, 2020).
 - This movement helped break the silence surrounding sexual harassment and violence—primarily against women but also against men—in the public and political sphere, in the workplace, at schools, within families and between couples (Croquet, 2018).
 - These public denunciations also highlighted the lack of education and understanding about what sexual consent means.

- At first glance, the concept of sexual consent is fairly simple to understand (e.g. one person agrees to or refuses a proposition and the other person respects that choice). In reality, giving or getting consent during sexual activity (e.g. kissing, fondling, intercourse) involves multiple aspects that relate to emotions (e.g. empathy, comfort, intimacy, boundaries); communication skills (e.g. listening, ability to react clearly and respectfully); and legal aspects (e.g. age, context).



NOTE TO THE SESSION LEADER

The Éducaloi site states that *“In Canada, sexual assault is when one of the partners doesn't consent (doesn't agree to) sexual touching. Sexual touching includes kissing, fondling and having sex. Consent to sexual touching means clearly showing that you agree, through your words or actions, to a sexual activity,”* (Éducloai, 2022c).

The most recent Quebec data that we have on sexual violence was collected from different CEGEP populations. According to this survey conducted by Manon Bergeron, a professor in the Department of Sexology at UQAM and Research Chair on Sexist and Sexual Violence in Higher Education, *“over a third of respondents, including 31.7% of students, reported having experienced at least one type of sexual violence at CEGEP. Nearly 30% of these respondents reported experiencing at least one type of sexual violence in the year preceding the survey”* (Gauvreau, 2020). To consult the full survey (in French), click here: <https://chairevssmes.uqam.ca/wp-content/uploads/sites/124/Rapport-ESSIMU-UQAM-2.pdf>

A few years earlier, Bergeron and her colleagues had conducted another study of Quebec university students and found that 36.9% of respondents had experienced a situation of sexual assault committed by another person attending the university (Bergeron and al., 2016).

Video

- › **Tell** the group that they will be watching a video of parents trying to explain consent to their children. This is not as easy as you might think!
- › **Show** the following video:

Consent: Parents Explain (Cut, 2017)

Length: 2 min., 15 sec.

<https://www.youtube.com/watch?v=1wD7eVzM2PA>



Video



- › **Get** their comments and reactions to the video.
 - **What do you think about this video?**
 - **What aspects about consent do you remember most?**

Get their opinions.

Presentation

- › **Share** the following information:

CONTENT OVERVIEW

- › Some parents seem to find it easier to discuss consent with their children or are better able than others to come up with examples of consent on the spot. What if you had a discussion about consent with your parents? This could give you the chance to hear what they think about the topic.
- › **What's important to remember about consent:**
 - **Asking** for consent is when you ask someone's permission to do something. The other person is **free** to agree to or refuse what you are asking. The request can't be made under pressure or with coercion, blackmail or threats.
 - **Respecting** consent is when you respect the person's choice about what you are asking.
 - **Respecting** consent also means understanding that a person may initially say yes but then later change their mind. Consent **may be withdrawn at any time**.
 - **Giving informed consent** means that someone is in a state that allows them to give consent (e.g. is not asleep or unconscious) (Éducaloi, 2022a).
 - **Making sure someone consents** means paying attention to the other person's feelings and reactions, even if you are experiencing strong emotions and feelings of pleasure. You have to make sure that the other person is really saying yes because they want to and not because they want to please you or feel forced.
 - The definition of sexual consent is **an agreement that a person expresses clearly, for each sexual activity, through words and actions. Consent must be informed, voluntary and given freely and may be withdrawn at any time** (Éducaloi, 2022a). Note that sexual activity includes touching, kissing or any other type of sexual act (Éducaloi, 2022a).

NOTE TO THE SESSION LEADER

For more information about sexual consent and sexual assault prevention, see Sheet 2.1: *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.





2

Activity 2



SHEETS 2.1, 2.2A, 2.2B, 2.3A, 2.3B AND 2.4
SLIDESHOW (PPT)



45 MIN.



TEAM ACTIVITY



VIDEO



DISCUSSION
AND PRESENTATION

Team Activity

- › **Ask** the group to get into teams of 4.
- › **Give** the following instructions:
 1. Each team will receive one of two Situational exercises (Sheet 2.2a: *Marjorie and Émile: Situational Exercise* or Sheet 2.2b: *Kim-Lee and Vincent: Situational Exercise*).
 2. The teams will have 10 min. to analyze their situation and answer the questions.
 3. Once they are done, each team will select a spokesperson to share their answers with the entire group.
- › **Give** the teams one of the sheets (2.2a or 2.2b). **Give** them 10 min. to read it and answer the questions.

Discussion about the Situational Exercises

- › **Explain** that they will review each Situational exercise as a group as follows:
 - 1- The first situation is read out loud.
 - 2- The teams that worked on this Situation share their answers.
 - 3- You and the other teams can add to their answers as needed.
 - 4- Show a video.
 - 5- Go through the same steps with the second Situational exercise.

Marjorie and Émile: Situational Exercise

- › **Read** the situation with Marjorie and Émile (Sheet 2.2a) and **ask** the teams that worked on this exercise to share their answers with the group.
- › **Ask** the other teams if they have anything they would like to add.
- › **Add** to their answers using Sheet 2.3a: *Answer Sheet: Marjorie and Émile: Situational Exercise*.

Video

› **Show** the following video:

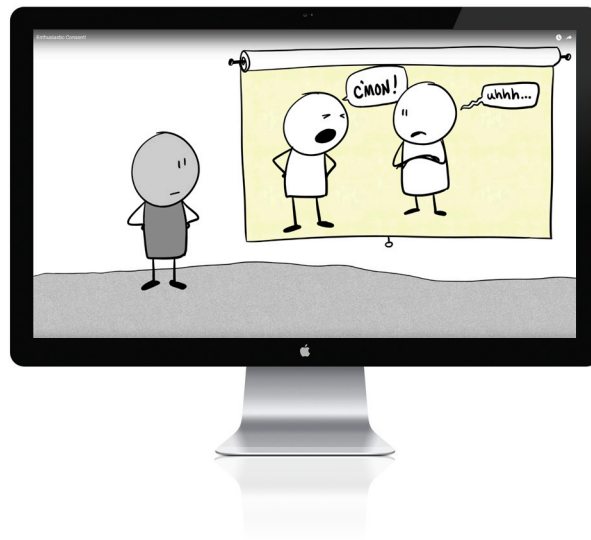
Enthusiastic Consent! (Blue Seat Studios, 2019)

Length: 2 min., 48 sec.

<https://www.youtube.com/watch?v=AqBQH1e7XwQ>



Video



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

- **What are your takeaways from this video?**
- **What connections can you make between this video and what happened between Marjorie and Émile?**

Get their opinions.

› **Share** the following information:

CONTENT OVERVIEW

Connections Between This Video and Marjorie and Émile situation

- › This video discusses the importance of being enthusiastic about sex and making sure that your partner is just as enthusiastic as you are.
- › The person initiating the sexual activity has a duty to ensure that the other person is comfortable engaging in sexual acts and must not abuse any power they may have over the other person.
- › What Émile does not do in the situation: Marjorie indicates through her words and actions that she thinks things are going too fast, but Émile still pressures Marjorie.

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, 2017).

- › One in twenty people (6%) of all genders combined had had their first penetrative sexual encounter before the age of 14 (Lambert and al., 2017).
- › 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 et al., 2017).
- › 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 motivations to engage in sexual activity in the early years of high school before young people start becoming sexually active. Young people generally have their first sexual encounter spontaneously without planning it (e.g. at a party) (Lieberman and al., 2017). They must be therefore have the tools to act in a way that truly aligns with their needs, values and limits while respecting those of their partner.

Kim Lee and Vincent: Situational Exercise

- › **Read through** Kim Lee and Vincent's situation (Sheet 2.2b) and **ask** each team to share their answers.
- › **Add** to their answers using Sheet 2.3b: *Answer Sheet: Kim Lee and Vincent: Situational Exercise*.

Poster

- › **Present** the poster from a sexual assault prevention campaign in Nova Scotia (Government of Nova Scotia, 2016), which is provided on Sheet 2.4. Explain how excessive alcohol use can impair your ability to consent to sex. This applies to all types of relationships (e.g. romantic relationships, short-term encounters, "friends with benefits," maintaining a sexual relationship with your ex), regardless of your sexual orientation.

Video

- › **Show** the following video:

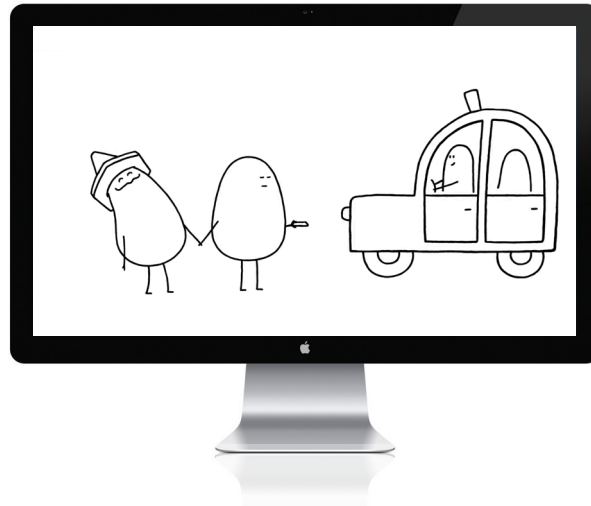
Alcohol and Consent (SARSAS Support, 2019)

Length: 47 sec.

<https://www.youtube.com/watch?v=mPO2s4vWWF0>



Video



- › **Get** their comments and reactions to the video.
 - **What are your takeaways from this video?**
 - **What connections can you make between the video and what happened between Kim Lee and Vincent?**
Get their opinions.
- › **Share** the following information:

CONTENT OVERVIEW

Connections Between the Video and Kim Lee and Vincent situation

- › The video explains that sexual consent is only valid if both people have the capacity to make the choice to engage in the sexual activity.
- › It gives examples of the signs indicating when someone is too drunk to consent to sexual activity:
 - The person has trouble standing
 - The person is speaking incoherently
 - The person has trouble holding a conversation
 - Etc.
- › However, even if the non-verbal signs are not so clear, the person's sexual consent may STILL NOT be valid.
- › For example, when under the influence of alcohol or drugs, you may feel like you are capable of consenting, but in reality you are going beyond your personal limits, or you may have trouble recognizing your partner's lack of interest. The reason is simple: alcohol and drugs affect your faculties and judgment (Tel-jeunes, 2022).
- › As in the situation with Kim Lee and Vincent, it's important to get sexual consent whether you're officially dating or not. Just because the person is your boyfriend or girlfriend doesn't mean you can make them have sex when you want to.



Session Conclusion



SLIDESHOW (PPT)



10 MIN.



VIDEO



DISCUSSION
AND PRESENTATION



VIDEO

Video

- › **Explain** to the participants that there are different ways to ask for consent. The following video provides some examples.
- › **Show** the following video:

Sexy Consent: Asking For it (Fredericton Feminist FilmCollective, 2020)

Length: 52 sec.

https://www.youtube.com/watch?v=Tsrom0z_zyc&t



Video



Discussion and Presentation

- › **Get** their comments and reactions to the video.
 - **What are your takeaways from this video?**
 - **How do you ask for sexual consent in a “sexy” way?**

Get their opinions.

- › **Share** the following information:

CONTENT OVERVIEW

- › In this video, the act of sexual consent is shown in a funny way with insects, but the message is still clear: sexual consent is important, and you can ask for it simply and honestly with humour. Sexual consent can even be sexy!
- › **For example, you can ask in a friendly way, without insisting:**
 - “Can I kiss you?” (Conseil du Statut de la Femme, 2020).
 - More direct way, but still in a nice tone and if the context lends itself to it: “Can we make out?”
 - “We don’t have to like the same things or have the same desires at the same time. So don’t hesitate to tell me if you don’t feel like it or if you don’t like something. I don’t want to rush you.”
 - “Do you want to keep going?” (Conseil du Statut de la Femme, 2020).
 - “I’d like to... What about you?”
 - “Do you like what we’re doing right now? You can definitely tell me if you don’t.”
 - “I like holding you (or being held by you), and I feel like going further. Do you feel ready? Do you want to talk about it?”
 - “I really like what we’re doing right now. What about you?”
 - “I want you to feel good, I want you to like it; feel free to tell me if there’s anything I can do better or if there’s anything you don’t like. We’re getting to know each other, together.”
- › **Then the answer can simply be:**
 - “Yes, you can kiss me. I really want to.”
 - “I feel good with you. I want to go further, but I want to be able to change my mind if things don’t go how I expected. The same goes for you.”
 - “I’m saying no because right now I’m afraid I’ll get too caught up in performing and feel stressed out. Let’s wait until we get to know each other a bit better and can laugh at our little mishaps. What do you think?”
 - “Can we take a break?” (Fredericton Feminist FilmCollective, 2020).
 - “Yeah, because I really want to, but let’s not put too much pressure on ourselves, okay? Are you as nervous as I am right now? What stresses you out the most?”
 - “Yes, I want to. I like you so much.”

- › **Ask** the group:

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

Get their opinions.

- › **End** the session with the suggested **KEY COMPONENTS:**

CONTENT OVERVIEW

- › A social problem that concerns us all:
 - Whether you identify as a girl, a boy, or gender-neutral and regardless of your sexual orientation, sexual consent and sexual assault prevention is something that concerns us all.
 - Making sure you have the other person's consent is one of the responsibilities that comes with wanting to be more intimate with someone.
 - Not respecting your partner's consent can be considered a crime and may be punishable by law.

The 4 basics of sexual consent are:

Empathy, Assertiveness, Safety and Attention

- › **Empathy:**
 - Kindness, patience, and tenderness are definitely qualities associated with sexual consent. Don't treat the other person as an object or a thing that belongs to you.
- › **Assertiveness (and shared pleasure):**
 - Making sure you have your partner's consent or expressing consent to the other person can be relatively simple; however, the fear of judgment and how the other person will see you makes the process more complex. It's important to learn to speak up for yourself and you can do this gradually, step by step.
 - **Before being able to truly say YES you often have to learn how to truly say NO.** Assertiveness is about speaking up about what you don't and do like.
 - Giving consent can be "sexy." When both partners make sure that the other person feels good and that they are both on the same page, they are both more likely to find the experience pleasurable.
- › **Safety:**
 - Feeling safe with the person you are with is the most important thing.
 - It means that the other person has a respectful attitude toward you (and vice versa). They don't use derogatory or humiliating language; they don't impose their sexual desires and tastes; they don't use emotional blackmail or manipulation. And obviously, they don't use physical or sexual violence. Ideally, this should be the case for all people you meet in your life.
 - Overall, if you like what you are doing (or what you did), **say so**. If you don't like it, **say so** and show it with your actions as well. If you have not been asked for consent and the other person went beyond your limits and you feel bad about it, **tell someone you trust**. If you feel that you have been sexually assaulted, you must **report** it to a professional, the police, etc. As this act is punishable by law.
 - Being intimate with someone means giving them access to a very personal and private part of yourself. This is why it's important not to let anyone make fun of this part or use it for their own pleasure or force you to do something you don't like. Sexual pleasure is learned, and the learning process involves being able to give consent and feel safe!

› **Attention:**

- We all need to be aware of the verbal and non-verbal signs indicating whether or not our partner is comfortable. This means paying attention to yourself first (what you feel) and to the other person as well.

Don't forget...

The 4 basics of sexual consent are:

Empathy, Assertiveness, Safety and Attention



SHEET

2.1

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 2 and 3. 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. There is a distinction between sexual behaviour that is neither desirable nor acceptable in society and behaviour that is punishable by law. This sheet 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, 2022).
- › **Must be free:** This means that consent during sexual activity 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 a teenager 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 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 punished by law** (Éducaloi, 2022a). Whether you're in a relationship with someone, dating them, or they are just someone you know, 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; Government of Quebec, 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. There are certain signs that can indicate a person's enthusiasm: they may respond to the other person's advances, smile, hug them, caress them. 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 (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 offence:** 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 sexual intercourse (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 where the severity or intent could result in the action 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, Soubeyrand-Faghel and Paume, 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, people usually use the term sexual misconduct to refer to inappropriate or undesirable behaviour in society. 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, 2019).
- › **Believe what the person says** (CALACS Trêve pour Elles, 2019). Even if the abuser 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, 2019). 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.
- › **Tell the person that they have no need to feel guilty** (CALACS Trêve pour Elles, 2019). Often people believe that it is their fault that they have experienced sexual abuse. You can tell them that the assault is not their fault. The abuser was the one who did not ask the person how they felt and whether they really consented. Some abusers simply have bad intentions and do not want to hear a "No" from their victim and simply ignore anything 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, 2019). 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.



SHEET

2.2a

FOR THE GROUP

Marjorie and Émile: Situational Exercise

INSTRUCTIONS:

- › As a team, read the situation and answer the questions.
- › You will have 10 minutes to answer.

Marjorie and Émile

Marjorie, 15, has been dating **Émile**, 19, for two months. Marjorie is madly in love with Émile. She doesn't understand how such a handsome and mature guy could be interested in her. Émile includes her in his group of friends and invites her to all his CEGEP parties. Marjorie is proud to be dating him. However, she feels that Émile is very insistent on being sexually close when they are alone. She likes it when they kiss and cuddle, but she doesn't feel ready to go any further right now. When Marjorie recently refused to have sex with him, he gave her the cold shoulder for a few hours and said he thought it might be better for him to date someone more "experienced." Marjorie is seriously considering having sex with him out of fear he might leave her.

1. What do you think could be problematic in this situation? Name two things.

2. According to the law and considering their age difference, do you think Émile and Marjorie would be allowed to engage in sexual activity? If so, or if not, why?

3. Is sexual consent in this case "free," "voluntary" and "informed"? If so, explain why.

Free: _____

Voluntary: _____

Informed: _____



SHEET

2.2b

FOR THE GROUP

Kim Lee and Vincent: Situational Exercise

INSTRUCTIONS

- › As a team, read the situation and answer the questions.
- › You will have 10 minutes to answer.

Kim Lee and Vincent

Kim Lee and **Vincent** are both 16 years old and have been dating for 2 years. They are very much in love and are there for each other every day. Kim Lee and Vincent have experienced several “firsts” together, such as their first “real” kiss (a while ago) and their first sexual encounter (6 months ago). Tonight, Kim Lee’s parents are going out for the evening, and they invite some friends over to hang out with them. Kim Lee has a good time with her friends and has quite a few alcoholic drinks. When everyone has left, Kim Lee, who is having trouble walking, stammers and laughs at nothing, falls into Vincent’s arms and tells him that she wants to make love to him. Vincent wants to, but since she seems really under the influence of alcohol, he hesitates.

1. What do you think could be problematic in this situation? Name two things.

2. In your opinion, can Kim Lee consent in this situation?

- Yes No Hard to say

What are the *verbal signs* (words) and/or *non-verbal signs* (actions) that support your answer?

Verbal signs: _____

Non-verbal signs: _____

3. What could Vincent do to get Kim Lee’s consent? If Kim Lee were his ex-girlfriend and not his current girlfriend, would the situation be the same?



SHEET

2.3a

FOR SESSION
LEADERS

Answer Sheet: Marjorie and Émile: Situational Exercise

INSTRUCTIONS

- › Read the situation and ask each team to share their answers.
- › Add to their answers with the information below.

Marjorie and Émile

Marjorie, 15, has been dating **Émile**, 19, for two months. Marjorie is madly in love with Émile. She doesn't understand how such a handsome and mature guy could be interested in her. Émile includes her in his group of friends and invites her to all his CEGEP parties. Marjorie is proud to be dating him. However, she feels that Émile is very insistent on being sexually close when they are alone. She likes it when they kiss and cuddle, but she doesn't feel ready to go any further right now. When Marjorie recently refused to have sex with him, he gave her the cold shoulder for a few hours and said he thought it might be better for him to date someone more "experienced." Marjorie is seriously considering having sex with him out of fear he might leave her.

Question 1

Possible Answers

**What do you think could be problematic in this situation?
Name two things.**

- › The difference in age, maturity, and experience puts Marjorie at risk of experiencing pressure, manipulation, and control (Tener, 2020).
- › Moreover, Émile is pressuring Marjorie to be more intimate without taking into account that she is 15 and he is 19.
- › Émile is clearly not listening to Marjorie.
- › Émile blackmails her by saying that he could easily go elsewhere if she doesn't want to have sex with him.
- › There are aspects of their relationship that seem unhealthy, especially because Émile has power over Marjorie.

Question 2

Possible Answers

According to the law and considering their age difference, do you think Émile and Marjorie would be allowed to engage in sexual activity? If so, or if not, why?

- › Émile and Marjorie’s age difference is within the legal exception for 14 and 15 year olds, which sets out that an age difference of less than 5 years is legally acceptable.
- › The age of consent to sexual activity in Canada is 16 years of age; before that age, someone can consent to sex, but the legal age difference must be respected (Éducaloi, 2022a).
- › Remember that sexual activity includes kissing, fondling or any other type of sexual act (Éducaloi, 2022a).
- › 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 sexual consent to be legally valid.

Age of younger partner	Age difference allowed
Under 12 years old	Consent is NEVER valid.
12-13 years old	Less than 2 years
14-15 years old	Less than 5 years

This table on age differences and the law is also provided on Sheet 2.1: *Learn More About Consent*.

- › Let’s take an example: Marie is 13 years, 7 months old. For her consent to sexual activity (e.g. kissing, fondling, intercourse) to be valid in terms of age difference, her partner cannot be 15 years and 7 months or older, i.e., that person must be less than 2 years older than she is. If her partner is 16 years and 2 months old, her sexual consent isn’t valid; sexual activity in this case may be considered assault.
- › Specialists (e.g. psychologists, sexologists, pediatricians) consider sex before the ages of 14 or 15 to be premature and see this is something to be concerned about. A young person who has had sexual activity before this age is not “bad.” However, the concern is whether the person is mature enough to have a positive experience.
- › That said, there are elements other than age that should be considered when it comes to consent to sexual activity: the context, the person’s desire, the condition they are in, the type of relationship (e.g. authoritative or dependent relationship, exploitative).
- › Although the law recognizes that Marjorie (15 years old) can consent to sexual activity with a 19-year-old young adult, there may be differences in maturity and development.
- › Also, why would a 19-year-old young man be interested in a 15-year-old girl?
- › The concern in this case is the pressure he may be putting on her to be sexually active.

Added information:

The goal is not necessarily to prevent a romantic relationship between a 15-year-old and a 19-year-old (which is legal based on the age difference in sexual consent), but rather to question the nature of the relationship. To protect the younger partner (in this case, Marjorie, 15), it is important to ensure that she is in a healthy relationship that is free of pressure, manipulation, control, and violence. It is the responsibility of the older partner (Émile, 19) to ensure that his younger partner is safe with him.

Regardless of gender or sexual orientation, the concerns are similar. If it were a 15-year-old boy dating a 19-year-old man or a 15-year-old girl dating a 19-year-old woman, the concerns would be the same.

Question 3

Possible Answers

Is sexual consent in this case “free,” “voluntary” and “informed”?

- › Marjorie’s consent is not **free and voluntary** since she is being pressured, blackmailed and manipulated by Émile. He is not respecting Marjorie’s need to wait.
 - › Both people in the relationship must have equal power to decide whether they want to engage in sexual activity or not. Each person must therefore **feel free to accept, refuse, or change their mind** without fearing the other person’s reaction.
 - › Marjorie is able to give **informed consent**, i.e., she is not under the significant influence of alcohol or drugs and she is not asleep or unconscious.
 - › If Émile engages in sexual activity by blackmailing his partner, this means that he does not have true consent and this could constitute assault.
-



SHEET

2.3b

FOR SESSION
LEADERS

Answer Sheet: Kim Lee and Vincent: Situational Exercise

INSTRUCTIONS

- › Read the situation and ask each team to share their answers.
- › Add to their answers with the information below.

Kim Lee and Vincent

Kim Lee and **Vincent** are both 16 years old and have been dating for 2 years. They are very much in love and are there for each other every day. Kim Lee and Vincent have experienced several “firsts” together, such as their first “real” kiss (a while ago) and their first sexual encounter (6 months ago). Tonight, Kim Lee’s parents are going out for the evening, and they invite some friends over to hang out with them. Kim Lee has a good time with her friends and has quite a few alcoholic drinks. When everyone has left, Kim Lee, who is having trouble walking, stammers and laughs at nothing, falls into Vincent’s arms and tells him that she wants to make love to him. Vincent also wants to, but since she seems really under the influence of alcohol, he hesitates.

Question 1

What do you think could be problematic in this situation? Name two things.

Possible Answers

- › The first relates to how much Kim Lee has had to drink. Although she makes it clear to Vincent that she wants to have sex with him and she is the one who initiates the idea, she is showing several signs that she is highly intoxicated.
- › Legally, consent is not valid if the person is not aware of what they are doing. In this particular case, since she has difficulty walking and talking, we must seriously question if she is aware of what she’s doing. According to the law, doubting her ability to consent is a legitimate concern.
- › Ethically speaking, Vincent’s hesitation tells us that he realizes that his girlfriend is not thinking clearly at the moment and that her consent is not clear. It would be inappropriate to take advantage of the situation. It is therefore best for him not to agree to Kim Lee’s proposal.

Question 2

Possible Answers

In your opinion, can Kim Lee consent in this situation?

- Yes
- No
- Hard to say

What are the verbal signs (words) and/or non-verbal signs (actions) that support your answer?

- › She does seem to be consenting because she makes it clear to Vincent that she wants to have sex with him.
- › But her advanced state of inebriation casts doubt on her actual consent. In this case, we can't say that she is truly consenting.

Verbal cues that say **“YES”** in this case.

- › She makes it clear to her boyfriend that she wants to have sex. Her words indicate explicit consent. However, her non-verbal signs send other messages that are also important to consider.

Non-verbal signs that should be interpreted as **“NO.”**

- › She has trouble walking.
- › She laughs for no reason.
- › She is slurring her words.
- › She falls into Vincent's arms.
- › Note that a lack of resistance in someone who is intoxicated does not constitute consent (Éduc'alcool, 2020). She may want to be close to him, but this may only be because her drinking has made her feel less inhibited. Therefore, these signs should not be interpreted as informed consent.

Question 3

Possible Answers

What could Vincent do to get Kim Lee's consent?

- › From the moment Vincent hesitates, it is a sign that he would be better off waiting to have sex with his girlfriend. This is a sign of respect for Kim Lee.
- › Vincent has assessed the situation and knows that Kim Lee cannot give real consent. So there is no need to insist. He can tell Kim Lee that even though he wants to, he'd rather wait until she's in a better condition to say yes. There is a difference between being “drunk” from heavy drinking and feeling a bit “tipsy” from having a drink or two.

If Kim Lee were his ex-girlfriend and not his current girlfriend, would the situation be the same?

- › Whether the person is your current boyfriend or girlfriend, your ex, a “friend with benefits,” or a “one-night stand,” the exact same principle applies.



SHEET

2.4

FOR SESSION
LEADERS

Poster: Sexual Assault Prevention Campaign in Nova Scotia

INSTRUCTIONS

- › Explain that heavy alcohol use may impair your ability to consent to sexual activity. This applies to all types of relationships (e.g. romantic relationship, one-night stand, “friends with benefits,” a sexual relationship with your ex), regardless of your sexual orientation.
- › Present the poster: *A drunk yes is a big no* (Government of Nova Scotia, 2016).



Bibliography



Sexual Consent “Making Sure You Get Consent”

- ▶ Bergeron, M., Hébert, M., Ricci, S., Goyer, M.-F., Duhamel, N., Kurtzman, L., Auclair, I., Clennett-Sirois, L., Daigneault, I., Damant, D., Demers, S., Dion, J., Lavoie, F., Paquette, G. and Parent, S. (2016). *Violences sexuelles en milieu universitaire au Québec: Rapport de recherche de l'enquête ESSIMU*. Université du Québec à Montréal. https://chairevssmes.uqam.ca/wp-content/uploads/sites/124/Rapport-ESSIMU_COMPLET.pdf
- ▶ CALACS Trêve pour Elles. (2019). *Attitudes aidantes*. <https://trevepourelles.org/attitudes-aidantes/>
- ▶ Croquet, P. (2018, 14 octobre). #MeToo, du phénomène viral « au mouvement social féminin du XXI^e siècle ». *Le Monde*. https://www.lemonde.fr/pixels/article/2018/10/14/metoo-du-phenomene-viral-au-mouvement-social-feminin-du-xxie-siecle_5369189_4408996.html
- ▶ Duquette, R., Soubeyrand-Faghel, G. and Paume, J. (2019). *Cultivons la culture du consentement vers un changement systémique en matière de harcèlement sexuel dans les écoles – synthèse*. Prévention Côte-des-Neiges – Notre-Dame-de-Grâce. https://preventioncdnndg.org/hypersexualisation/wp-content/uploads/sites/6/2019/10/2019_-Rapport-d%C3%A9valuation-des-besoins-Synth%C3%A8se-Cultivons-la-culture-du-consentement.pdf
- ▶ Éducaloi. (2022a). *Sexual consent*. <https://educaloi.qc.ca/en/capsules/sexual-consent/>
- ▶ Éducaloi. (2022b). *Sexual consent of teenagers*. <https://educaloi.qc.ca/en/capsules/age-of-consent-to-sexual-activities/>
- ▶ Éducaloi. (2022c). *What is sexual assault?* <https://educaloi.qc.ca/en/capsules/what-is-sexual-assault/>
- ▶ Éducaloi. (2017). *Les adolescents et la justice pénale : Guide pour les participants*. https://educaloi.qc.ca/wp-content/uploads/guide_intervenants_web_lsjsa.pdf
- ▶ Gauvreau, C. (2020, October 22). *Violences sexuelles au Collégial. Les résultats d'une première enquête menée sur cinq campus au Québec sont dévoilés. Actualités-UQAM*. <https://www.actualites.uqam.ca/2020/premiere-grande-enquete-violences-sexuelles-collegial>
- ▶ Lambert, G., Mathieu-Chartier, S., Goggin, P., Maurais, E. and the PIXEL team (2017). *Étude PIXEL: Portrait de la santé sexuelle des jeunes adultes au Québec, 2013-2014: rapport méthodologique*. Institut national de santé publique du Québec. https://www.inspq.qc.ca/sites/default/files/publications/2307_pixel_portrait_sante_sexuelle_jeunes_adultes_quebec.pdf
- ▶ Lieberman, L. D., Goldfarb, E. S., Kwiatkowski, S. and Santos, P. (2017). Does First Sex Really “Just Happen?” A Retrospective Exploratory Study of Sexual Debut Among American Adolescents. *American Journal of Sexuality Education*, 12(3), 237-256. <https://doi.org/10.1080/15546128.2017.1359804>

- › Marin, S. (2020, 6 janvier). Weinstein: au Québec, #MeToo a incité des victimes à dénoncer leur agresseur. *L'Actualité*. <https://lactualite.com/actualites/weinstein-au-quebec-metoo-a-incite-des-victimes-a-denoncer-leur-agresseur/>
- › Médico, D. and Lévy, J.J. (2008). Baiser. Dans Joseph J. Lévy and André Dupras (dirs.), *Questions de sexualité au Québec* (1st ed., 27-30). Liber.
- › Ministère de l'Éducation du Québec [MEQ]. (2022). Programme provisoire Culture et citoyenneté québécoise. Version pour les projets pilotes du secondaire. Gouvernement du Québec. http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/CCQ_ProgrammeProvisoire_Secondaire.pdf
- › Ministère de l'Éducation et de l'Enseignement supérieur [MEES]. (2018). *Compulsory content in sexuality education. Secondary*. Gouvernement du Québec. . http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_serv_compl/EDUC-Contenus-Sexualite-Personnel-scolaire-Secondaire-EN.pdf
- › Ministère de l'Éducation et de l'Enseignement supérieur [MEES]. (2022). *Québec Education Program: Secondary*. Gouvernement du Québec. <http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/secondary/>
- › Nicolaou, E. and Smith, C.E. (2019, october 7). A #MeToo Timeline To Show How Far We've Come — & How Far We Need To Go. *Refinery29*. <https://www.refinery29.com/en-ca/2019/10/8534374/a-metoo-timeline-to-show-how-far-weve-come-how-far-we-need-to-go>
- › Tel-jeunes. (2022). *Y a-t-il consentement après avoir pris de l'alcool ou de la drogue?* <https://www.teljeunes.com/Tel-jeunes/Tous-les-themes/Sexualite/Consentement-agression-sexuelle#influence>
- › Tener, D. (2020). Perspectives on Adolescent Sexual Relations With Older Persons: A Systematic Review of the Literature. *Trauma, Violence & Abuse*, 21(2), 393-405. <https://doi.org/10.1177/1524838018772287>
- › Williams, T., Connolly, J. and Cribbie, R. (2008). Light and heavy heterosexual activities of young Canadian adolescents: Normative patterns and differential predictors. *Journal of Research on adolescence*, 18(1), 145-172. <https://doi.org/10.1111/j.1532-7795.2008.00554.x>

Videos

- › Blue Seat Studios. (March 31, 2019). *Enthusiastic Consent!* [video]. YouTube. <https://www.youtube.com/watch?v=AqBQH1e7XwQ>
- › Conseil du Statut de la Femme (2020, 24 novembre). *Le consentement en 76 secondes*. [video]. YouTube. <https://www.youtube.com/watch?v=BoI-tLuXES4>
- › Cut. (February 9, 2017). *Consent: Parents Explain* [video]. YouTube. <https://www.youtube.com/watch?v=1wD7eVzM2PA>
- › Éduc'alcool. (August 17, 2020), *Alcool et consentement* [video]. Facebook. <https://www.facebook.com/Educalcool/videos/293369675218589/>

- › Fredericton Feminist FilmCollective. (February 19, 2020). *Sexy consent: Asking for it* [video]. YouTube. https://www.youtube.com/watch?v=TsromOz_zyc&t=50s
- › SARSAS Support. (June 17, 2019). *Alcohol and Consent* [video]. YouTube. <https://www.youtube.com/watch?v=mPO2s4vWWF0>

Poster

- › Government of Nova Scotia (2016). Break the silence. Speak up about sexual Violence - Awareness Materials: Posters <https://breakthesilencens.ca/resources/awareness-materials/awareness-materials/>



Secondary 4 - Session 3

Sexual Behaviour and the Influence of Sexualization in Media “Romance, Eroticism or Pornography?”

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>Understand your position on different issues related to sexual relations in adolescence:</p> <ul style="list-style-type: none"> › New socio-sexual realities: use of social media to express your sexuality, sexting, sexualization of the public space. › Dealing with social pressures and norms: from a partner, peers and media, including sexually explicit material, and performance anxiety. <p>Become aware of factors important to sustaining emotional intimacy and sexual intimacy:</p> <ul style="list-style-type: none"> › Emotional intimacy between partners: sharing your secrets, communicating, trusting the other person, sharing activities and interests, sharing points of view, taking care of yourself and of the other person, ability to be assertive and to negotiate. › Capacity for sexual intimacy: sexual relations considered as a measure of a relationship, ability to learn from past experiences, decisions about how to express your sexuality, comfort with your sexuality, whether or not you are in a couple, whether or not you are sexually active.

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	Intellectual competencies <ul style="list-style-type: none"> › Uses information › Solves problems › Exercises critical judgment 	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: Culture and Symbolic Productions and Relationships and Caring

Disciplinary competencies	Study a cultural reality <ul style="list-style-type: none"> › Circumscribe › Evaluate knowledge › Analyze social relationships › Exhibit enriched understanding 	To reflect on an ethical question <ul style="list-style-type: none"> › Identify the ethical dimension of a situation To examine a variety of points of view › Develop a point of view › Dialogue 	
Educational Aims of Sexuality Education in Secondary School	Understand representations of sexuality in a variety of spaces <ul style="list-style-type: none"> › Positive and negative representations of sexuality in the public space and the influence of these representations › Norms, values and messages on sexuality from family, peers and the media › Expressions of sexuality in public, intimate and privacy spaces 	Reflect on tensions between the norms and values promoted in the media and by family and peers, and between own values and representations of the self	
	Understand the conditions conducive to positive emotional and sexual experiences <ul style="list-style-type: none"> › Emotional intimacy between partners › Capacity for sexual intimacy › Free and informed decision-making 		Reflect on tensions between own expectations and motivations and those of a partner when it comes to sexual relations
	Understand the importance of desire and pleasure with regard to sexual behaviour <ul style="list-style-type: none"> › Place of desire and romantic and sexual fantasies › Place of psychological and physical pleasure › Phases of sexual response 		Reflects on tensions and ambivalence surrounding desire and sexual pleasure



Educational Goals



Session length:
90 minutes

Help students see the importance of developing a critical eye to oppose the potential influence of sexualization in media in the public space (particularly pornography) on sexual and emotional intimacy, and help them develop their own ideas about romance and eroticism, with an emphasis on respecting oneself and others.

- 1. Define** intimacy and its different components (emotional and sexual).
- 2. Describe** how portrayals of intimacy in entertainment media may influence our own perception of intimacy.
- 3. Examine** how the concern to make actors feel safe and respected when shooting intimate scenes may be reflected in real-life intimacy.
- 4.** Based on various questions and criteria, **identify** the differences and similarities between romance, eroticism and pornography.
- 5. Distinguish** the artificial and sensationalistic messages of pornography from the sexual reality of teenagers.
- 6. Illustrate** the variability of the sexual response and the importance of being intimate with someone only if we feel willing and saying we want to stop if we feel otherwise, thus ensuring that the experience remains enjoyable.
- 7. Discuss** the differences between this sexual response model and the performance-based and sometimes violent models associated with pornography.
- 8. Indicate** various expressions used to talk about sexual activity and sexual intercourse and what can be inferred from this language—in particular the links with pornography.
- 9.** Using excerpts from literary and musical works, **discuss** the importance of making sense of sexual behaviour through means other than pornography so that we can develop our own vision of romance and eroticism.



Sequence



This **90-min.** session has **three activities.**

20 min.	ACTIVITY 1	<ul style="list-style-type: none"> › Discussion and Presentation › Individual activity: Emotional and sexual intimacy <i>Sheet 3.1: Emotional or sexual intimacy?</i> <i>Sheet 3.2: Answer sheet: Emotional or sexual intimacy?</i> › Discussion: How intimacy is portrayed in entertainment media › Video: “Intimacy Choreography for Actors (a workshop at York U)” › Discussion and Presentation
25 min.	ACTIVITY 2	<ul style="list-style-type: none"> › Team activity: Questions on the distinctions between romance, eroticism and pornography <i>Sheet 3.3: Questions on romance, eroticism and pornography</i> <i>Sheet 3.4: Summary table: Distinctions between romance, eroticism and pornography</i> › Discussion and Presentation › Discussion: The potential impacts of pornography consumption on a person’s emotional and sex life
25 min.	ACTIVITY 3	<ul style="list-style-type: none"> › Presentation and Discussion › Presentation: Loulan’s sexual response model (1984) › Discussion: The difference between Loulan’s model and the performance model in pornography
20 min.	Session CONCLUSION	<ul style="list-style-type: none"> › Brainstorming: Common expressions for sex › Discussion: How these expressions relate to romance, eroticism and pornography › Presentation: Excerpts from literature and music that poetically convey desire and eroticism <i>Sheet 3.5: Excerpts from songs and poems on the topic of sexual intimacy</i> › Video: “Des mots pour...” › Discussion and Presentation: 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/>



NOTE TO THE SESSION LEADER

It may seem challenging to approach the sensitive subject of how messages and sexual content in the media can influence intimacy and sexual behaviour. You will cover such topics as intimacy, sexual pleasure, romance, eroticism, pornography and the consequences of pornography consumption on sexual behaviour. These topics will be talked about in clear terms, but no one has to reveal the details of their private lives and no should be asked personal questions. And it goes without saying that no sexually explicit (pornographic) images will be shown; this would in fact be illegal.

You can also let 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 the topic and gets bombarded with different messages about it. It's important for the students to be able to talk about these things and get to know what other people their age think about them.

During the discussions, there is sure to be some very direct questions and remarks as well as nervous or outright laughter and even coarse language (these natural reactions should be welcomed and met with openness and respect, so long as things do not get out of hand). The mere fact that the students are expressing themselves on the topic will allow them to question the basis and truth of their beliefs about intimacy, romance, eroticism, pornography and sexual pleasure.

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



Activity 1



SHEETS 3.1 AND 3.2
SLIDESHOW (PPT)



20 MINUTES



**DISCUSSION
AND
PRESENTATION**



**INDIVIDUAL
ACTIVITY**



VIDEO

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, practising self-respect, keeping what others say to yourself).
- › Next, **tell** the students that the topic of the session will be sexual behaviour and sexualization in media, or more specifically how explicit sexual content in entertainment media, including pornography, may influence our understanding of intimacy and sexual behaviours.

Discussion and Presentation

- › **Ask** the following question:
 - **Why is it important to discuss about sexualized contents in the media and to analyze their possible influence or not on the perception of intimacy and sexual action?**
Get their opinions.
- › **Write** the word “Intimacy” on the blackboard.
- › Then, **ask** the following questions:
 - **What is your understanding of the word “intimacy”?**
 - **What does this word refer to?**
 - **What’s the difference between “emotional intimacy” and “sexual intimacy”?**
- › **Write** the students’ answers on the blackboard.

- › **Share** the following information:

CONTENT OVERVIEW

Intimacy:

- › Intimacy refers to what is the most personal, the most private ([translation] Durif-Varembont, 2009).
- › It is our innermost feelings and thoughts or our “secret garden”, i.e. feelings or thoughts that we wish to keep to ourselves ([translation] Ooreka, n.d.). This is our “bubble”.
- › The innerself includes, among other things, a person’s values, personal boundaries, wants and needs (Glowacz and Goblet, 2019).
- › Intimacy also concerns the relationship with our own body and sexuality, such as our boundaries, or feeling good and also want to explore.
- › Intimacy provides a sense of security so that you can feel good **IN** and **WITH** our body (Glowacz and Goblet, 2019).

Being intimate with someone:

- › Means getting closer to them and letting them see our deeper self (MEES, 2019).
- › Helps to build greater trust and togetherness, which creates a sense of well-being (MEES, 2019).
- › Can be emotional or sexual in nature (MEES, 2019; Ooreka, n.d.).
- › Requires transparency, reciprocity, communication, empathy and authenticity (Ooreka, n.d.).
- › Also requires patience, as intimacy builds over time and doesn’t just happen (Better Health Channel, 2022).

Being emotionally intimate:

Being emotionally intimate may involve... (MESS, 2019)

- › Spending time with someone or including them in social activities (e.g., introducing them to friends or family)
- › Sharing and expressing feelings and emotions (e.g., confiding in them about what we’re feeling, saying “I love you”)
- › Sharing our values, needs and boundaries (e.g., talking about our ideals, our plans for the future, what we like and dislike)
- › Giving tokens of affection (e.g., saying sweet things; giving each other pet names)

Being sexually intimate:

Being sexually intimate may involve... (MESS, 2019)

- › Communicating desires, preferences and fears related to sexuality
- › Telling someone that we don't want to have sexual experiences yet
- › Getting physically and sexually close to someone (e.g., kissing, touching, undressing, sexual activity)

Individual Activity

- › **Give** the following instructions:
 - Each student will receive Sheet 3.1: *Emotional or sexual intimacy?*
 - You will have 5 minutes to determine the type of intimacy (emotional or sexual) portrayed in each of the situations.
 - Then, you will have the possibility to share your answers with the class.
- › When the five minutes are up, **get** the students' answers, with a raised hands survey, to indicate which type of intimacy characterizes the different situations presented on Sheet 3.1: *Emotional or sexual intimacy?*
- › Next, **tell** the students that, except one, all of the situations are relate to both emotional and sexual intimacy, though one or the other may be more prominent (see Sheet 3.2: *Answer sheet: Emotional or sexual intimacy?*).
- › And **provide** them with the following additional information:
 - Emotional intimacy is closely related to sexual intimacy, and emotions are almost always present in sexual experiences.
 - In general, being intimate with someone is no small matter. And being sexually intimate is even more significant. Emotions are always involved, since we're revealing a deep part of ourselves. Just being naked makes us more vulnerable.
 - So it's important to be sensitive to the other person's emotions and reactions because we don't know everything about them, even if they're our romantic partner (e.g., their personal history, their sense of privacy, what they like and dislike).

Discussion and Presentation

- › **Ask** the following questions:
 - **How is intimacy (emotional and sexual) portrayed in entertainment media (e.g., reality shows, movies, video clips, television series, web series, social media)?**
 - **How might this way of portraying intimacy in entertainment media influence our own understanding of intimacy?**

Get their opinions.

- › **Share** the following information:

CONTENT OVERVIEW

Intimacy in entertainment media

- › In the 1990s, we began to see television shows featuring regular people talking about their private lives and personal experiences (Mehl, 2008). This brought about a shift in what was considered private and public (Mehl, 2008).
- › Today, in many types of entertainment media (e.g., social media, reality shows, dating shows), people reveal a lot about themselves. Talking about emotional and sexual intimacy has almost become commonplace (Mehl, 2008).
- › Entertainment media that targets a teenage audience (e.g., movies, video clips, television and web series) often features passionate kissing, sexual touching and sexual relations (Forgues, 2016).
- › Moreover, some shows for teenagers present an idealized and unrealistic image of emotional intimacy. For example, characters may fall in love at first sight, want the same thing from the relationship (e.g., marriage) or have the same desires OR characters may struggle a lot with emotional intimacy (e.g., lies, avoidance, crises, lack of consent) (Lamb, 2018).

Potential impacts on our perception of intimacy

- › These ways of portraying intimacy (emotional and sexual) in entertainment media may influence our own idea of intimacy or privacy, downplay the importance of emotional intimacy in physical closeness and sexual activity or make it seem like certain sexual behaviours are commonplace (sexual intimacy) (Lamb, 2018).

- › **Get** the students to think about how the actors performing in these fictional scenes may be feeling by asking the following question:

- **How might actors and actresses feel when acting in these “fictional” of physical closeness and intimacy in television series, web series and movies?**

Get their opinions.

Video

- › **Show** the following video. **Tell** the students that it is a video by York University on “intimacy choreographers,” also known as “intimacy coordinators,” and that these professionals help actors feel safe and respected when performing intimate scenes (e.g., in television and web series and movies).

**Intimacy Choreography for Actors (a workshop at York U)
(York University, School of the Arts, Media, Performance & Design, 2018)**

Length: 3 min., 55 sec.

<https://www.youtube.com/watch?v=y7XkD9d5sYO>



Video



Discussion and Presentation

- › **Lead** a discussion using the following question and get the students' answers:
 - **What are your takeaways from the video?**
 - **Why do you think it's important for actors to feel safe and respected when performing intimate scenes?**
 - **How might the concern to make actors feel safe and respected when shooting intimate scenes be reflected in real-life intimacy?**

Get their opinions.

- › **Share** the following information:

CONTENT OVERVIEW

Importance of ensuring that actors feel safe and respected during intimate scenes

- › During filming (e.g., for a television or web series or a movie), some of the more intimate and explicit scenes may cause actors to feel uncomfortable or may go beyond their personal boundaries (Gladel, 2021).
- › Although these are fictional scenes and the actors are only pretending, they may still feel uneasy about being touched, being partially or fully naked or having to touch someone else's naked body. This is why they appreciate having an outside professional whose job is to make them feel safe and respected.
- › Intimacy coordinators play a key role in ensuring that actors' personal boundaries are respected. They're responsible for creating a safe work environment for scenes involving nudity or simulated sex (ACTRA, 2020). At the same time, they're mindful about preserving the essence of the scene (Gladel 2021).
- › Generally, there is no actual sexual contact during intimate and explicit scenes during filming. There are no "sexual reactions" because the actors are just acting (we're not talking about pornographic movies), and everything is staged.
- › However, the actors are in close physical contact, and this creates a certain intimacy. So the actors are sure to have emotional reactions (e.g., embarrassment, awkwardness, the giggles). It's important to be aware of this.
- › Actors need to ask themselves beforehand if they're comfortable doing scenes with partial or full nudity. An organization that defends the rights of actors (ACTRA, n.d.) suggests that actors ask themselves the following question when determining their comfort level: "If you can't even SAY the word nipple, how are you going to feel when the time comes to actually show yours?" (ACTRA, n.d.).

How this relates to real-life intimacy

- › Intimacy coordinators ensure that actors feel safe on set, but no one has this job in real life. It is up to us to ensure that our and our partner's needs are heard, and our boundaries are respected.
- › We are, in a way, our own emotional and sexual intimacy coordinator. As such, before engaging in sexual activity or even during, we need to:
 - Be attuned to our emotions (*"Do I feel good?"*)
 - Be aware of our own needs and boundaries (*"Do I want to do this? Is this what I was expecting?"*)
 - Learn how to communicate our needs and boundaries and make ourselves heard (*"How do I tell them?"*)

- Be with someone who cares about our needs and boundaries
 - Stop a sexual encounter if we no longer feel comfortable or aren't being respected (*There's nothing wrong with changing your mind, and you don't need to justify yourself. Just say no!*)
- › These are, of course, shared responsibilities, and both partners need to take them seriously. When our partner understands these responsibilities, it shows us that we can trust them, and it strengthens the relationship.



Activity 2



SHEETS 3.3 AND 3.4

ENVELOPES

SLIDESHOW (PPT)



25 MIN.



DISCUSSION AND
PRESENTATION



TEAM
ACTIVITY



VIDEO

Team Activity

- › **Ask** the students to get into teams of three or four.
- › **Give** each team an envelope containing questions you have cut out beforehand (see Sheet 3.3: *Questions on romance, eroticism and pornography*). Each envelope contains five questions that deal with the topics of romance, eroticism and pornography. The team members will take turns picking a question at random and answering it to the best of their knowledge.
- › **Tell** the teams that they won't have to repeat their answers to the class afterward. The discussions should help them to better distinguish between romance, eroticism and pornography.
 - Note: The information that follows will focus on the differences and similarities between these three concepts, but it does not include possible answers to the questions from this activity. You may choose to take more time to discuss these questions as a class.
- › **Give** the students 15 minutes to complete this task.

Discussion

- › Once the students have completed the exercise, **ask** them the following questions:
 - **What's your takeaways from this exercise?**
 - **Based on your discussions, how would you distinguish between romance, eroticism and pornography?**
 - **How do they differ?**
 - **Are there also similarities? If so, what are they?**

Get their opinions.

Presentation

- › **Share** the following information:

CONTENT OVERVIEW

Distinctions between romance, eroticism and pornography

- › “Romance,” “eroticism” and “pornography” may be defined differently from one person to another, from one culture to another and from one generation to the next.
- › There is no universal definition that everyone agrees upon for these terms (CDEACF, n.d.; Gauvreau, 2018; Jensen, 2004). People often mix up “eroticism” and “pornography” (Ogien, 2008).

Discussion and Presentation

- › **Analyze** each of the terms using Sheet 3.4: *Summary table: Distinctions between romance, eroticism and pornography.*

- A summary of this information is included in the session slideshow (PPT).
- If you wish, you can **lead** this presentation by asking the students to analyze each concept based on common criteria using the following questions:

- **Consider the following questions as they relate to romance, eroticism and pornography:**

- How are these terms defined? What do they refer to?
- What are the related stereotypes?
- What types of bodies do they tend to portray?
- How do they handle feelings (the emotional aspect) versus nudity (exposure of genitals)?
- How realistic are the scenarios?
- What is the relationship with intimacy?
- Do they promote risky behaviours (actions leading to sexually transmitted and blood borne infections (STBBI), unplanned pregnancy) and the use of sexual protection (condoms, contraception)?
- How do they handle boundaries?
- Do they involve violence?

Get their opinions.

- › **End** the activity with the following **KEY MESSAGES**:

CONTENT OVERVIEW

- › **Romance:** We can learn ways of being romantic from movies and books and by observing the people around us. Although we may wish to remember and imitate some of these romantic behaviours, this isn't always going to charm the other person. It's better to use our imagination and creativity.
 - It's important that our feelings are reflected in our actions and that we respect the other person's space (consent).
- › **Eroticism:** Erotic behaviours can be tried alone before we share them with a partner, such as masturbation (autoerotism). That way we can get to better know our body, its sensations and reactions. It will then be easier for us to talk about such things.
 - We can be imaginative with erotic behaviours. However, it isn't always a good idea to surprise the other person, because consent must always be "informed." In other words, our partner has to know what to expect.
- › Eroticism is not just about sex. It's about creating an intimate connection and sharing and exploring bodily sensations so that both partners can experience pleasure, without any performance pressure.
- › **Pornography:** Pornography gives access to a diversity of sexual practices and generally presents sexual activity in a way that is very stereotypical and intense. It focuses on performance and sometimes includes violence (e.g., insults, humiliation, punishment, sexual and physical aggressions). Some pornography is particularly degrading to women and men and may portray fringe or even illegal sexual practices (e.g., rape, child pornography) (Ministère de la Culture et des Communications, 2017).
- › In Canada, pornography is prohibited for those under the age of 18. This is done to protect them from the potentially negative effects of consuming pornography or being exposed to it (Legalline.ca, 2023; Vallet, 2009).

To sum up

- › In romance and eroticism, the main focus is the relationship with the other person.
- › In pornography, it's just about sex! The only goal is to cause intense sexual desire. The sexual act is presented in a direct, impulsive way, without dialogue, and without feelings (Smariotto and Melchiorre, 2018).
- › In real life, attraction, flirting, sexual desire and well-being are more complicated. Our body is not disconnected from our emotions.
- › In general, we want to be appreciated for who we are and not treated as an object. We want to feel connected with the other person.
- › Also, the body is not a "sex machine"—always available and always successful at reaching orgasm.

› Then, **ask** the following questions:

- **In your opinion, can the consumption of pornography have consequences on the body image, on the sentimental life or on the sexual experience of people?**
 - **If so or not, why?**
- **What are the concerns of adults (e.g. parents, caregivers, youth workers) about the fact that you may involuntary have access to pornography or even consume it?**

Get their opinions.

› **Share** the following information:

CONTENT OVERVIEW

According to studies and experts

- › It would seem that the more time a person spends viewing pornography, the more likely they are to have negative self-esteem and a negative body image (Sun & al., 2016; Wright & al., 2017) because they're constantly comparing themselves to what they see (Childline, n.d.) and may develop insecurities about their appearance (e.g., breasts, buttocks, penis, vulva) (Centre de santé sexuelle, n.d.). Thus, for some people, Viewing pornographic images repeatedly can create anxiety (Donada, 2012), make us think that we'll never measure up (Smانيotto and Melchiorre, 2018; Sun & al., 2016) and, in the end, lead to a fear of rejection.
- › Another study involving 487 men ages 18 to 29 found that those who consume a lot of pornography report being less satisfied with sexual intercourse, as they try to replicate the sexual acts they see in pornographic videos (Sun & al., 2016).
- › For some youth from the LGBTQ+ community, porn allows them to explore and learn about same-sex sexual experiences (Arrington-Sanders & al., 2015).

What worries some parents, youth workers and specialists about the use of pornography among young people

- › For one thing, they are concerned because pornography is so easy to access (e.g. via cell phone, pop-up windows, social networks).
- › Even for young children. They are also worried about how pornography or pornographic elements in some entertainment media may influence young people's perception of dating and sexuality, leading to problems (e.g., Not knowing how to deal with the discomfort or strong sensations that may go along with viewing pornography; Comparing yourself to the pornographic actors and experiencing anxiety about your body; Believing that it reflects reality (Smانيotto and Melchiorre, 2018); Feeling that you need to try everything or accept all your partner's requests related to sex; Becoming too focused on technique and performance; Viewing too much sexual violence in certain hardcore porn movies and becoming desensitized to it; Copying what you've heard (e.g., insults) or seen (e.g., harsh or even degrading sexual behaviours).
- › Or that young users may become addicted to pornography (AsapSCIENCE, 2013).

- › Then, **ask** the following question to end this activity:
 - **Can the consumption of pornography become problematic?**
Get their opinions.
- › **Share** the following information:

CONTENT OVERVIEW

Possible issues with pornography consumption

- › A minority of young people, who are often more vulnerable to pornography, are more likely to be influenced (Koituga and Vaillancourt-Morel, 2022) by it and even become addicted (Smaniotto and Melchiorre, 2018). Thus, In a study involving 1,005 teenagers ages 15 to 17, 15% of them said that pornography had had a negative impact on their sexuality (IFOP, 2017). In general, it is seen as problematic when a person can't control their pornography use and when it prevents them from spending time with friends and family (Bourdon, 2020; Childline, n.d., Koituga and Vaillancourt-Morel, 2022), when the person watches it at school or it causes distress (Koituga and Vaillancourt-Morel, 2022). In such cases, it's a good idea to take a step back and get help (Childline, n.d.). In fact, repeating the behavior may reinforce it, and on the contrary, stopping the behavior makes it less and less desirable. So, the less porn one watches, the less likely one is to develop an addiction (AsapSCIENCE, 2013).
- › There are some factors to keep in mind: *A person's age and maturity level* (12 years old, 17 years old? It remains prohibited for anyone under 18); *Context* (e.g., viewing it alone, with one or more friends or with a partner; viewing it on purpose or involuntary; being forced by others to view it); *Motivations* (e.g., curiosity, fun, desire/arousal/masturbation, a desire to be like others); *Types of pornography* (sexually explicit pornography that is neither violent nor degrading; degrading pornography (e.g., submission, humiliation) or openly violent pornography (Jensen, 2004)); *Frequency* (e.g., rarely, once a year, monthly, weekly, daily; a recent or long-standing habit); *Feeling of addiction* (e.g., not being able to go without it); *Influence on a person's sex life* (e.g., distinguish between what is fictional and exaggerated and what matches reality; seeing sex scenes in pornography as examples to follow).
- › That said, some people your age are quite aware that sex scenes in pornography are exaggerated, and different types of violence are sometimes portrayed. It's important to distinguish between "fiction" and "reality" (Centre de santé sexuelle, n.d.; Koituga and Vaillancourt-Morel, 2022; Smaniotto and Melchiorre, 2018).
- › About that, do not forget that pornographic images "are a construction." It is cinema made for adults by adults (Avouac, 2019).

Being critical:

- › The point is not to "demonize" pornography. However, it should not be trivialized either (Smaniotto and Melchiorre, 2018). Interest in pornography can differ from one person to another and even change over the course of someone's life (Séguin, 2022). Just because someone consumes pornography doesn't mean that they will have problems sexually (Séguin, 2022) or will become "addicted" (Smaniotto and Melchiorre, 2018).

NOTE TO THE SESSION LEADER



The video “*The Science of Pornography Addiction*” (AsapSCIENCE, 2013) explains the potential addiction to pornography and how to fix it if necessary. It may be interesting to consult this video before the session.

- › We are talking about the use of pornography and its effects. Thus, being exposed to certain types of pornographic images repeatedly has effects on our brain and our perceptions, but this can, in some cases, affect our sexual behaviour.
- › We see that the more time we spend watching pornography, the more our brains get used to it and may want to watch it again because of the release of a powerful hormone, dopamine. To try to explain these effects, scientists have drawn parallels between pornography and drug use (Barr, 2019). Some may become addicted (TEDx Talks, 2019).
- › In fact, the repetition of the behaviour may reinforce it, and on the contrary, the cessation of the behaviour makes it less and less desirable. So the less you look at, the less likely you are to develop an addiction.



Activity 3



SLIDESHOW (PPT)



25 MIN.



DISCUSSION AND
PRESENTATION



PRESENTATION

Presentation

- › **Introduce** this activity by mentioning that, as discussed in the previous activity, sex in pornography is often performance-based and mechanical. This is why it is important to distinguish between “pornography” and “real life.”
- › Next, **share** the following information:

CONTENT OVERVIEW

Reactions to pornography

- › Sex scenes in pornography can cause sexual arousal and can nurture fantasies, sexual reveries. When we see naked bodies and sexual acts, our bodies may react and feel pleasure. Some people watch pornography to masturbate.
- › However, for some people, these images are too raw, direct and shocking and result in opposite reactions (e.g., discomfort, confused, disgust, fear) and therefore, these people are not interested in viewing pornography either alone or with their partner.

Differences between pornography and “real life”

- › Although pornography allows us to observe sexual activities and learn about different sexual acts, it doesn’t teach us to feel, communicate and relate with our partner. The reality of sexual intercourse, of two bodies coming together, is nothing like viewing sexual performances on a screen.
- › Moreover, the older we get (the more it is possible to have had sexual encounters and activities), the more we realize that pornography is not reality (Kotiuga et Vaillancourt-Morel, 2022)
- › In “real life,” when we choose to be sexually intimate with someone, there needs to be a connection and to have been seduced, attracted by someone, and we have to feel available for an emotional encounter. This requires sensitivity and the ability to relate to the other person.

- › Here are some examples of things you don't see in pornography:

Related to bodies (Mead, n.d.):

- You don't see bodies with scars, body hair, pimply buttocks, fat rolls, a disability, etc.; you don't see people keeping their socks on during sex, etc. And the size of the genitals, buttocks or breasts is very variable in real life compared to what we see in pornography.



NOTE TO THE SESSION LEADER

VIDEO “*Les coulisses du porno*”

The host, Margot Fried-Filliozat, a sex therapist and author of books on adolescent sexuality, explains the tricks used in pornographic films during certain sexual practices.

The language is very explicit, but relevant information if you have to answer more specific questions about the universe of pornographic films and develop their critical sense.

Konbini. (2022). “*Les coulisses du porno : des éjaculations truquées aux chirurgies du vagin – Interview [video]*”. YouTube. <https://www.youtube.com/watch?v=tklIFiKgGqg>

English subtitles

This video is in English, but the graphic animation greatly facilitates understanding. Additionally, there are several options for adding subtitles, including a few in French. To choose the subtitle option, do the following:

- › Press the «Parameters» button:
- › Tap on “Subtitles”
- › Choose “English”

Related to incidents (Mead, n.d.):

- You don't see people taking a break—for example, to get a drink of water or go to the bathroom; clumsily bumping their head into their partner's head while kissing; struggling to put on a condom; getting a leg cramp, etc.

Related to emotions and relationships:

- You don't see attraction, dating and romance (Smaniotto and Melchiorre, 2018); shared affection and loving acts; discussions on consent; nervousness, embarrassment or spontaneous laughter (Mead, n.d.). Plus, nobody ever says that they feel good in the other person's arms, and nobody ever communicates (verbally or non-verbally) that they don't want to do something, etc.

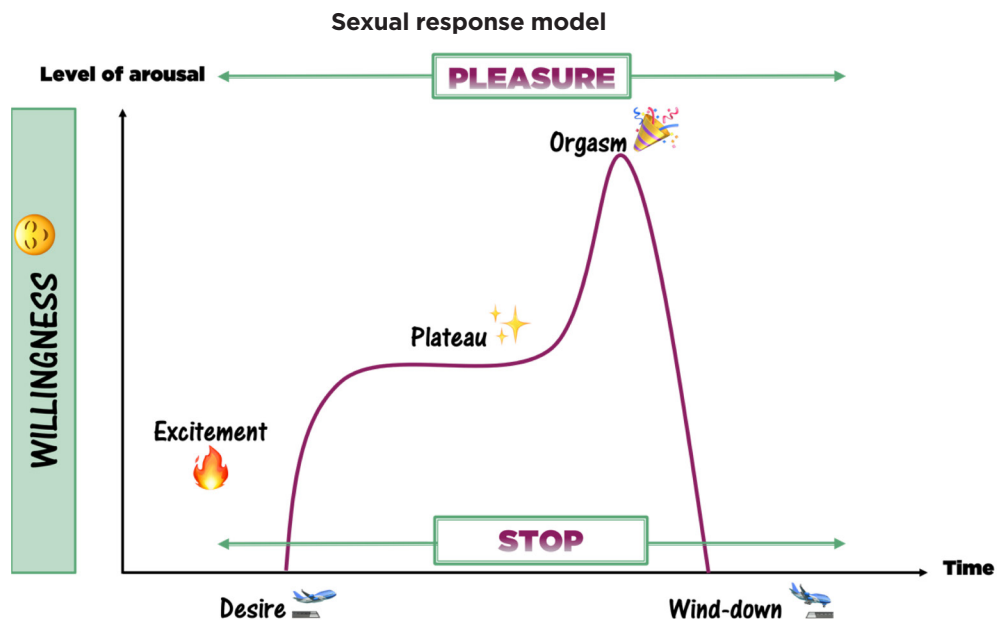
- Pornography also ignores the importance of **Kindness** (*Are we sensitive to what the other person is experiencing and willing to give them our attention?*); **Dignity** (*How are we treating the other person?*) and **Safety** (*Does the other person feel safe?*). It's always important to take kindness, dignity and safety into consideration when we want to be intimate with someone (Duquet, 2018).

Desire and pleasure

- During sexual intercourse, simple, funny, unexpected and awkward moments may arise, but the experience is still enjoyable. All of this not only contributes to pleasure but also gives us a good memory of the experience.
- Engaging in sexual activity involves sensations and physical reactions (BODY) but also emotions and feelings (HEART) and thoughts and questions (MIND).
- It's important to be familiar with your body's reactions before, during and even after sexual activity. This is referred to as the "sexual response cycle."

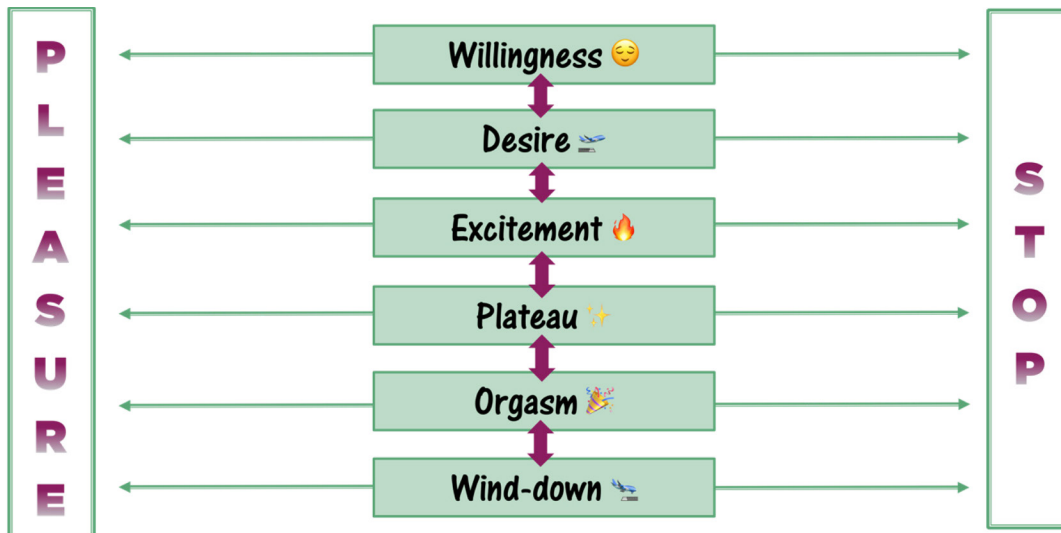
Sexual response

- Let's take a closer look at how the body reacts to desire and sexual arousal—what is known as the sexual response.



- This model of the sexual response cycle was developed in 1966 by gynecologist William Masters and psychologist Virginia Johnson and was later refined by sex therapist Helen Kaplan (1979), then author JoAnn Loulan (1984).

Loulan's sexual response model (1984)
(adapted from Bessaïh et La CORPS féministe [2019])



- Loulan's sexual response model (1984) emphasizes two things:
 1. **Willingness:** It is always essential to sexual activity (Loulan, 1984).
 2. **The connections between the stages:** There is no set order to follow, and you can go back and forth between the stages.
 3. **Pleasure and "stop":** We may already begin to feel pleasure (enjoyable experience) at the "willingness" stage. "Willingness" may lead to the stages of "desire" or "excitement"; alternatively, we may choose to "stop" (Loulan, 1984).

› Let's take some time to discuss the sexual response model and define its stages.

WILLINGNESS:

- This is the stage where we are open to the possibility of sexual activity; we make this choice ourselves (Loulan, 1984; Trudel, 2020). This is an active stage. We decide to engage in sexual activity because we really want to (Body, Mind, Heart) (Loulan, 1984). There are several reasons why we may be "willing." For instance, we may want to get physically closer with the other person or we may appreciate the connection and intimacy we have with them during sexual activity (Loulan, 1984).

PLEASURE:

- **In general,** pleasure is when you like or enjoy something and it gives you a good feeling (Plaisir, n.d.).
- **Sexual pleasure:** During sex or sexual activities, you may feel psychological pleasure (e.g., well-being) in the form of genuine positive feelings from being very intimate with someone. Physical sexual pleasure can be experienced through fondling, kissing and pleasurable touching, particularly on the sensitive parts of our body (Noovo moi, n.d.).
- Pleasure is one of the goals of sexual activity! (Loulan, 1984). But it doesn't always mean having an orgasm (Trudel, 2020). Every stage can be enjoyable, and we can choose to stop at any point without this being perceived or experienced as a "failure."

STOP:

- During sex or sexual activities, we can choose to stop what we're doing at any time. We can also make a decision to stop and resume later, when we're actually in the mood or have more time, etc. In short, we always have the option to "stop" (Loulan, 1984).
- This stage of sexual response is just as important as the others. It involves listening to ourselves and our bodies and respecting ourselves.
- Sometimes we stop for an obvious reason (e.g., tiredness, embarrassment, stress, fear of intimacy, etc.) (Loulan, 1984). Other times, the reason isn't as clear to us (e.g., discomfort), but it's still important that we stop (Loulan, 1984). This decision can be made by just one of the partners or can be mutual.

DESIRE:

- Desire is an internal drive that leads to attraction and/or wanting to engage in sexual activity (Diamond and Savin-Williams, 2009, in MEES, 2020; Kaplan, 1979). Desire can be intellectual (Mind), emotional (Heart) or physical (Body) (Loulan, 1984).

EXCITEMENT:

- This refers to the physical reactions caused by sexual stimulation, which can be accompanied by emotional reactions (Kaplan, 1979; Loulan, 1984; Masters and Johnson, 1966; MEES, 2020).
- **Physical reactions:** The penis and clitoris becoming erect; The vagina becoming lubricated
- **Emotional reactions:** Strong feelings of closeness, connection and intimacy with the other person

PLATEAU:

- This is when the level of sexual arousal is maintained for a period of time (Loulan, 1984; Masters and Johnson, 1966; Tel-jeunes, 2022b).

ORGASM:

- A moment of intense pleasure resulting from a muscular contraction during sexual activity (Kaplan, 1979; Loulan, 1984; Masters and Johnson, 1966; Tel-jeunes, 2022b).

RESOLUTION:

- This is when the level of sexual arousal decreases and the body returns to a resting state (Loulan, 1984; Masters and Johnson, 1966; Tel-jeunes, 2022b).

NOTE TO THE SESSION LEADER

In the original version of Loulan's sexual response model, the "Plateau" stage is referred to as "Engorgement." The author mentions that during this phase, sexual arousal is at its peak. There is increased blood flow to the genitalia, which changes the size and colour of the penis (glans) and vulva (clitoris, labia minor and labia majora).

Since Loulan (1984) points out that the reactions that occur during the "Engorgement" stage are similar to those observed during the "Plateau" stage of Masters and Johnson's sexual response model (1966), we have chosen to use the latter term in this session.



Reasons to “STOP”

- › Possibilities (Bessaïh et La CORPS féministe, 2019):
 - We feel tired or stressed.
 - We’re too worried about doing things “right,” which makes it hard for us to be in the moment and “let go.”
 - We feel too much pressure and are unable to feel pleasure or have an orgasm, or we’re trying to have an orgasm at the same time as the other person (which rarely happens).
 - We don’t want to engage in sexual activity with the other person at this time, or there has been a miscommunication, or we’re in conflict.
 - We feel uncomfortable about sex in general or about certain sexual acts, without being able to talk about it, and this prevents us from fully enjoying the moment. Etc.

- › To sum up, engaging in sexual activity doesn’t mean doing pre-determined sexual acts in a set order. For the experience to be enjoyable, we need to ask ourselves if we like what we’re feeling in the present moment. We can then decide whether we want to continue OR stop. *Continuing* means that we feel good and are enjoying the touching and the interactions. Conversely, *stopping* may mean that we no longer want that type of intimacy. Stopping is not a sign of failure, but of maturity.

Discussion

- › **End** the activity by asking the students the following questions:
 - **What can we learn from the sexual response model (Loulan’s model)?**
 - **What’s the difference between this way of talking about sexual activity and what we find in some “entertainment media” or in pornography?**
 - **Why is it important to discuss this difference between what is shown in pornography and what we actually experience during intimacy?**
 - **Is it worthwhile to talk about these aspects of being a teenager even though most people your age aren’t sexually active?**

Get their opinions.



Session Conclusion



SHEET: 3.5
SLIDESHOW (PPT)



20 MIN.



BRAIN-
STORMING



DISCUSSION AND
PRESENTATION



INDIVIDUAL
ACTIVITY



VIDEO

- › **Introduce** the next activity, which will involve demystifying the expressions “sex” and “sexual activity” and taking a closer look at various slang or even crude expressions associated with sex. This will lead into a discussion in which the students will connect these words with the concepts of romance, eroticism and pornography.

Brainstorming

- › **Ask** the students what expressions come to mind when they hear the word “sex” or “sexual activity”?
- › **Write** their answers on the blackboard. The students can say their answers aloud (it is normal to get nervous reactions and laughter), or you **can** ask them to write their answers on a sheet of paper and you can then **read** out some of them.

NOTE TO THE SESSION LEADER

During this activity, some students will know the more formal expressions (e.g., oral sex, cunnilingus, masturbation, vaginal penetration). But you will also hear some cruder words (e.g., giving a blowjob, sucking, fucking, getting laid) or expressions that refer to more fringe sexual practices (e.g., anal sex, threesome) or illegal sexual practices (e.g., zoophilia, sexual assault, necrophilia). You do not need to describe all of these sexual practices; however, when appropriate, you should explain to the students that easy access to pornography on the internet may expose them to fringe or even illegal sexual practices (even though pornography consumption is prohibited for those under the age of 18).

The point of this activity is not just to read aloud the entire list of possible expressions (if you opt to have the students write down the words), but rather to get the students to think about the expressions used to refer to sexual activities and what they mean.

If students have written words that refer to someone directly or indirectly, it is important to depersonalize the message (e.g., make it anonymous if there is a first name). You can then, at an appropriate moment, address the issue of writing such things, which may be not only a “bad joke” but also a form of bullying.



Discussion and Presentation

› **Ask** the students:

- **What do you notice about the words or expressions shared by the class?**
- **Are these words or expressions more characteristic of “romance,” “eroticism” or “pornography”? If so, which ones?**

Get their opinions.

› **Share** the following information:

CONTENT OVERVIEW

Expressions used to talk about sex

- › We don't often get the chance to talk about sexuality explicitly and freely, and it can be “fun” to use cruder expressions (“fuck,” “screw,” etc.). For some people, using this kind of vocabulary lessens the discomfort they feel at the thought of talking about sexuality.
- › Many of these expressions are part of our everyday language, which makes them seem commonplace. However, some of them are very derogatory. For example, it's disrespectful to say, “I fucked my girlfriend last night.” No one likes being talked about in this way.
 - Did you know that the word “fuck” is believed to come from the Dutch verb meaning “to strike” and “to move back and forth”? This could explain its later usage in connection with sexuality (Sheidlower and Black, 2009).
 - In his dictionary on eroticism (1864), Alfred Delvau uses war metaphors to describe lovemaking. Men are seen as active conquerors, while women are depicted as passive conquests (Caudebec, 2017).

Expressions related to romance, eroticism and pornography

- › Several of the expressions we have seen:
 - Make us think of the world of pornography, where people are reduced to sexual objects and are sometimes spoken to in a disrespectful or even violent manner.
 - Don't take into account the emotional and positive aspects of sexual relationships (e.g., cultivating emotional and sexual intimacy, closeness, feelings of love, humour).
- › Few of the expressions relate to romance or eroticism:
 - One exception is “making love,” which has a romantic connotation.
- › The words we choose are important: they shape our perceptions and imagination surrounding sexuality (Caudebec, 2017).
- › Wouldn't it feel different to use more playful, affectionate or sensual expressions?
- › Let's see how artists have used their poems and songs to celebrate acts and feelings related to desire and sexual intimacy.

Presentation

- › **Tell** the students that for the final activity they will be shown excerpts from poems and songs that deal with desire and sexual intimacy in a romantic or subtly erotic manner.
- › **Read** the excerpts, or let the students read them individually on Sheet 3.5: *Excerpts from songs and poems on the topic of sexual intimacy*.
- › Once the excerpts have been read, lead a class discussion during which the students give their opinions voluntarily.
- › Next, **ask** the following questions:
 - **What do you think of this way of describing romantic feelings, desire, sexual relations, pleasure, etc.?**
 - **How do they compare with some of the expressions mentioned earlier?**
 - **In your opinion, why is it important that over the years we develop our own way of being romantic or our own way of exploring sensuality, without being influenced by the media?**

Get their opinions.

- › **Share** the following information:

CONTENT OVERVIEW

Crude expressions versus poetic expressions

- › Feeling desire and having sexual feelings is completely normal. There's nothing shameful about it. There's no need to talk about such things in a harsh or disparaging way.
- › It's natural and healthy to have questions about sexuality, no matter our age. We can talk about sexuality in a straightforward manner with precise language and even with humour.
- › In everyday conversation, we rarely talk to each other in a "poetic" way. But partners in an intimate relationship may use romantic or poetic language to express the extent of their love or talk about their desire.
- › Certain authors and artists have a gift for playing with words and are able to describe sexual, intimate acts with beauty and creativity. This is one of the purposes of art.

The importance of developing a personal vision of romance and eroticism based on our respect for ourselves and others

- › Sexuality is a way to learn about ourself and our relationship with our body. "By talking about sexuality, we learn about the large array of desires, bodies and sexual practices, and we can make smarter choices about what we want to try" [Translation] (Bessaïh et La CORPS féministe, 2019).
- › "It can take time and experience to find out what we want and to know how and when to set boundaries" [Translation] (Bessaïh et La CORPS féministe, 2019, p.21).

- › And for this experience to be enjoyable:
 - We need to establish a bond, a connection with the other person (TEDx Talks, 2020).
 - Being intimate should be a source of joy and pleasure; in other words, we feel good and are having fun (TEDx Talks, 2020).
 - Everybody must be treated with dignity (a person is not an object) and kindness (being sensitive to what we're experiencing and what the other person may be experiencing) (Duquet, 2018).
 - We need to feel safe, both emotionally and physically (Duquet, 2018); both partners need to consent to any sexual act, and manipulation and violence are never okay.

- › Because, really, *what is sex*? It's two people with their own histories, sensitivities and vulnerabilities coming together to share an intimate moment. While these individuals may be capable of making good decisions themselves, they expect their partner to treat their body with respect (TEDx Talks, 2020).

- › If it wasn't for societal influences (culture, media) telling us about what sex should be, how would people "make love"? How would they express their desire? Without the pressure to "perform," what positions would they choose for their bodies? How would they like to touch or be touched? Would they have more sex or less sex? (TEDx Talks, 2020).

- › In a world where consumerism, popularity and media influences can be overwhelming, it's reassuring to know that we can always develop a personal vision of romance and eroticism in our intimate relationships or look to inspiring role models instead of trying to conform to a performance model.

- › But no one should feel pressure to engage in sexual activities if they don't want to or aren't ready. And don't think that most people your age are sexually active. It is not the case.

Video

- › **End** the session with this short video (an advertisement from ICI-ARTV, the only French-language television channel in Canada dedicated to arts and culture). It features the poetry of seven slam poets (Ivy, Queen-Ka, Carl Bessette, Mathieu Lippé, Marie-Marine, Marie-Paule Grimaldi and Khyro) who are calling for more imagination in entertainment media.

Des mots pour ARTV (ICI ARTV, 2008)

Length: 32 sec.



Video



NOTE TO THE SESSION LEADER

This video is available directly in the session slideshow (PPT). The latter is on our website: www.hypersexualisation.uqam.ca

It is also available on YouTube:

- › Henrad, P. (2008). *Des mots pour ARTV*. ICI ARTV. Radio Canada. [video]. YouTube. YouTube. https://www.youtube.com/watch?v=4_GMlrXOrak

It's in French (no subtitles possible), but here is the translation of this slam.

Less sex. More culture.

Less blowing. More breathing.

Less pressure. Less speed.

More expressions of tenderness.

Less politics. More poetry.

Less blah blah. Fluff.

More excitement. And more glow.

Less beating. Less crying.

More colours.

Fewer cages. Fewer prisons.

More images. Magic. Imagination.



› **Ask** the students:

- **What are your takeaways from the video?**

Get their opinions.

Discussion

› Then, **ask** the following questions:

- **What are your takeaways from this session?**
- **Was there anything that changed your initial beliefs or perceptions about romance, eroticism or pornography?**

Get their opinions.

› **End** the session:

- During this session, we talked about the meaning of emotional and sexual intimacy; the messages associated with romance, eroticism and pornography; sexual relations; pleasure; and the importance of the bond and connection with our partner.
- In our daily lives and in our romantic and sexual lives, it's important to look at the messages in our environment with a critical eye, stand up to pressure and learn to trust ourselves.
- In other words, *Be True to You.* 😊



SHEET

3.1

FOR THE GROUP

Emotional or sexual intimacy?

INSTRUCTIONS

- As a team, determine the type of intimacy (emotional or sexual) portrayed in each of the situations.

1. Louisa and Ibrahim have been dating for a few months. At the start of their relationship, Louisa was reluctant to let Ibrahim know when something bothered her. She worried that he might take it the wrong way, and she didn't want to hurt his feelings. However, it was important that they each adjust their behaviour to respect the other's needs. For example, Louisa eventually told Ibrahim that she didn't like it when he put his hand on her buttocks in front of her friends.

Type of intimacy: _____

2. One of my friends told me that he/she has never felt as close to anyone else. That was really nice to hear. I think that he/she really cares for me!

Type of intimacy: _____

3. Zoey confides in her romantic partner, telling her that she was really happy with their first sexual experience because she felt respected.

Type of intimacy: _____

4. Samuel is a shy and reserved teenager. He's having a hard time telling his girlfriend that he isn't ready for sex. They've only been dating for a short time.

Type of intimacy: _____

5. Joachim and Alexis have been dating for a few months. They spend a lot of time together hiking and skateboarding. The other day, Joachim told Alexis that he didn't think he'd ever be able to open up to someone like he has to him, not to mention kiss another person. Joachim feels good with him and is happy that Alexis made the "first move."

Type of intimacy: _____

6. Beatrice tells you: "I recently had my first sexual experience, and I didn't like it. In fact, I don't think I was ready. Next time I'm going to take my time and wait for the right person—someone I feel comfortable with."

Type of intimacy: _____

7. Lina is in her room with her two best friends. They're having fun watching videos on social media. Jeanne suggests that they take photos of themselves lifting up their shirts and showing their breasts. "It's empowering," she says.

Type of intimacy: _____



Answer sheet: Emotional or sexual intimacy?

INSTRUCTIONS

- › Share the answers with the students; tell them which types of intimacy are portrayed in each situation.

1. Louisa and Ibrahim.

Type of intimacy: Sexual intimacy... and emotional intimacy

2. A friend.

Type of intimacy: Emotional intimacy

3. Zoey.

Type of intimacy: Sexual intimacy... and emotional intimacy

4. Samuel.

Type of intimacy: Sexual intimacy... and emotional intimacy

5. Joachim and Alexis.

Type of intimacy: Emotional intimacy... and sexual intimacy

6. Beatrice.

Type of intimacy: Sexual intimacy... and emotional intimacy

7. Lina.

Type of intimacy: Sexual intimacy... and emotional intimacy



SHEET

3.3

FOR SESSION
LEADERS

Questions on romance, eroticism and pornography

INSTRUCTIONS

- › **Cut out the four sets of questions along with the five questions in each set. Then put each set of questions into a separate envelope. These questions relate to romance, eroticism and pornography. You can copy this sheet and give the same set of questions to multiple teams if you have a larger class.**
- › **Divide the class into teams of 3 or 4.**
- › **Tell the class that team members will take turns picking a question at random and answering it to the best of their knowledge. There are no wrong answers. The point is to have a discussion.**
- › **When the teams have finished, have the students join the class again as one group.**

Team 1

Is romance old-fashioned?

Why is it important to talk about pornography with people your age?

What is the difference between romance and eroticism?

Do you think it's OK to watch pornography as a teenager?

How might viewing pornography impact how young people look at sexual relations?

Should eroticism be discussed in high school sex education? Explain your answer.



Team 2

What's the difference between eroticism and pornography?

Are people your age romantic? If so, in what ways?

Why does our society see pornography as something only adults should be able to access (the law says you must be 18 or over)?

What clichés come to mind when you think of the word "romantic"?

Is it important to talk about eroticism with people your age? Explain your answer.



Team 3

What is eroticism?

What does a romantic evening look like?

How might viewing pornography affect people your age?

Is erotica only available to adults (people 18 or older)? Explain your answer.

In your opinion, is this image more erotic or romantic? Explain your answer.



Team 4

Give an example of romance from a movie, book, song, painting or another art form. Why is it romantic?

What is the difference between eroticism and pornography?

Why might people your age be interested in viewing pornography?

Why is it important to talk about what romance means with people your age?

In your opinion, does this advertisement refer more to eroticism or rather to the codes of pornography? Explain your answer.





SHEET

3.4

FOR SESSION
LEADERS

Summary table: Distinctions between romance, eroticism and pornography

INSTRUCTIONS

- › The underlined information in the table is included in the companion slideshow (PPT).
- › The rest is extra information. You can read it and share it with the class if you wish.

Criteria: Definition of romance, eroticism and pornography

What do these terms refer to?

Romance	Eroticism	Pornography
<p>Romance is about <u>expressing our feelings through actions, listening, thoughtful gestures, etc.</u> <u>We develop a closeness with the other person by showing them that we're interested in them and that we care about their well-being.</u></p> <p>In romance, there's a desire to get to know the other person gradually, without rushing to be intimate (Gauvreau, 2018).</p> <p>It's the desire to seduce and be seduced, to charm the other person, to enchant them. This dance of seduction is a medley of imagination, trust, sense pleasures and desire (Valiquette, 2000, in Duquet, Gagnon and Faucher, 2010).</p>	<p>Eroticism is about <u>deriving pleasure from emotional and physical intimacy in a climate of respect, equality and affection.</u> <u>There is no eroticism without reciprocity (Jensen, 2004).</u></p> <p>The focus is on the senses <u>and on exploring and discovering sensations and pleasures (e.g., long kissing).</u></p> <p>"Eroticism is more about increasing desire than satisfying it, or not satisfying it too quickly" [Translation] (Dorais, 2010).</p>	<p>Pornography is sexually explicit material (Jensen, 2004) that depicts sexual acts meant to cause sexual arousal (Fil Santé Jeunes, 2020). The focus is on sexual performance (O'Connor, 2013). Can be found in various media (e.g.: paid sites, social networks (OnlyFans), Internet, pop-ups, etc.).</p> <p>A lucrative commercial product (TEDx Talks, 2020; Jensen, 2004). Lack of aestheticism and creativity (Smaniotto and Melchiorre, 2018).</p> <p>Some pornographic films are also a form of "sexploitation." These are films that are mainly focused on the exploitation of sexuality for commercial gain (Ministère de la Culture et des Communications, 2017). This is very different from the sexual activity featured in films for artistic, historical or scientific purposes (Ministère de la Culture et des Communications, 2017).</p>

Criteria: Stereotypes		
What are the related stereotypes?		
Romance	Eroticism	Pornography
<p><u>Clichés and stereotypes are sometimes present.</u></p> <p>There are numerous gender stereotypes associated with romance, especially in a heterosexual context (e.g., the man must give the woman gifts and pay for dates).</p> <p>Our way of flirting or being romantic depends on our gender and how we see masculinity and femininity (Clark, Oswald and Pedersen, 2021).</p> <p>It's important to be creative and genuine (Valiquette, 2000, in Duquet, Gagnon and Faucher, 2010).</p>	<p><u>Stereotypes and familiar scenarios are sometimes present.</u></p> <p>There are many stereotypes associated with eroticism, pertaining both to adults and youth. Some erotic practices seem widespread, which puts a lot of pressure on young people to be like their peers (Krahé, Bieneck and Scheinberger-Olwig, 2007). Sometimes, people may feel pressured to engage in some of these activities (e.g., massage; sexual play that excites the senses) without really wanting to.</p> <p>It's important to respect our boundaries and our partner's boundaries when engaging in sensual and erotic practices.</p>	<p><u>Pornography features stereotypes related to gender (O'Connor, 2013), race, sexual orientation and certain sexual practices.</u></p> <p>Examples of stereotypes in heterosexual pornography: the man is active, aggressive, dominant and can have sex for hours; the woman is passive and an object of desire for the man (O'Connor, 2013).</p> <p>Examples of stereotypes in male homosexual pornography: penetration is the main focus, even though this is not a universal (Owen & al., 2015).</p>

Criteria: Body representation		
What types of bodies are portrayed?		
Romance	Eroticism	Pornography
<p><u>The body plays second fiddle to emotional attraction, even though physical attraction may still be involved. We may be charmed by someone's sense of humour, sensitivity, intelligence or uniqueness and fall in love with them.</u></p> <p>Generally, romance does not involve just one specific body type, but in entertainment media such as romantic comedies we often find the stereotype of romantic leads having young, beautiful and slim bodies (Scharaga, 2017).</p> <p>However, romance is not just for people with "perfect" bodies!</p>	<p><u>The body is central to eroticism, as it is the source of physical sensations and pleasure. But the body is also part of a whole that takes the other person into account: their needs, desires, boundaries (CDEACF, n.d.).</u></p> <p>Eroticism does not involve <u>just one specific body type</u>. Everyone can be represented, regardless of gender, age, ethnicity, physical condition and sexual orientation (CDEACF, n.d.).</p> <p>Sensuality is available to everyone.</p>	<p><u>The body is a tool and an object of fantasy; it's seen as separate from the actual person (CDEACF, n.d.; Davis, 2015).</u></p> <p><u>Many types of bodies are seen in pornography, but they are often very stereotypical and standardized, based on the industry's beauty standards (e.g., large breasts).</u></p> <p>In general, the bodies in pornography reflect North American beauty standards: young, slim, muscular, no "imperfections" (e.g., wrinkles, cellulite, body hair). And the penis size and breast size of the actors is well above average.</p> <p>Different types of bodies are shown, sometimes in order to counter stigma or for the purposes of sensationalism or fetishization (e.g., trans bodies, overweight people, mature women, etc.) (Anzani & al., 2021; Klumbyte and Smiet, 2015).</p>

Criteria: Feelings versus nudity

How do they handle feelings (the emotional aspect) versus nudity (exposure of genitals)?

Romance	Eroticism	Pornography
<p><u>In romance, feelings are expressed through actions and attitudes (Valiquette, 2000, in Duquet, Gagnon and Faucher, 2010). Romance is not centered on sexual behaviour or the genitals.</u></p> <p>We can engage in romantic and intimate behaviours with someone without necessarily wanting sexual closeness.</p>	<p><u>Eroticism is characterized by feelings of sensuality (David, 2015). Although it's often narrowly associated with sexual behaviour, eroticism involves using the whole body and all the senses (e.g., attraction, scent, music, touching) to share non-genital erotic experiences.</u></p> <p>It is not just about the genitals, and sexual activity is not seen as the ultimate goal (Dorais, 2010).</p> <p>Eroticism goes beyond reproduction and the genitals and is concerned with flirting, emotional relationships and the reciprocity of desire and pleasure (Gauvreau, 2018).</p>	<p><u>In pornography, sexuality is reduced to genital expressions, with an emphasis on penetration (Tel-Jeunes, 2022a; CDEACF, n.d.). Some of the more realistic sexual practices are hardly ever portrayed (Tel-jeunes, 2022a).</u></p> <p><u>Feelings are generally secondary and unimportant, or excluded altogether.</u></p> <p>There is no interest in the partner's personal history, desires and emotions (e.g., embarrassment, sense of privacy) or in aspects of the relationship.</p>

Criteria: Realistic quality of the scenario

How realistic are the scenarios?

Romance	Eroticism	Pornography
<p><u>Romantic scenarios are attractive and realistic but sometimes overly romanticized and stereotypical.</u></p> <p>Romance in some entertainment media can reinforce clichés (e.g., giving chocolate on Valentine's Day; luxurious and idealized living environments). In reality, "everyone is unique, and there are as many ways to be romantic as there are feelings" [Translation] (Valiquette, 2000, in Duquet, Gagnon and Faucher, 2010).</p>	<p><u>Erotic scenarios are realistic, but they can also contribute to clichés.</u></p> <p>Eroticism can be a more physical manifestation of our feelings. In eroticism, the body is more involved in the emotional connection, as compared with romance. This connection feels real when we present ourselves as we are, without artifice.</p> <p>Eroticism is sometimes presented as a series of sensual "tips" that, if followed, are guaranteed to please anyone and promise the perfect recipe for a mind-blowing sensual experience. In reality, things are a lot more complicated. For example, while a certain kind of touching may make one person feel good, it may make another person feel uncomfortable.</p>	<p><u>Pornographic scenarios are usually unrealistic.</u></p> <p><u>Pornography doesn't reflect the sexual reality of most people. Pornographic scenes are often over the top (e.g., instant and intense desire and sexual arousal, unrealistically long-lasting sex, many sexual partners, sex without boundaries, intense orgasms every time, loud screams, etc.).</u></p> <p>Pornography is more about exaggeration, intensity, artifice and strong sensations. There may be "stories" and settings, but these serve the fantasy of the "product."</p> <p>This does not reflect the reality of teenagers (CDÉACF, n.d.; Tel-jeunes, 2021), which is characterized by the unfamiliarity, embarrassment and awkwardness of the first stages of an active sex life.</p>

Criteria: Relationship to emotional and sexual intimacy

What is the relationship to emotional and sexual intimacy?

Romance	Eroticism	Pornography
<p><u>Emotional intimacy is central to romance. Sexual intimacy may be hinted at, but it's secondary.</u></p> <p>Romance is an expression of our feelings and interest. The goal is not to move toward getting naked or having sex, but rather to gradually get to know one another, nurture a trusting relationship, share closeness, etc.</p>	<p><u>In eroticism, establishing emotional and sexual intimacy allows partners to gradually reveal their sexual selves, and it fuels their imagination and desires. Both types are essential.</u></p> <p>The emphasis is not on sex and the genitals, but rather on sharing, intimacy, trust and respect. There is no pressure to act, but rather an invitation to feel (sensuality).</p>	<p><u>Both emotional and sexual intimacy are absent from pornography.</u></p> <p><u>Intimacy requires a relationship based on trust, respect and the sharing of yourself with another person. Sexuality is not portrayed as something precious and intimate in pornography.</u></p>

Criteria: Risky behaviours (actions leads to STBBIs, unplanned pregnancy)

Do they promote risky behaviours?

Romance	Eroticism	Pornography
<p><u>Romance doesn't involve any risk of STBBIs or unplanned pregnancies, as it is more about flirting and being charming.</u></p> <p>However, the romantic context can cause desire and eventually lead to sexual activity.</p>	<p><u>Eroticism may involve a risk of STBBIs and unplanned pregnancy.</u></p> <p>Before deciding to have sex, it is important to discuss contraception and protection against STBBIs (e.g., condoms).</p> <p>This is a shared responsibility, regardless of the type of relationship (e.g., dating, one-night stand).</p>	<p><u>Pornography involves high-risk sexual behaviours, and the actors frequently do not use protection to prevent STBBIs (Kluger, 2014; Rioux Soucy, 2005, in Gagnon, 2007).</u></p> <p><u>However, condoms are used in some pornographic films (Kraus and Rosenberg, 2016).</u></p> <p>On many gay pornography websites, condoms are rarely used. Those who view pornography featuring unprotected sex are themselves less likely to wear condoms during sex (Rosser & al., 2013)</p>

Criteria: Boundaries

How are boundaries handled?

Romance	Eroticism	Pornography
<p><u>Respecting your and your partner's sense of privacy and boundaries is an important part of romance.</u></p>	<p><u>Respecting your and your partner's sense of privacy and boundaries is an important part of eroticism.</u></p>	<p><u>Embarrassment, awkwardness, frustration and other emotions commonly experienced in sexual relations are not shown in pornography, and normal practices such as setting personal boundaries and discussing one's desires are absent (Bouchard, 2019; Mead, n.d.).</u></p> <p>Pornography presents a false reality in which everyone is willing to participate in any sexual act at any time, but we don't really know what happens behind the scenes (Chahuneau, 2018).</p>

Criteria: Violence

Is consent considered? Is there violence?

Romance	Eroticism	Pornography
<p><u>No violence is present in romance.</u></p> <p><u>Everything must be based on consent, even outside a sexual context. If a person persists in making "romantic" advances with someone who has made clear that they aren't interested, this could constitute a form of harassment.</u></p> <p>Some people may think that it's OK to be insistent, as sometimes shown in the movies. Certain movies, especially ones from the 90s, show men insisting on gaining a woman's affection (following her home, going to her place of work, etc.). While insisting on sex is clearly unacceptable, so is insisting on texting someone who isn't interested or insisting on talking to them, giving them gifts, asking them out, etc. We have to learn to take no for an answer.</p>	<p><u>No violence is present in eroticism.</u></p> <p><u>Eroticism is a shared experience where communication and listening help ensure that both partners feel good.</u></p> <p><u>All sexual activity requires consent.</u></p> <p>Failing to obtain consent is a form of sexual violence.</p>	<p><u>Violence (in various forms) is sometimes present in pornography.</u></p> <p><u>Some pornography features scenes of humiliation and violence (TEDx Talks, 2020).</u></p> <p><u>Some types of pornography combine sexuality with violence (Davis, 2015; Vogels and O'Sullivan, 2019).</u></p> <p><u>Very often, there is no equality, no power balance and there's no mention of consent. The sexual partner is made into an object whose only job is to give pleasure (Smaniotto and Melchiorre, 2018).</u></p> <p><u>Consent is always required, but this is not usually shown in the pornography itself (Mead, n.d.).</u></p> <p>Violence is portrayed as fantasy, but actors and actresses may actually experience violence in some cases (Brennan, 2017).</p> <p>When pornography includes violent scenes, this serves to normalize, trivialize or eroticize violence, without regard to those who experience violence or who will go on to experience it (Jensen, 2021).</p> <p>Moreover, some violent sexual practices seem to be widespread (e.g., erotic asphyxiation, gang bang, etc.), but these are fringe, violent activities that carry real risks (TEDx Talks, 2019).</p>



SHEET

3.5

FOR THE GROUP

Excerpts from songs and poems on the topic of sexual intimacy

INSTRUCTIONS

- › Individually read the six excerpts on the topics of desire, sexual intimacy and pleasure.

Excerpt. 1

Song: "Crazy Love"

(Van Morrison, 1970)

Van Morrison:

Irish singer-songwriter and multi-instrumentalist

Themes:

Longing, desire, pleasure, lovemaking, etc.

*I can hear her heartbeat from a thousand miles
Hear the heavens open every time she smiles
And when I come to her that's where I belong
Yet, I'm run into to her like a river strong*

[...]

*And when I'm returning from so far away
She gives me sweet sweet lovin', brighten up my day
It make me righteous and it makes me whole
Makes me mellow, down into my soul*

She, she gives me love, love, love, love, crazy love

Excerpt no. 2

Song: "Belle"

(Plamondon, 2001)

Luc Plamondon:

Québec lyricist and music executive

Themes:

Forbidden or repressed desire, sensuality, lust, etc.

*Oh, Lucifer!
Let me, just once,
Run my fingers through Esmeralda's locks.*

*O, Virgin Mary!
Let me, just once,
Open the door to Esmeralda's secret garden.*

Excerpt no. 3 Song: “The Power of Love” (Frankie Goes to Hollywood, 1984)		Excerpt no. 4 Poem: “Love and Sleep” (Swinburne, 1866)	
Frankie Goes to Hollywood: English pop band from the 1980s	Themes: Feelings of love, desire, lovemaking, etc.	Algernon Charles Swinburne: English poet and critic (1837-1909)	Themes: Desire, lust, lovemaking.
<i>I'll protect you from the hooded claw Keep the vampires from your door When the chips are down I'll be around With my undying, death-defying love for you Envy will hurt itself Let yourself be beautiful Sparkling love, flowers And pearls and pretty girls Love is like an energy Rushin' an' rushin' inside of me, eh</i>		<i>And all her face was honey to my mouth, And all her body pasture to mine eyes; The long lithe arms and hotter hands than fire, The quivering flanks, hair smelling of the south, The bright light feet, the splendid supple thighs And glittering eyelids of my soul's desire.</i>	
Excerpt no. 5 Poem: “At the Touch of You” (Bynner, 1917)		Excerpt no. 6 Poem: “Bonjour tendresse” (Salomé, 1992)	
Witter Bynner: American poet (1881-1968)	Themes: Surrender, lust, sexual activity.	Jacques Salomé: French writer and psychologist	Themes: Self-surrender and sexual arousal.
<i>At the touch of you, As if you were an archer with your swift hand at the bow, The arrows of delight shot through my body.</i>		<i>There is no sun without the glow of your skin, there is no night without the longing of your arms</i>	

Bibliography



Sexual Behaviour and the Influence of Sexualization in Media “Romance, Eroticism or Pornography?”

- ▶ Alliance of Canadian Cinema, Television and Radio [ACTRA]. (2020). Best practices for scenes involving nudity, intimacy, simulated sex and sexual violence. August. Canada <https://www.actra.ca/wp-content/uploads/2020/09/Best-Practices-Web-Full.pdf>
- ▶ Alliance of Canadian Cinema, Television and Radio Artists [ACTRA]. (n.d.). The Nudity in Film Survival Guide: the naked truth about nudity in film and television. https://www.ubcpactra.ca/wp-content/uploads/2020/03/ACTRA_Nudity_Survival_Guide.pdf
- ▶ Anzani, A., Lindley, L., Tognasso, G., Galupo, M. P. and Prunas, A. (2021). “Being Talked to Like I Was a Sex Toy, Like Being Transgender Was Simply for the Enjoyment of Someone Else”: Fetishization and Sexualization of Transgender and Nonbinary Individuals. *Archives of Sexual Behavior*, 50(3), 897-911.
- ▶ Arrington-Sanders, R., Harper, G. W., Morgan, A., Ogunbajo, A., Trent, M. and Fortenberry, J. D. (2015). The role of sexually explicit material in the sexual development of same-sex-attracted Black adolescent males. *Archives of sexual behavior*, 44, 597-608.
- ▶ Barr, R.A. (December 7, 2019). La porno modifierait le cerveau. *Le Droit numérique*. <https://www.ledroit.com/2019/12/07/la-porno-modifierait-le-cerveau-c43365122e0290815c9b4fdd4f059ff8?nor=true>
- ▶ Bessaïh, N. and La CORPS féministe. (2019). Corps Accord: Guide de sexualité positive. Les Éditions du remue-ménage. <https://www.editions-rm.ca/livres/corps-accord/#tab-auteure>
- ▶ Better Health Channel. (2022). Relationships – creating intimacy. State Government of Victoria, Australia. <https://www.betterhealth.vic.gov.au/health/healthyliving/relationships-creating-intimacy>
- ▶ Bouchard, M. (March 29, 2019). Pornographie magnifiée. *Journal Le Soleil*. <https://www.lesoleil.com/2019/03/30/pornographie-magnifiee-c531f4e030a6c32a2d7889387db1383b?nor=true>
- ▶ Bourdon, M-C. (November 6, 2020). La pornographie sous tous ses angles. *Actualités UQAM*. <https://actualites.uqam.ca/2020/pornographie-sous-tous-ses-angles/>
- ▶ Brennan, J. (2017). Abuse porn: reading reactions to Boys Halfway House. *Sexuality & Culture*, 21(2), 423-440. <https://doi-org.proxy.bibliotheques.uqam.ca/10.1007/s12119-016-9397-3>
- ▶ Brennan, J. (2018). Gay Porn’s Bareback Momentum. *Journal of homosexuality*. 67(1), 127-157. <https://doi.org/10.1080/00918369.2018.1525947>
- ▶ Caudebec, M. (October 4, 2017). Sexualité et vocabulaire. Observatoire de l’imaginaire contemporain. Université du Québec à Montréal. <http://oic.uqam.ca/fr/carnets/viril-vous-avez-dit-viril-hier/sexualite-et-vocabulaire>

- › Centre de documentation sur l'éducation des adultes et la condition féminine [CDEACF]. (n.d.). La pornographie décodée : information, analyse, pistes d'action. http://bv.cdeacf.ca/bvdoc.php?no=1999_06_0255&col=CF&format=htm&ver=old
- › Centre de santé sexuelle. (n.d.). *Anxiété de performance et sexualité*. Sexologues à Montréal. <https://sexologues.ca/anxiete-de-performance/>
- › Chahuneau, L. (October 18, 2018). Dans la pornographie, la contrainte fait partie du contrat. *Journal Le Point*. https://www.lepoint.fr/societe/dans-la-pornographie-la-contrainte-sexuelle-fait-partie-du-contrat-18-10-2018-2263926_23.php#
- › Childline. (n.d.). Online Porn. *What is porn?* <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/online-porn/>
- › Clark, J., Oswald, F. and Pedersen, C. L. (2021). Flirting with Gender: The Complexity of Gender in Flirting Behavior. *Sexuality & Culture*, 25(6), 1-17. DOI: 10.1007/s12119-021-09843-8
- › Davis, B. (2015). Erotica vs. pornography. *The International Encyclopedia of Human Sexuality*, 352-353.
- › Delvau, A. (1864). Dictionnaire érotique moderne. Imprimerie de la société des bibliophiles cosmopolites. (Jules Gay, 1874). Neuchatel. https://fr.wikisource.org/wiki/Dictionnaire_%C3%A9rotique_moderne
- › Donada, G. (2012, March 30). Sexe: homme, l'angoisse de la performance. *Psychologies*. <https://www.psychologies.com/Couple/Sexualite/Desir/Articles-et-Dossiers/Sexe-hommes-l-angoisse-de-la-performance>
- › Dorais, M. (2010). *Petit traité de l'érotisme*. (1st ed., vol. 2). Institut Nazareth et Louis-Braille. VLB éditeur. Collection « Sexualités et sociétés ». <https://extrait.qublivre.ca/kn3mui1e3va3k8kwttffcr3rxhlt>
- › Duquet, F. (Fall, 2018). SEX2246 : *Concepts à privilégier dans nos interventions auprès d'un public jeunesse* [class notes]. Département de sexologie, Université du Québec à Montréal.
- › Duquet, F., Gagnon, G. and Faucher, M. (2010). *Programme Oser être soi-même*. Outil didactique en éducation à la sexualité pour contrer l'hypersexualisation et la sexualisation précoce auprès de jeunes de niveau secondaire, Service aux collectivités, UQAM, 138 p.
- › Durif-Varembont, J. P. (2009). L'intimité entre secrets et dévoilement. *Cahiers de psychologie clinique*, 32(1), 57-73.
- › Fil Santé Jeune. (November 7, 2020). *C'est quoi la pornographie?* <https://www.filsantejeunes.com/cest-quoi-la-pornographie-12427>
- › Forgues, V. (September 12, 2016). *Impact des émissions à contenu sexuel sur le public adolescent*. Aborder la sexualité avec son enfant, Éducation à la sexualité. <https://infosexologie.ca/2016/09/12/impact-des-emissions-a-contenu-sexuel-sur-le-public-adolescent/>
- › Gagnon, G. (May 11, 2007). La pornographie sur Internet et ses conséquences pour les jeunes : comment intervenir? *Ça S'exprime*, 1(9).
- › Gauvreau, C. (October 9, 2018). L'érotisme au pluriel. Séduction, hypersexualité, normes et transgression : un ouvrage collectif propose une synthèse des savoirs actuels. *Actualité UQAM*. <https://actualites.uqam.ca/2018/erotisme-au-pluriel/>

- › Gladel, C. (September 14, 2021). Scènes de nudité: une coordonnatrice d'intimité explique son métier. *Radio-Canada*. <https://ici.radio-canada.ca/tele/blogue/1824143/scenes-tournage-sexualite-comedien-comedienne->
- › Glowacz, F. and Goblet, M. (2019). Sexting à l'adolescence: des frontières de l'intimité du couple à l'extimité à risque. *Enfances, Familles, Générations* (34). <https://journals.openedition.org/efg/9657>
- › Institut d'études Opinions et Marketing en France et à l'international [IFOP]. (March 15, 2017). *Les adolescents et le porno: Vers une génération « YouPorn »? Étude sur la consommation de pornographie chez les adolescents et son influence sur leurs comportements sexuels [présentation PowerPoint]*. Observatoire de la Parentalité & de l'Éducation numérique. France. https://www.ifop.com/wp-content/uploads/2018/03/3698-1-study_file.pdf
- › Jensen, R. (2004). *Pornography and Sexual Violence*. VAWnet Applied Research Forum - National Online Resource Center on Violence Against Women, 1-8. https://vawnet.org/sites/default/files/materials/files/2016-09/AR_PornAndSV.pdf
https://vawnet.org/sites/default/files/materials/files/2016-09/AR_PornAndSV.pdf
- › Jensen, R. (June, 2021). Why Porn? Why this Porn? Why so Little Concern? MerionWest.com. <https://robertwjensen.org/articles/why-porn-why-this-porn-why-so-little-concern/>
- › Kaplan, H.S. (1979). *La nouvelle thérapie sexuelle. Traitement actif des difficultés sexuelles* (Collection Éducation sexuelle). Les Éditions Buchet-Chastel. Paris.
- › Kluger, N. (2014). Les infections sexuellement transmissibles et autres risques dans l'industrie du film adulte. *Annales de Dermatologie et de Vénérologie*, 141(2), 122-129. Elsevier Masson.
- › Klumbyte, G. and Smiet, K. (2015). Bodies Like Our Own? The Dynamics of Distance and Closeness in Online Fat Porn. *Fat Sex: New Directions in Theory and Activism*, 133-54. Routledge.
- › Krahé, B., Bieneck, S. and Scheinberger-Olwig, R. (2007). Adolescents' sexual scripts: schematic representations of consensual and nonconsensual heterosexual interactions. *Journal of Sex Research*, 44(4), 316-327.
- › Kraus, S. W. and Rosenberg, H. (2016). Lights, camera, condoms! Assessing college men's attitudes toward condom use in pornography. *Journal of American college health*, 64(2), 139-146. <https://doi.org/10.1080/07448481.2015.1085054>
- › Lamb, S. V. (2018). *A Content Analysis of Relationships and Intimacy in Teen Dramas on Television* [Thesis, Brigham Young University]. Theses and dissertations. 6923. <https://scholarsarchive.byu.edu/etd/6923/>
- › Legalline.ca. (2023). Obscenity and protecting children on the Internet. <https://www.legalline.ca/legal-answers/obscenity-and-protecting-children-on-the-internet/>
- › Loulan, J. (1984). *Lesbian Sex*. Spinsters Book. San Francisco. https://openlibrary.org/books/OL2871038M/Lesbian_sex
- › Masters, W.H. and Johnson, V.E. (1966). *Human Sexual Response*. Bantam Books. Toronto. New York. ISBN 978-0-553-20429-2

- › Mead, H. (n.d.). Things you don't see in mainstream porn [online poster]. Hazel Mead Freelance Illustrator. <https://www.hazelmead.com/product-page/things-you-don-t-see-in-mainstream-porn>
- › Measor, L. (2004). Young people's views of sex education: gender, information and knowledge. *Sex education*, 4(2), 153-166.
- › Mehl, D. (2008). La télévision de l'intimité. *Le temps des médias*, 10(1), 265-279. <https://www.cairn.info/revue-le-temps-des-medias-2008-1-page-265.htm>
- › Ministère de la Culture et des Communications. (n.d.). Cinéma et audiovisuel. Le bon film pour le bon public! Gouvernement du Québec. <https://mcc.gouv.qc.ca/fileadmin/documents/Cinema/Classement-film-VF.pdf>
- › Ministère de la Culture et des Communications. (2017). *Motifs de refus de classement des films dits de sexploitation au ministère de la Culture et des Communications*. Gouvernement du Québec. https://www.mcc.gouv.qc.ca/fileadmin/documents/Cinema/Motifs_de_refus.pdf
- › Ministère de la Justice du Canada. (2021). *Sextage: Qu'est-ce que la loi permet?* CliquezJustice.ca. <https://www.cliquezjustice.ca/vos-droits/sextage-qu-est-ce-que-la-loi-permet>
- › Ministère de l'Éducation du Québec [MEQ]. (2022). Programme provisoire Culture et citoyenneté québécoise. Version pour les projets pilotes du secondaire. Gouvernement du Québec. http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/CCQ_ProgrammeProvisoire_Secondaire.pdf
- › Ministère de l'Éducation du Québec [MEQ]. (2022). Programme provisoire Culture et citoyenneté québécoise. Version pour les projets pilotes du secondaire. Gouvernement du Québec. http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/CCQ_ProgrammeProvisoire_Secondaire.pdf
- › Ministère de l'Éducation et de l'Enseignement supérieur [MEES]. (2018). Detailed content in sexuality education. Secondary. Gouvernement du Québec [Online]. <http://www.education.gouv.qc.ca/en/teachers/quebec-education-program/secondary/>
- › Ministère de l'Éducation et de l'Enseignement supérieur [MEES]. (2019). Sexual behaviour: Secondary 4. Gouvernement du Québec.
- › Ministère de l'Éducation et de l'Enseignement supérieur [MEES]. (2020). Sexual behaviour: Secondary 3. Gouvernement du Québec.
- › Ministère de l'Éducation et de l'Enseignement supérieur [MEES]. (2022). Tout savoir sur les zones érogènes.
- › Noovo Moi. (n.d.). *Sexualité: Tout savoir sur les zones érogènes*. <https://www.noovomoi.ca/vivre/sexualite/zones-erogenes.html>
- › O'Connor, R. (September 7, 2013). What does feminist porn look like?. *Everyday feminism*. <https://everydayfeminism.com/2013/09/feminist-porn/>

- › Ogien, R. (2008). “Pourquoi est-il si difficile de « définir » la pornographie?” In R. Ogien (dir.), *Penser la pornographie* (2nd ed.). Presses Universitaires de France. “Questions d’éthique,” 23-34. <https://www-cairn-info.proxy.bibliotheques.uqam.ca/penser-la-pornographie--9782130568810-page-23.htm>
- › Ooreka. (n.d.). *Comprendre les émotions*. L’intimité. <https://psychotherapie.ooreka.fr/astuce/voir/680285/l-intimite>
- › Owen, B. N., Brock, P. M., Butler, A. R., Pickles, M., Brisson, M., Baggaley, R. F. and Boily, M. C. (2015). Prevalence and frequency of heterosexual anal intercourse among young people: a systematic review and meta-analysis. *AIDS and Behavior*, 19(7), 1338-1360.
- › Plaisir. (n.d.). In *Dictionnaire Larousse en ligne*. <https://www.larousse.fr/dictionnaires/francais/plaisir/61343>
- › Plamondon, L. (2001). “Belle,” Dans Notre-Dame-de-Paris, Chandelle mus. <https://www.paroles.cc/chanson,belle,13707>
- › Rioux Soucy, L. M. (2005). Des pratiques sexuelles flyées qui rendent les jeunes vulnérables aux grossesses et aux ITSS. *Le Devoir*. 16-17.
- › Rosser, B. S., Smolenski, D. J., Erickson, D., Iantaffi, A., Brady, S. S., Grey, J. A., Hald, G. H., Horvath, K. J., Kilian, G., Traeen, B. and Wilkerson, J. M. (2013). The effects of gay sexually explicit media on the HIV risk behavior of men who have sex with men. *AIDS and Behavior*, 17(4), 1488-1498.
- › Scharaga, J. A. (2017). Female Moments/Male Structures: The Representation of Women in Romantic Comedies. Media and Communication Studies. Honor Papers. Ursinus College. https://digitalcommons.ursinus.edu/media_com_hon/6/
- › Séguin, L. (December 8, 2022). Peut-on développer une dépendance à la pornographie? *Club sexu*. <https://clubsexu.com/articles/>
- › Sheidlower, J. and Black, L. (2009). *The F-Word*, 3rd edition, Oxford University Press.
- › Smaniotto, B. et Melchiorre, M. (2018). Quand la construction de la sexualité adolescente se confronte à la violence du voir pornographique. *Sexologies*, 27, 177–183.
- › Sun, C., Bridges, A., Johnson, J. A. and Ezzell, M. B. (2016). Pornography and the Male Sexual Script: An Analysis of Consumption and Sexual Relations. *Archives of Sexual Behavior*, 45(4), 983-994. <https://doi.org/10.1007/s10508-014-0391-2>
- › Tel-jeunes. (2022a). *La pornographie: Fiction ou réalité?* <https://www.teljeunes.com/Tel-jeunes/Tous-les-themes/Sexualite/Pornographie/La-pornographie-fiction-ou-realite>
- › Tel-jeunes. (2022b). *L’orgasme: sensations fortes en vue*. <https://www.teljeunes.com/Tel-jeunes/Tous-les-themes/Sexualite/Relations-sexuelles/L-orgasme-sensations-fortes-en-vue>
- › Trudel, G. (2020). *Les dysfonctions sexuelles. Évaluation et traitement par des méthodes psychologiques, interpersonnelles et biologiques* (3rd ed.). Presses de l’Université du Québec. 876. ISBN 978-2-7605-5352-1
- › Valiquette, M. (2000). “Le romantisme est-il toujours in?” *Le petit Magazine de la formation personnelle et sociale*. Spring. Ministère de l’Éducation du Québec. 4-5.

- › Vallet, C. (2009). *La protection des mineurs face à la cyberpédopornographie. Étude comparée entre le droit criminel canadien et français* [Doctoral Thesis, Université de Montréal]. Papyrus. https://central.bac-lac.gc.ca/item?id=NR62216&op=pdf&app=Library&oclc_number=753226228
- › Vogels, E. A. and O'Sullivan, L. F. (2019). The relationship among online sexually explicit material exposure to, desire for, and participation in rough sex. *Archives of Sexual Behavior*, 48(2), 653-665. <https://doi-org.proxy.bibliotheques.uqam.ca/10.1007/s10508-018-1290-8>
- › Wright, P. J., Tokunaga, R. S., Kraus, A. and Klann, E. (2017). Pornography Consumption and Satisfaction: a Meta-Analysis. *Human Communication Research*, 43(3), 315-343. <https://doi.org/10.1111/hcre.12108>

Videos

- › Avouac, A.M. (October 4, 2019). Ados: le porno à portée de clic - No. 2. *Le porno, c'est du cinéma* [vidéo]. Lumni. Cinétévé France Télévisions, Réseau Canapé, Observatoire de la parentalité & de l'Éducation numérique. <https://www.lumni.fr/video/le-porno-c-est-du-cinema#containerType=programm&containerSlug=ados-le-porno-a-portee-de-clic>
- › AsapSCIENCE. (February 20, 2013). *The Science of Pornography Addiction* [video]. YouTube. <https://www.youtube.com/watch?v=1Ya67aLaaCc>
- › Henrad, P. (2008). *Des mots pour ARTV*. ICI ARTV. Radio Canada. [video]. YouTube. https://www.youtube.com/watch?v=4_GMlrXOrak
- › ICI ARTV. (2008). *Des mots pour ARTV*. Radio Canada. [video]. [video]. YouTube. https://www.youtube.com/watch?v=4_GMlrXOrak
- › Konbini. (2022). *Les coulisses du porno: des éjaculations truquées aux chirurgies du vagin - Interview*. [video]. YouTube. <https://www.youtube.com/watch?v=tklIFiKgGqg>
- › TEDx Talks. (June 21, 2019). *Let's Talk Porn | Maria Ahlin | TEDxGöteborg* [video]. YouTube. <https://www.youtube.com/watch?v=DBTb71UzPmY>
- › TEDx Talks. (February 7, 2020). *Sex Education - Why We Need To Talk About Pleasure | Stephanie Healey | TEDxBristol* [video]. YouTube. <https://www.youtube.com/watch?v=e75gAGt8Rx4>
- › York University - School of the Arts, Media, Performance & Design. (2018). *Intimacy Choreography for Actors (a workshop at York U)*. [video]. YouTube. <https://www.youtube.com/watch?v=y7XkD9d5sYO>

Podcast

- › Kotiuga, J. and Vaillancourt-Morel, M.-P. (2022). Season 2 - Episode 5: La porno, pour le meilleur et pour le pire: quelles influences sur les jeunes? [podcast]. In *Les temps modernes*. Anchor. <https://podcasters.spotify.com/pod/show/lestempsmodernes/episodes/Saison-02---pisode-05--La-porno--pour-le-meilleur-et-pour-le-pire--quelles-influences-sur-les-jeunes-e1juh4a>

Images

- › Botero, F. (n.d.). *The Dancers* [painting]. <https://beauteronde.fr/botero/>
- › LaDepeche.fr. (2013). *American Apparel: sa nouvelle campagne de pub jugée trop sexiste*. <https://www.ladepeche.fr/article/2013/05/21/1631120-american-apparel-sa-nouvelle-campagne-de-pub-jugee-trop-sexiste.html>

Songs and poems

- › Bynner, W. (1917). *At the Touch of You*. Grenstone Poems <https://poets.org/poem/touch-you>
- › Frankie Goes to Hollywood. (1984). "The Power of Love," from *Welcome to the Pleasure Dome*, ZTT https://www.youtube.com/watch?v=_WBcmplsvGU
- › Morisson, Van (1970). "Crazy Love" from *Moondance*. Warner Bros. Record <https://www.youtube.com/watch?v=VGmwwtj7510>
- › Plamondon, L. (2001). «Belle», *Dans Notre-Dame-de-Paris*, Chandelle mus. <https://www.paroles.cc/chanson,belle,13707>
- › Salomé, J. (1992). *Recueil de pensées - Bonjour tendresse* (1992). Mon Poeme.fr. <https://www.mon-poeme.fr/beaux-messages-damour/>
- › Swinburne, V. (1866). *Love and Sleep* from *Poems and Ballads* <https://www.poetryfoundation.org/poems/50510/love-and-sleep>

*Sex Education Program
for 12 to 17 years old*



BE TRUE

TO YOU

Duquet, F. et coll., 2023

*Projet Outiller les jeunes face à l'hypersexualisation
Project: (Giving youth tools to deal with hypersexualization)*

UQÀM