



It is a BIG deal - Speaking Notes

Slide 1

Legal information. For presenter only.

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Slide 2

It is a BIG deal

→ Continue to the next slide.



Slide 3

Speaking notes:

Read the slide.

- The information we are going to talk about will provide a foundation for you to draw from to help you increase your safety and develop strong and healthy relationships.

→ Continue to the next slide.





Slide 4

Background information:

Adults can play an important role in challenging stereotypes and reshaping attitudes and beliefs regarding gender roles and what constitutes healthy relationships. Acknowledging the pivotal role that media plays in the lives of youth, it is essential that we guide youth in recognizing that each of us are unique individuals that deserve and are entitled to respect.

Going through the True or False Questionnaire together as a class gives you the opportunity to debunk some common myths and highlight some of the issues that youth are currently facing.



True or False Activity:

Download the True or False Questionnaire and hand out copies to students to complete.

Please note that there are 13 True or False questions/statements. This exercise can generate some great conversations with kids. When going through the questions/statements as a class, you may want to have the students raise their hand if the answer is “true” and address some questions or comments the students may have. Or, you can choose to go over all of the questions and open up the discussion at the end.

Speaking notes:

- Take a few moments to complete the True or False Questionnaire and we will go over the answers together.
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Slide 5

Background information:

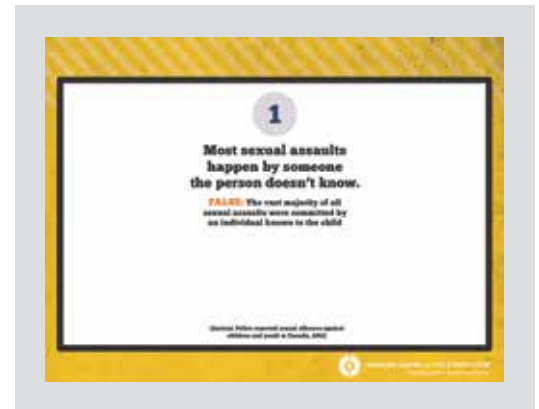
The legal definition of sexual assault is essentially any unwanted or illegal physical contact of a sexual nature. The definition is very broad and captures contact that people may not view as serious enough to be considered criminal in nature. It is important that young people have an understanding of what is considered sexual assault from a legal perspective in order to help them better understand the importance of consent and the need to be respectful of another person's sexual boundaries.

Speaking notes:

Read the slide.

Ask the students if the statement is True or False. Have the students provide you with their reason as to why they have answered True or False. Then reveal the answer and discuss.

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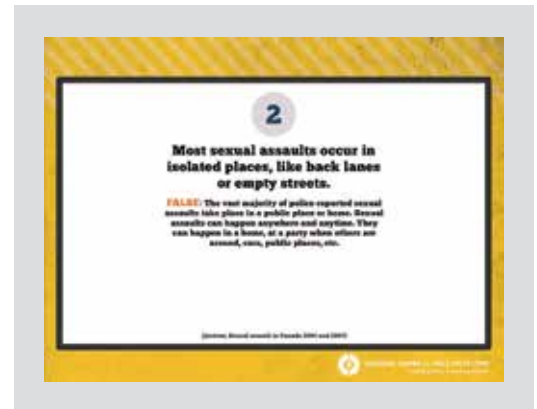


Slide 6

Background information:

According to a study published in *Pediatrics & Child Health* in 2013, which surveyed 200 Ontario students who had **completed** their high school sexual education requirements, the majority of students did not appreciate that each of the following four scenarios depict a sexual assault according to the legal definition:

- A boy and a girl are on a date. The boy tries to kiss the girl. The girl says that she does not want to, but the boy keeps trying to kiss her.
- A girl and a boy are kissing each other. The boy begins to remove her clothes. She tries to resist him physically, but she does not say “no” to him, so he does not stop.
- A girl tells her boyfriend that she wants to have sex. As they are about to begin, she tells him that she changed her mind and wants to stop, but he does not stop.
- A girl drinks a lot of alcohol while at a party. She is too intoxicated to stand on her own. A boy at the party carries her into a bedroom, and they have sex.



Source: “Sexual knowledge of Canadian adolescents after completion of high school sexual education requirements”, *Pediatric Child Health*, Volume 18, No. 2, February, 2013.

While the scenarios in (a) and (b) likely occur among teens and it is perhaps understandable why teens would not recognize these as sexual assault, the scenarios in (c) and (d) are much clearer, yet a significant number of the students did not identify these as sexual assault. This speaks to a need for youth to receive more concrete information about the importance of consent for all types of sexual activity. Further information regarding “consent” will be provided later in the presentation.

Speaking notes:

Read the slide.

Ask the students if the statement is True or False. Have the students provide you with their reason as to why they have answered True or False. Then reveal the answer and discuss.

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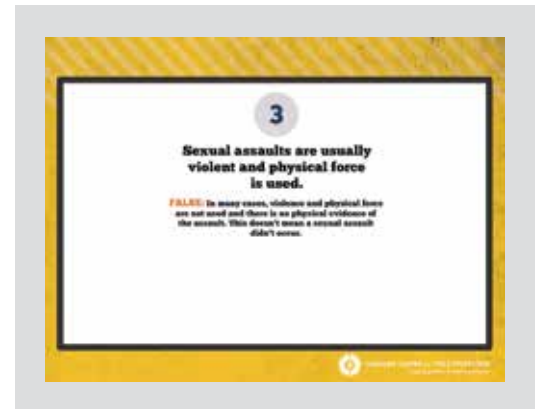
Slide 7

Speaking notes:

Read the slide.

Ask the students if the statement is True or False. Have the students provide you with their reason as to why they have answered True or False. Then reveal the answer and discuss.

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Slide 8

Background information:

While it's important to discuss the risks of alcohol with youth, it is equally important to discuss that if someone is intoxicated they cannot legally consent to sexual activity. Read "Some facts about alcohol" on page 23 of the Activity Book.

Speaking notes:

Read the slide.

Ask the students if the statement is True or False. Have the students provide you with their reason as to why they have answered True or False. Then reveal the answer and discuss.

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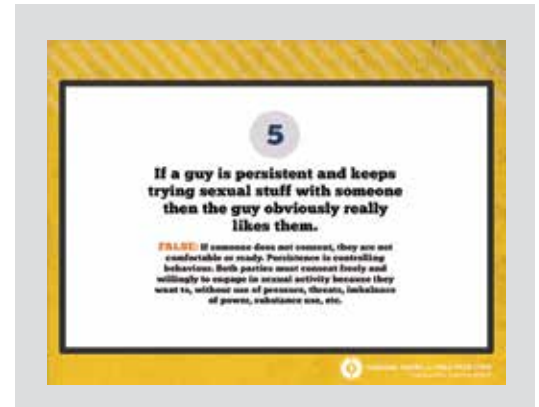




Slide 9

Background information:

Young people need to learn what constitutes healthy and unhealthy behaviour in dating relationships. Without a clear understanding of what constitutes a healthy relationship, youth are more likely to stay in relationships that put them at risk. For example, a teen may interpret **persistence** as a sign of love rather than seeing it as a controlling behaviour. Young people need to be taught the characteristics of a healthy relationship and how to seek help if they find themselves in an unhealthy one. For more information on dating relationships, see pages 8 and 9 in the Activity Book.



Speaking notes:

Read the slide.

Ask the students if the statement is True or False. Have the students provide you with their reason as to why they have answered True or False. Then reveal the answer and discuss.

→ Continue to the next slide.

Slide 10

Speaking notes:

Read the slide.

Ask the students if the statement is True or False. Have the students provide you with their reason as to why they have answered True or False. Then reveal the answer and discuss.

Remind the students:

- Setting personal boundaries is about setting limits. Boundaries are knowing what you are OKAY and NOT OKAY with. This statement is an example of someone violating another's physical boundaries.

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Slide 11

Background information:

Youth are constantly bombarded with harmful and stereotypical messages. Statistically males are less likely to come forward with a disclosure of victimization and sometimes feel that they did something to provoke the assault, or didn't do enough to prevent it from occurring.

Speaking notes:

Read the slide.

Ask the students if the statement is True or False. Have the students provide you with their reason as to why they have answered True or False. Then reveal the answer and discuss.

→ Continue to the next slide.



Slide 12

Speaking notes:

Read the slide.

Ask the students if the statement is True or False. Have the students provide you with their reason as to why they have answered True or False. Then reveal the answer and discuss.

- We are going to learn more about Age of Consent later on in the presentation.

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Slide 13

Background information:

In Canada it is illegal for a person to distribute an “intimate image” of another person without that person’s consent. If the image involves someone under 18, it may be illegal to distribute the image regardless of whether consent was provided.

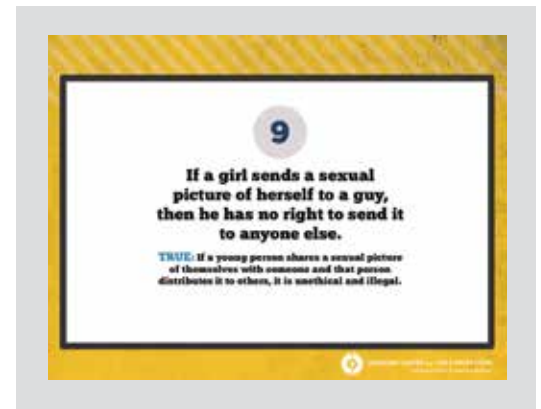
Speaking notes:

Read the slide.

Ask the students if the statement is True or False. Have the students provide you with their reason as to why they have answered True or False. Then reveal the answer and discuss.

- It’s not okay to keep, send, post or take pictures of a person under 18 who is naked or semi-naked.
- If a young person (female or male) shares a sexual picture of themselves with someone and that person distributes it to others, it is unethical and illegal.

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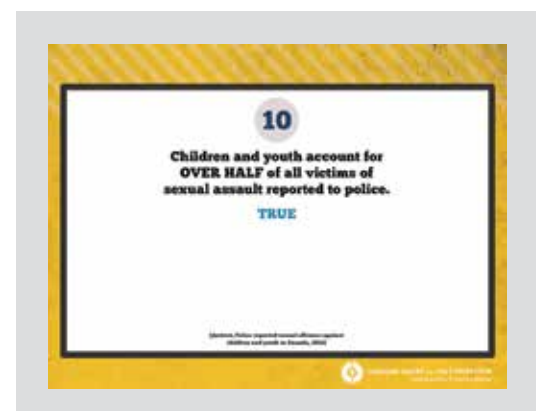
Slide 14

Speaking notes:

Read the slide.

Ask the students if the statement is True or False. Have the students provide you with their reason as to why they have answered True or False. Then reveal the answer and discuss.

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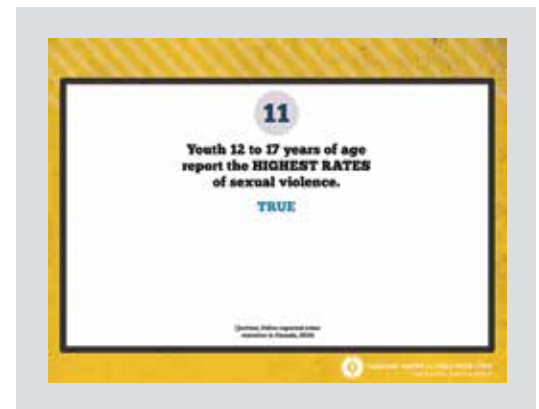
Slide 15

Speaking notes:

Read the slide.

Ask the students if the statement is True or False. Have the students provide you with their reason as to why they have answered True or False. Then reveal the answer and discuss.

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Slide 16

Background information:

Some reasons for underreporting may include:

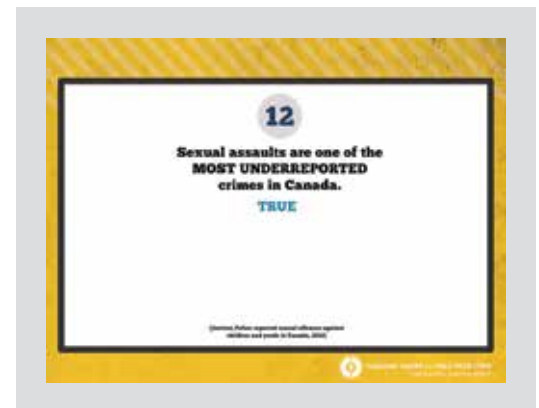
- The victim may fear punishment or retaliation
- The victim may worry that they will not be believed
- The victim doesn't want others may find out
- The victim doesn't want the offender to get in trouble
- The victim may feel guilt, shame or responsibility for the offense

Speaking notes:

Read the slide.

Ask the students if the statement is True or False. Have the students provide you with their reason as to why they have answered True or False. Then reveal the answer and discuss.

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Slide 17

Background notes:

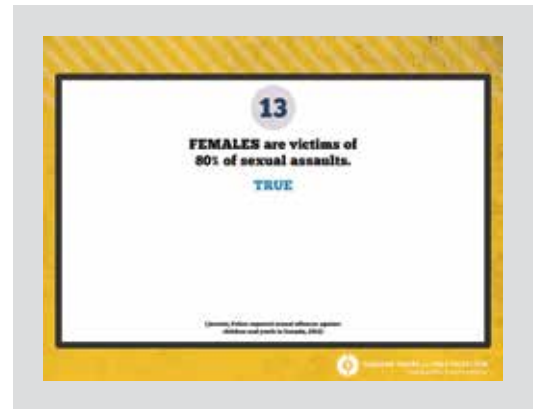
Of the sexual assaults reported to police, 80% are female. As reported by Statistics Canada, "Sexual aggression against women is widespread in Canadian society and females may experience multiple incidents of this crime in their lifetimes."

Speaking notes:

Read the slide.

Ask the students if the statement is True or False. Have the students provide you with their reason as to why they have answered True or False. Then reveal the answer and discuss.

→ Continue to the next slide.



Slide 18

Background notes:

It can be difficult for youth to identify subtle controlling techniques. Sometimes they justify controlling behaviour as a sign of caring or love. It's important for youth to remember that controlling behaviour is not love; it is about power and manipulation.

As a class, review pages 8 and 9 of the Activity Book.

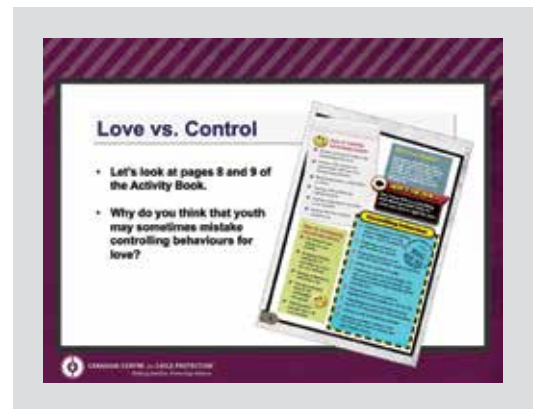
Speaking notes:

- Let's look at pages 8 and 9 of the Activity Book.

Read the slide and allow students time to provide answers.

- It's important to remember that controlling behavior is not love; it is about power and manipulation.

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Slide 19

Speaking notes:

Read the slide.

→ Continue to the next slide.



Slide 20

Speaking notes:

Read the slide.

→ Continue to the next slide.





Slide 21

Speaking notes:

Read the slide.

Ask the students:

- What do you think the rationale is behind the age of consent law in Canada? (allow students the opportunity to answer the question)

Explain to the students:

- This law is in place to protect youth from sexual exploitation or from an adult who is interested in a sexual relationship.
 - There is an imbalance of power between a youth and an adult due to experience, development, and age.
- Continue to the next slide.





Slide 22

Background notes:

It is important to understand that “consent” does not apply when we are referring to adults and children - it is not dependent on **willingness**. Age of Consent laws are in place to protect children/youth from being sexually exploited by adults. This video would apply to sexual activity between consenting individuals within their legal age group.



Speaking notes:

- Now we’re going to watch a video on consent. This video would apply to sexual activity between consenting individuals within their legal age group.

Click to watch the video.

- It is important to remember, each person must be old enough to consent to the activity with the other person. Having sex with someone who is not old enough to consent is a crime.
- Continue to the next slide.



Slide 23

Where Did Everyone Go? Activity:

Take into consideration that this exercise will take approximately 20 minutes to complete. Download and print the story. Create character cards by writing the name of each character in the story (with the exception of Chelsea) on a recipe card – Abby, Jason, Scott, Phil, Danielle, Cara, Paige, Sarah, the other people at the party. If you don't have time to include the activity, print off the story and provide it to the class to read and go over at a later time.

Speaking notes:

Read the slide and follow the instructions.

Explain to the students:

- It is important for you to learn about sexual consent.
 - There are many misconceptions about sexual consent in our society.
 - In order to help prevent youth from experiencing sexual violence, it is important to understand what it is, how it happens, and how to help someone, including themselves.
- Once you have completed the activity, continue to the next slide.



Slide 24

Background information:

It's important for youth to understand the type of behaviour that could be illegal and result in criminal charges by the police.

As a class, read pages 24 to 26 of the Activity Book regarding what constitutes "criminal behavior."

Speaking notes:

Read the slide.

- Now, let's turn to page 24 of the Activity Book to read more about what these criminal offences are.
- Continue to the next slide.





Slide 25

Background information:

The Canadian Centre for Child Protection operates Cybertip.ca – Canada’s tipline for reporting the online exploitation of children/youth.

Over the last few years, Cybertip.ca has seen a significant increase in the number of reported cases of young people involved in *self/peer exploitation*. This type of exploitation, coined in the media as “sexting,” is generally defined as youth creating, sending or sharing sexual images and/or videos with peers via the Internet and/or electronic devices. Self/peer exploitation usually involves exchanging images/videos through cell phone messaging, messaging apps, social networking sites, etc.

For more information on self/peer exploitation, we encourage you to read our guide, *School and Family Approaches to Intervention and Prevention: Addressing Self/Peer Exploitation*.



Speaking notes:

Read the slide.

- What do you think are some of the risks associated with sending sexual images? (allow students the opportunity to answer the question)
 - Let’s turn to page 12 in the Activity Book and look at some other risks.
- Continue to the next slide.

Slide 26

Click to watch the video.

- Continue to the next slide.





Slide 27

Speaking notes:

Read the slide.

→ Continue to the next slide.



Slide 28

Speaking notes:

Read the slide.

→ Continue to the next slide.

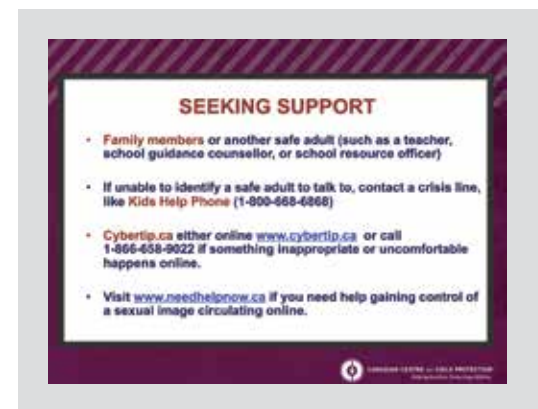


Slide 29

Speaking notes:

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Slide 30

→ End of presentation.



Slide 31

Legal information.

