



National  
Defence

Défense  
nationale

A-CR-CCO-900/PF-001

2022-01-26



# PHASE

Promoting Healthy and Safe Experiences  
Facilitator's Guide



Canada

LESSON 1

# Healthy Relationships

Ages 12–15





# Lesson 1. Healthy Relationships

## Ages

12–15

## Learning Objectives

Cadets and JCRs will be able to:

- Identify the qualities of a healthy relationship (Activities 1, 2, and 3).
- Learn strategies to resist peer pressure (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Characteristics of a Healthy Relationship
- Ways to Resist Peer Pressure
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- See, Hear, Feel
- Peer Pressure Scenarios
- Gabriel's Story
- Support Circles
- Safety Plan



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Characteristics of a Healthy Relationship

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Characteristics of a Healthy Relationship.
- Gather one piece of flip chart paper for each group.
- Gather felt markers for each group.

## Activity 2. See, Hear, Feel

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Characteristics of a Healthy Relationship.
- Print a copy of the See, Hear, Feel handout for each participant.
- Ensure participants have a pen or pencil.

## Activity 3. Dealing with Peer Pressure

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Ways to Resist Peer Pressure.
- Print a copy of the Peer Pressure Scenarios handout for each participant.
- Ensure participants have a pen or pencil.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Gabriel's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



Healthy relationships are very important in our lives because they help improve our mental and physical well-being. They also help us do better in school, have better friendships, feel more confident, and provide us with the support we need when we are having a bad day. In this lesson, we are going to talk about what makes a relationship healthy.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Gabriel has just moved with his family, and they are new to the community. He has not had a positive experience at school as a group of older boys has been making fun of him and throwing garbage in his locker. He has dreaded going to school every day.

His parents suggested he join the cadet / JCR program to meet new people. His first meeting is tonight, and he feels excited. At the same time, he feels nervous and lacks confidence. During the break, all the cadets / JCRs gather together to chat, and Gabriel does not feel comfortable enough to join them. One of the cadets / JCRs, Lucas, notices Gabriel is alone and invites him to join the group.

Is the relationship between Gabriel and Lucas a healthy relationship? Why or why not?

Answer:



Yes. Lucas showed empathy and support to Gabriel. "Empathy" is the ability to understand and share how someone else is feeling by imagining what it would be like to be in that person's situation. Lucas saw Gabriel was alone and tried to include him. Gabriel probably felt welcomed by the group.

We will be doing an activity to help explore and better understand healthy relationships.



# Activity 1

## Characteristics of a Healthy Relationship

### Estimated Time

15–20 minutes

1. Ask the participants to think about what makes a relationship healthy. To help them reflect in preparation for the activity, read aloud or post one or more of the questions below:



- a. What qualities would you look for in a friend?
- b. What makes your relationships with adults feel healthy?
- c. What characteristics are important in your dating relationships?
- d. If you are unsure what a healthy relationship looks like, think about how you would want to be treated in a relationship. What would be important to you?



It is important to note that some participants may not know or understand what a healthy relationship is and how it works. This could be the first time they have talked about such life skills. They may need extra time to brainstorm, and / or they may need you to provide concrete examples.

2. Divide the participants into small groups (four or fewer participants per group). Distribute one piece of flip chart paper and felt markers to each group. Have them list their top ten characteristics of a healthy relationship on the flip chart paper.
3. Go around the room and have each group share some examples from their list.



4. Display the Characteristics of a Healthy Relationship content, using the presentation slide or the alternative method you have prepared. Use the following speaking notes to review each characteristic. Ask the participants for examples of what each characteristic would look like in their different relationships.



“Respect” means acting in a way that shows you care about someone’s feelings and well-being. When we are in an environment that is respectful, we feel safe and are more likely to be our true, genuine selves.

Having “trust” involves having confidence in someone and knowing that they will be there for you.

“Healthy communication” means each person in a relationship can express their needs, expectations, and boundaries.

“Conflict resolution” is being able to find a peaceful solution to a disagreement in a fair, open, and respectful way.

“Independence” means making choices and decisions outside of a relationship, such as doing an activity even if your friends are not interested in it.

A healthy relationship should be “fun.” You enjoy time together and look forward to hanging

out with that person.

Being “supportive” is part of a healthy relationship. Your friends should be able to ask you for help when they need it. You should be able to count on your friends for help when you need it.

In friendships based on “equality”, everyone feels that they have the power to make decisions and freely state their opinions; are safe to share their feelings; and are respected. People feel they can be their genuine, authentic selves.

In a healthy relationship, you should feel comfortable; “safe”; and not threatened by violence, bullying, or harassment.

“Empathy” is the ability to understand and share how someone else is feeling by imagining what it would be like to be in that person’s situation.

“Respecting personal boundaries” involves listening to others and respecting their limits and their expectations for how they want to be treated in a relationship.

5. Is every relationship in your life going to have all the characteristics we talked about?

Allow the participants time to answer.

All our relationships are different, so some require different characteristics than others. For example, your relationship with your friend is going to be different than your relationship with a parent or caregiver. Not all our relationships are going to have all the characteristics that we talked about, and that is okay. Some of your relationships may need work or may need help from others to make them healthy and safe.

# Activity 2

## See, Hear, Feel

### Estimated Time

15–20 minutes



1. Healthy relationships are very important in our lives. We have relationships with our families, friends, peers, teachers, leaders, dating partners, communities, online friends, and online acquaintances. We are going to talk about what makes a relationship healthy.



It is important to note that some participants may not know or understand what a healthy relationship is and how it works. This could be the first time they have talked about such life skills. They may need extra time to brainstorm, and / or they may need you to provide concrete examples.



2. Have the participants brainstorm a list of characteristics that make a relationship healthy. To get them started, write down “empathy” (from the introductory scenario) as the first item on the list. Have them call out their examples as you write them on flip chart paper. Display the Characteristics of a Healthy Relationship content, using the presentation slide or the alternative method you have prepared. Use the following speaking notes to review each characteristic.



“Respect” means acting in a way that shows you care about someone’s feelings and well-being. When we are in an environment that is respectful, we feel safe and are more likely to be our true, genuine selves.

Having “trust” involves having confidence in someone and knowing that they will be there for you.

“Healthy communication” means each person in a relationship can express their needs, expectations, and boundaries.

“Conflict resolution” is being able to find a peaceful solution to a disagreement in a fair, open, and respectful way.

“Independence” means making choices and decisions outside of a relationship, such as doing an activity even if your friends are not interested in it.

A healthy relationship should be “fun.” You enjoy time together and look forward to hanging out with that person.

Being “supportive” is part of a healthy relationship. Your friends should be able to ask you for help when they need it. You should be able to count on your friends for help when you need it.

In friendships based on “equality”, everyone feels that they have the power to make decisions



and freely state their opinions; are safe to share their feelings; and are respected. People feel they can be their genuine, authentic selves.

In a healthy relationship, you should feel comfortable; “safe”; and not threatened by violence, bullying, or harassment.

“Empathy” is the ability to understand and share how someone else is feeling by imagining what it would be like to be in that person’s situation.

“Respecting personal boundaries” involves listening to others and respecting their limits and their expectations for how they want to be treated in a relationship.

3. The cadet and JCR programs are designed to offer well-organized activities for youth and to create an environment that is safe, fun, and challenging. To apply what we talked about, let us look at what a healthy cadet / JCR environment looks, sounds, and feels like.
4. I would like you to think about where you gather for cadet / JCR activities and all the different people with whom you interact. What do you see, what do you hear, and how do you feel in this space? Think about the different characteristics that we reviewed on the presentation slide. What are some examples of healthy behaviours?



5. Divide the participants into small groups (four or fewer participants per group). Distribute a copy of the See, Hear, Feel handout to each participant.
6. This handout is divided into three sections that represent seeing, hearing, and feeling. In your group, list examples of what you see, hear, and feel when participating in a healthy



You can do this as a large group brainstorm and fill in the handout together.

cadet / JCR activity.

7. The following table provides some examples of possible answers for each of the senses.



8. Go around the room and have each group share examples from each of the three columns.
9. Ask the groups the following questions:

See	Hear	Feel
A clean facility	Laughter	Safe
Cadets / JCRs look comfortable being anywhere in the facility	Ideas and feelings are shared	Cared for
Cadets / JCRs and leaders welcoming new people	Compliments	Happy
No disrespectful or unwanted touching	People asking you how you feel and showing concern	Accepted and included

a. What do you like the best about your cadet / JCR program, and what makes it healthy?

Possible answers could include:

- We can trust each other.
- People respect each other's boundaries.
- People respect each other's boundaries.
- It is a safe place.
- We feel accepted and included.
- We have fun.
- We listen to each other.
- We work together.
- The leaders care about us and help us learn.
- We can ask the leaders for help.



b. What characteristics are missing or need improvement in your program?

c. What are some steps you can take to help work on the characteristics that need improvement?

Possible answers could include:

- welcoming new cadets / JCRs;
- being kind;
- being respectful;
- asking others if they need help; and
- standing up to bullying behaviour.



Optional: If time permits, have each group prepare a short role play about what makes their cadet or JCR program healthy. Ask for a few groups to conduct their role play for the larger group to see.







# Activity 3

## Dealing with Peer Pressure

### Estimated Time

15–20 minutes



1. In this activity, we are going to talk about peer relationships. Healthy relationships with peers and friends are very important. Belonging to a group of friends can be a great experience.
2. While having friends is a good thing, we can be influenced by our peers to fit in, to do what they or others are doing, or to have what others have. Sometimes, our friends may try to force us to do things we are uncomfortable doing. This is called “peer pressure”.

“Peer pressure” is the feeling that you are being pushed toward making a certain choice (good or bad), usually by someone in your own age group—a “peer”. We generally want to be liked by our peers, so sometimes we give in to peer pressure because we are afraid of being rejected by others; we do not want to risk losing a friend; or, we are afraid of hurting someone’s feelings by saying no. We may not understand what is going on or how to get out of the situation, so we might go along with it to fit in.

3. There are some ways to help you resist peer pressure.

Have the participants work in pairs and discuss the different strategies they have used to resist peer pressure. After a few minutes, go around the room and have each group share one strategy.



4. Display the Ways to Resist Peer Pressure content, using the presentation slide or the alternative display method you have prepared.



### Ways to Resist Peer Pressure:

- Say “no” and let the person know you mean it.
- Stand up straight, and make eye contact.
- Say how you feel.
- Do not make excuses.
- Stick up for yourself.
- Walk away from the situation.
- Find something else to do with other friends.
- Hang out with friends who will speak up and support you in resisting peer pressure.

5. Divide the participants into small groups (four or fewer participants per group). Distribute a copy of the Peer Pressure Scenarios handout to each group. Give the groups a few minutes to read the scenarios and to decide on the best response for each one.

6. Go around the room and have each group share their responses to one of the scenarios.



Optional: Have the participants role play their response to the Peer Pressure Scenario of their choice.

7. Ask the participants the following questions:



- a. In the scenarios, you examined some different types of risky behaviour that can arise due to peer pressure. What are some other risky behaviours that a young person could be pressured into doing?

Allow the participants time to answer.

Possible answers could include:

- stealing;
- skipping school;
- smoking;
- bullying younger youth;
- engaging in sexual acts at a party;
- lying to family members;
- daredevil stunts;
- not abiding by the rules at the corps / squadron / patrol; and
- social media pressure to engage in reckless behaviour, e.g., the “Tide Pod challenge”.



- b. What could be the consequences of some of the actions we listed?

Allow the participants time to answer.

Possible answers could include:

- embarrassment;
- hurting friends and family members;
- being expelled from school;
- consequences at the corps / squadron / patrol;
- being arrested and charged with a crime;
- injury;
- addiction;
- poor health; and
- death.



- c. What will you do differently when faced with peer pressure in the future?

# Peer Pressure Scenarios

Your friend asks to borrow your homework because they did not get around to doing it last night. They say, "Come on, I would do the same for you if you needed to copy my homework. The teacher will call home if they find out I have not done my homework again, and my parents will kill me."

---

---

---

---

You and your friend are shopping, and you do not have enough money for the earbuds you want. Your friend says, "Just take it! No big deal. The clerk is not even looking."

---

---

---

---

You and your friend are hanging out with your 17-year-old cousin. Your cousin suggests that you all go outside to smoke a joint. Your friend says yes and tells you that everyone else is doing it.

---

---

---

---

You are at camp and another cadet / JCR asks you to sneak out at night after curfew. They have snuck in some alcohol and want you to go drink it with them.

---

---

---

---



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to about their relationships? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend

 1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.

 2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.

 This is a four-step model that we use to help a friend. Let us consider how we can help Gabriel from our scenario. We are going to review the scenario and help Gabriel using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Gabriel's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Gabriel has just moved with his family, and they are new to the community. He has not had a positive experience at school as a group of older boys has been making fun of him and throwing garbage in his locker. He has dreaded going to school every day and is afraid of the boys.

His parents suggested he join the cadet / JCR program to meet new people. His first meeting is tonight, and he feels excited. At the same time, he feels nervous and lacks confidence. During the break, all the cadets / JCRs gather together to chat, and Gabriel does not feel comfortable enough to join them. One of the cadets / JCRs, Lucas, notices Gabriel is alone and invites him to join the group.

You have made friends with Gabriel and see him the next day in the hallway at school, pulling garbage out of his locker.

3. Have the participants go through the four steps of the Look, Listen, Link, Live<sup>®</sup> model by asking the questions below.



**STEP 1: LOOK.** In this step, we are looking for signs that a person is upset and in need of help?

What are the signs that tell you Gabriel needs help?

Possible answers could include:

- Gabriel is new to the community and does not know a lot of people and is often alone with no friends.
- He is being bullied by older boys in the school and is afraid.



**STEP 2: LISTEN.** In this step, we listen to the person without judgment.

How would you approach Gabriel to talk to him? What would you say?

Possible answers could include:

- Walk over to Gabriel at his locker and ask him if he is okay.
- Ask him what happened, and let him know that you are there to help.



**STEP 3: LINK.** In this step, we link the person to helping resources.

Where would you link Gabriel for help and support?

Possible answers could include:

- Offer to go with Gabriel to the principal's office to report what happened.
- Let Gabriel know that bullying is wrong and against school policy and you want to make sure he is safe.
- Connect Gabriel with other cadets / JCRs at school—they can sit with him at lunch and check in with him.
- Link Gabriel with the cadet or JCR leader for support.



**STEP 4: LIVE.** In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Gabriel?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Encourage Gabriel to join some clubs at school to get to know more people and make friends.
- Continue to try to help Gabriel feel included at cadet / JCR training activities.



4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- Healthy relationships are characterized by respect, trust, safety, and good communication.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Gabriel's Story

Gabriel has just moved with his family, and they are new to the community. He has not had a positive experience at school as a group of older boys has been making fun of him and throwing garbage in his locker. He has dreaded going to school every day and is afraid of the boys.

His parents suggested he join the cadet / JCR program to meet new people. His first meeting is tonight, and he feels excited. At the same time, he feels nervous and lacks confidence. During the break, all the cadets / JCRs gather together to chat, and Gabriel does not feel comfortable enough to join them. One of the cadets / JCRs, Lucas, notices Gabriel is alone and invites him to join the group.

You have made friends with Gabriel and see him the next day in the hallway at school, pulling garbage out of his locker.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Gabriel needs help?
- STEP 2: LISTEN. How would you approach Gabriel to talk to him? What would you say?
- STEP 3: LINK. Where would you link Gabriel for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Gabriel?



## References

Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.

Live Wire Media. (n.d.). Teaching guide: Enhancing self-esteem for grades 5–9. Retrieved from <http://www.goodcharacter.com/BCBC/SelfEsteem.html>

Lopez, V., Chesney–Lind, M., & Foley, J. (2012). Relationship power, control, and dating violence among Latina girls. *Violence Against Women*, 18(6), 681–90.

Nakkula, M.J. & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators*. Cambridge, M.A.: Harvard Education Press.

Pepler, D., Craig, W., Cummings, J., Quigley, D., & Daniels, T. (2012). *Healthy relationships training module*. Kingston, O.N.: PREVNet.

Raising Children. (2020). Peer pressure and influence: Teenagers. Retrieved from <https://raisingchildren.net.au/teens/behaviour/peers-friends-trends/peer-influence>

Raven, B. (2008). The bases of power and the power/interaction model of interpersonal influence. *Analyses of Social Issues & Public Policy*, 8(1), 267–283.

Safe @ School. (2016). Power and identity. Retrieved from <http://www.safeatschool.ca/plm/equity-and-inclusion/racism-sexism-homophobia-social-problems/power-and-identity>

Sensoy, O. & DiAngelo, R. (2011). In Banks, J. (Ed.), *Is everyone really equal: An introduction to key concepts in social justice education*. New York, N.Y.: Teachers College Press.

Tomlinson, P. & Strachan, D. (1996). *Power and ethics in coaching*. Ottawa, O.N.: Coaching Association of Canada.



LESSON 2

# Dating Relationships

Ages 12–15





# Lesson 2. Dating Relationships

## Ages

12–15

## Learning Objectives

Cadets and JCRs will be able to:

- Identify characteristics of healthy dating relationships (Activities 1, 2, and 3).
- Recognize their boundaries in a relationship (Activity 2).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Characteristics of a Healthy Relationship
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Red Light, Green Light Scenarios
- (Optional) Red, yellow, and green paper (for use if the room is not conducive to participants moving around during Activity 2: Red Light, Green Light)
- Relationship Quiz Cards
- Relationship Quiz Cards: Answer Key
- Taylor's Story
- Support Circles
- Safety Plan



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Healthy Dating Relationships

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Characteristics of a Healthy Relationship.
- Prepare and post five pieces of flip chart paper around the room, each displaying one of the statements from Activity 1, Paragraph 3.
- Gather one felt marker for each participant.

## Activity 2. Red Light, Green Light

- Draw a traffic light on three separate pieces of paper, and colour in only the red light on one, only the yellow light on the next, and only the green light on the last one. Post each traffic light in a different area of the classroom. (Participants will be instructed to move to the light they choose for a series of scenarios given during the activity.)
- If the room is not conducive to participants moving around, you may:
  - › hold up each traffic light sheet and have participants raise their hands to represent their response; or
  - › gather three sheets of construction paper (red, yellow, and green) for each participant and have them hold up the colour they choose for each scenario.

## Activity 3. What Do You Know About Dating Relationships? Quiz

- Prepare or gather one set of Relationship Quiz Cards.
- Put the Relationship Quiz Cards into a bowl or other container.
- Print a copy of the Relationship Quiz Cards: Answer Key for yourself.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live<sup>®</sup>;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Taylor's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else’s experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



This lesson covers youth dating relationships. Some of you may be dating, and some of you may not be dating. This information is important for everyone, and you can apply it to your friendships and dating relationships. In this lesson, we will look at what makes a dating relationship healthy and explore personal boundaries in dating relationships.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Taylor and Breckin have been seeing each other for a few weeks. Breckin is older and is the star hockey player in the community. Taylor and Breckin are alone one night, and Breckin keeps hugging and kissing Taylor. She is uncomfortable and keeps moving away. Finally, she tells him to stop. She says, “We need to go a bit slower.” Breckin gets upset and says, “You better do what I want if you want to keep seeing me. There are lots of other girls who would be happy to be in your place.”

You keep trying to get a hold of Taylor because she has not been at school, and she is ignoring your texts. You run into Breckin. When you ask him about Taylor, he tells you not to believe anything she says. You are worried, so you show up at her house. She is acting strangely, and you notice cut marks on her arms.

Is the relationship between Breckin and Taylor a healthy relationship? Why or why not?

Answer:



No. Taylor is setting a boundary about how far she is willing to go in the relationship with respect to physical affection, and Breckin is not respecting that boundary. Breckin is trying to pressure Taylor into doing something that she is not comfortable doing.

We will be doing an activity that will help you understand key aspects of a healthy dating relationship.



# Activity 1

## Healthy Dating Relationships

### Estimated Time

15–20 minutes



1. There are all kinds of dating relationships. They can be serious or casual, short term or long term. They can include physical affection, like hugging or hand holding, or they can involve kissing or other sexual activity. Dating relationships can happen in person, long distance, or online.
2. Explain that you have posted a series of statements about dating relationships on five flip chart papers around the room.
3. Read out the statements on the pieces of flip chart paper:



- I have friends who are in healthy dating relationships.
- I know someone who has experienced an unhealthy dating relationship.
- I am not sure what a healthy dating relationship looks like.
- It is hard to leave an unhealthy dating relationship.
- I am unsure how to help a friend who is in an unhealthy dating relationship.

4. Distribute a felt marker to each participant. Have the participants go around the room and put a check mark on the flip chart if they agree with the statement or if the statement applies to them. Have them mark an X if they disagree with the statement or if the statement does not apply to them. Have them all sit back down when they have completed the activity.



5. Now that you have all marked your responses to each statement, you will have a few minutes to go around the room again. This time, look at the pattern of responses on each piece of flip chart paper.

Have them all sit back down when they have completed the activity. Ask the participants the following questions:



- a. Did you notice any patterns in the responses?
- b. What can you learn from this activity?

Possible answers could include:

- Everyone in the room has different experiences and knowledge about dating relationships.
- Many of us have known someone in an unhealthy relationship and are unsure of how to help them.

6. Divide the participants into pairs. Have them brainstorm what makes a dating relationship healthy. Have random groups share some of their ideas.

Possible answers could include:

- You like each other.
- You have things in common.
- You have fun together.
- You support each other.
- There is no violence in the relationship.
- Your partner respects your boundaries.
- You can trust your partner with information that you share.
- You feel comfortable in being your true, genuine self.



7. Display the Characteristics of a Healthy Relationship content, using the presentation slide or the alternative method you have prepared. Use the following speaking notes to review each characteristic.



“Respect” means acting in a way that shows you care about someone’s feelings and well-being. When we are in an environment that is respectful, we feel safe and are more likely to be our true, genuine selves.

Having “trust” involves having confidence in someone and knowing that they will be there for you.

“Healthy communication” means each person in a relationship can express their needs, expectations, and boundaries.

“Conflict resolution” is being able to find a peaceful solution to a disagreement in a fair, open, and respectful way.

“Independence” means making choices and decisions outside of a relationship, such as doing an activity even if your friends are not interested in it.

A healthy relationship should be “fun.” You enjoy time together and look forward to hanging out with that person.

Being “supportive” is part of a healthy relationship. Your friends should be able to ask you for help when they need it. You should be able to count on your friends for help when you need it.

In friendships based on “equality”, everyone feels that they have the power to make decisions and freely state their opinions; are safe to share their feelings; and are respected. People feel they can be their genuine, authentic selves.

In a healthy relationship, you should feel comfortable; “safe”; and not threatened by violence, bullying, or harassment.

“Empathy” is the ability to understand and share how someone else is feeling by imagining what it would be like to be in that person’s situation.

“Respecting personal boundaries” involves listening to others and respecting their limits and their expectations for how they want to be treated in a relationship.

8. Divide the participants into different pairs. Have them brainstorm a list of warning signs of an unhealthy dating relationship. Have random groups share a few of their responses.

9. Use the following speaking notes to supplement the discussion with any points that may have been missed.



Warning signs of an unhealthy dating relationship may include someone:

- a. trying to control their partner by telling them what to do, what to wear, and with whom they can hang out;
  - b. constantly checking up on their partner and wanting to know where they are every minute;
  - c. using violence to hit or push their partner or to destroy their partner's belongings;
  - d. name-calling, putting their partner down, and making fun of things that are important to their partner;
  - e. sulking, getting angry, or using violence if they do not get their own way;
  - f. making their partner feel scared of what they will do next or like they are "walking on eggshells";
  - g. getting jealous and constantly accusing their partner of cheating on them, without any evidence or cause;
  - h. pressuring their partner to do things they do not want to do, including drinking alcohol, taking drugs, or engaging in sexual activities; and
  - i. threatening to harm themselves if their partner breaks up with them.
10. How do you think we can stop or prevent violence in our dating relationships by learning about healthy and unhealthy relationships?

Allow the participants time to answer.

Possible answers could include:

- If we know what a healthy relationship is and what it looks like, we are more likely to choose relationships with people who treat themselves and others in healthy, respectful ways.
- Learning about unhealthy relationships can help us recognize warning signs and then get help.
- With information, we can help a friend who may be in an unhealthy relationship.



# Activity 2

## Red Light, Green Light

### Estimated Time

15–20 minutes



1. “Boundaries” are an important part of healthy relationships. In the scenario, you saw that Breckin did not respect or listen to Taylor’s boundaries. Discussing boundaries with your dating partner is very important so that you are both aware of each other’s comfort levels. It is your responsibility to respect your partner’s boundaries.
2. Now we are going to talk about “personal boundaries”—the physical, emotional, and sexual limits that you create for yourself.
3. Draw a traffic light on three separate pieces of paper, and colour in only the red light on one, only the yellow light on the next, and only the green light on the last one. Post each traffic light in a different area of the classroom.
4. Explain to the participants that you will read out a series of relationship scenarios, and that they are to use the stoplight metaphor to determine their personal boundaries. They will decide whether they would:
  - a. stop (i.e., end the relationship and / or seek help);
  - b. proceed with caution (i.e., identify and communicate their personal boundaries); or
  - c. go (i.e., continue, or move forward with, the relationship).



It is important to emphasize that this activity is not an opportunity to judge the decisions of others. Rather, it is a chance to think critically about personal boundaries, and it is an opportunity to deepen our respect for the boundaries of others.

5. After reading out a Red Light, Green Light scenario, have the participants move to the traffic light they feel is appropriate. Encourage them to make their own decisions: it is important that they can communicate the reasons behind their choices.



If the room is not conducive to participants moving around, you may:

- hold up each traffic light sheet and have participants raise their hands to represent their response; or
- give each participant three sheets of construction paper (red, yellow, and green) and have them hold up the colour they choose for each scenario.

6. Ask for volunteers to share the reasons why they chose to stop, proceed with caution, or go.
7. Repeat this process as time permits.

8. Ask the participants the following discussion questions:



- a. How did you find answering these questions: was it easy, difficult, or frustrating? Why?
- b. Do you think personal boundaries can change over time? Why or why not?
- c. How can we work together to make sure we are communicating and respecting each other's personal boundaries within our relationships?

# Red Light, Green Light Scenarios

What if your friend or boyfriend / girlfriend / partner...

1. tells you what clothes to wear?
2. gives you the silent treatment when they are mad?
3. criticizes you, but tells you that they are just trying to help?
4. attends your events and cheers you on?
5. takes it out on you when they are in a bad mood?
6. tries to pressure you into doing things that you do not want to do?
7. makes comments about your appearance on social media?
8. wants you to quit an activity, even though you love it (such as the cadet / JCR program)?
9. tells you that you are great just the way you are?
10. reacts in a physical way when they are angry—maybe throwing or breaking things?
11. constantly checks in with you?
12. keeps their personal feelings to themselves?
13. sometimes scares you or makes you feel nervous? or
14. remembers things that are important to you?



# Activity 3

## What Do You Know About Dating Relationships? Quiz

### Estimated Time

15–20 minutes



1. We are going to do a “true or false” quiz to explore some of your beliefs and perceptions about dating relationships.
2. Divide the participants into two groups. Have them stand facing each other, like this:

GROUP 1	GROUP 2
A	E
B	F
C	G
D	H

3. Have one participant select a Relationship Quiz Card from the container and read it. Inform the participants that they have one minute to discuss and decide with the person across from them whether the statement is true or false.
4. Once the time is up, have pairs volunteer to share their answers. After each question, use the Relationship Quiz Cards: Answer Key to provide the correct answer and to share additional information.
5. For the next round, have everyone in Group 2 shift one over spot so they are facing a different person in Group 1, like this:

GROUP 1	GROUP 2
A	H
B	E
C	F
D	G

6. Continue the same procedure until all the cards have been discussed. Have everyone return to their seats.
7. Ask the participants the following discussion questions:



- a. Did you learn anything interesting or surprising?
- b. Healthy relationships do not happen by themselves. They require continuous effort and work. Can you think of ways to improve the quality of your relationships?



# Relationship Quiz Cards

Can we talk? Being able to communicate and share feelings is an important part of a healthy relationship.

True or False?

Small post—big effect! Technology and social media can have a negative impact on our relationships.

True or False?

Relax! Dating violence is a college or university problem. Only a small percentage of high school students experience violence in their dating relationships.

True or False?

Sticks and stones may break my bones, but words will never hurt me. Name-calling and insults are not a big deal.

True or False?

Couples who are in love never fight!  
Conflict in a relationship is unhealthy.

True or False?

Who are you going to call?  
Most youth will turn to adults for help when they are in trouble.

True or False?

Jealousy can be used to control someone.  
Jealousy is not a sign of love.

True or False?



# Relationship Quiz Cards: Answer Key

Can we talk? Being able to communicate and share feelings is an important part of a healthy relationship. True or False?



TRUE: Good communication is an important part of a healthy relationship. Each person in the relationship needs to be able to express themselves. Learning to explain oneself and to communicate needs, expectations, and boundaries are key communication skills.

Small post—big effects! Technology and social media can have a negative impact on our relationships. True or False?



TRUE: At times, using texts or social media can be a fast and easy way to communicate. However, without face-to-face contact, it can be hard to understand what another person is really saying or feeling. Messages that you post—whether they are comments or photos—can be hurtful and difficult or impossible to remove. The important thing to remember is: “Think before you post.” When you need to talk to a friend or dating partner about something important, think about the best way to do this. Sometimes it is best to pick up the phone or to take the time to talk to that person face-to-face.

Relax! Dating violence is a college or university problem. Only a small percentage of high school students experience violence in their dating relationships. True or False?



FALSE: Violence in dating relationships among youth is much more common than most people think. Approximately 33% of youth have experienced physical violence with a dating partner. Over 60% of youth have experienced emotional violence in their dating relationships.

Sticks and stones may break my bones, but words will never hurt me. Name-calling and insults are not a big deal. True or False?



FALSE: Emotional violence can impact our self-esteem and affect our confidence. It does not matter if the name-calling or insults come from a parent, sibling, dating partner, or friend—always remember: words can hurt.

Couples who are in love never fight! Conflict in a relationship is unhealthy. True or False?



FALSE: Most close relationships involve some conflict or disagreement. Disagreeing with someone or having your own opinion is not a bad thing; it is how you communicate and work to solve the problem that makes a relationship healthy or unhealthy.

# Relationship Quiz Cards: Answer Key

Who are you going to call? Most youth will turn to adults for help when they are in trouble. True or False?



FALSE: For a variety of reasons, youth may not turn to adults for help. If they are experiencing violence in a relationship, youth often choose to confide in or seek advice from friends, before they will tell an adult.

To support a friend who is experiencing violence in a relationship, you should know how to listen, be supportive, and link the person to further help.

Jealousy can be used to control someone. Jealousy is not a sign of love. True or False?



TRUE: While we all feel jealous every now and then, jealousy is not a way to show someone that you love them or care about them. Jealousy can be a warning sign of an unhealthy relationship. Rather than showing someone that you love them, jealousy can be about “controlling” a partner’s behaviours. If someone uses jealousy to stop you from talking to other people and seeing friends, this is not about love: it is about control. Setting personal boundaries and communicating openly with your partner can help reduce the harmful effects of jealousy.

# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to about their relationships? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend



1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.



2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.



This is a four-step model that we use to help a friend. Let us consider how we can help Taylor from our scenario. We are going to review the scenario and help Taylor using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Taylor's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Taylor and Breckin have been seeing each other for a few weeks. Breckin is older and is the star hockey player in the community. Taylor is upset and does not know whom to talk to about what happened the other night with Breckin. They were alone together kissing, and he wanted to take things further. She told him no and asked him to stop, but he would not listen. He made her feel guilty for saying no. Taylor thinks she was sexually assaulted, but she feels ashamed to tell anyone as she thinks it was her fault.

You keep trying to get a hold of Taylor because she has not been at school for two days, and she is ignoring your texts. You run into Breckin. When you ask him about Taylor, he tells you not to believe anything she says. You are worried, so you show up at her house. She is acting strangely, and you notice cut marks on her arms.

3. Have the participants go through the four steps of the Look, Listen, Link, Live<sup>®</sup> model by asking the questions below.



STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Taylor needs help?

Possible answers could include:

- Taylor is isolating herself from friends, and she is missing school.
- She is acting differently and has been self-harming by cutting herself.



STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Taylor to talk to her? What would you say?

Possible answers could include:

- Let her know that you are worried about her as she has not been at school.
- Ask her if she is okay.
- Let her know that you care about her and that you are here to listen to her and support her.



STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Taylor for help and support?

Possible answers could include:

- You could go with her to see an adult she trusts, to talk about what happened.
- Taylor could be referred to a counsellor to deal with her feelings and to her stop self-harming.
- If you are afraid for Taylor and feel that she may be at risk for further harm from Brekin, you can tell an adult that you trust and ask for help.



STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Taylor?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Encourage Taylor to do things that make her happy.
- Hang out with Taylor, and show her that you care about her and support her.



4. To summarize, display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- There are many different types of dating relationships.
- Each of us has a responsibility to practice healthy relationships.
- We need to communicate effectively and respect one another's personal boundaries.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Taylor's Story

Taylor and Breckin have been seeing each other for a few weeks. Breckin is older and is the star hockey player in the community. Taylor is upset and does not know whom to talk to about what happened the other night with Breckin. They were alone together kissing, and he wanted to take things further. She told him no and asked him to stop, but he would not listen. He made her feel guilty for saying no. Taylor thinks she was sexually assaulted, but she feels ashamed to tell anyone as she thinks it was her fault.

You keep trying to get a hold of Taylor because she has not been at school for two days, and she is ignoring your texts. You run into Breckin. When you ask him about Taylor, he tells you not to believe anything she says. You are worried, so you show up at her house. She is acting strangely, and you notice cut marks on her arms.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Taylor needs help?
- STEP 2: LISTEN. How would you approach Taylor to talk to her? What would you say?
- STEP 3: LINK. Where would you link Taylor for help and support? Where would you link Breckin for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Taylor?



## References

Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.

Centers for Disease Control and Prevention. (2020). Teen dating violence. Retrieved from [https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen-dating-violence.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Fintimatepartnerviolence%2Fteen\\_dating\\_violence.html](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen-dating-violence.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Fintimatepartnerviolence%2Fteen_dating_violence.html)

Knox, L., Lomonaco, C., & Alpert, E. (2009). Adolescent relationship violence. In C. Mitchell & D. Anglin (Eds.), *Intimate partner violence: A health-based perspective* (pp. 511–530). New York, N.Y.: Oxford University Press.

Mahoney, T. (2010). Police-reported dating violence in Canada, 2008. Retrieved from <https://www150.statcan.gc.ca/n1/pub/85-002-x/2010002/article/11242-eng.htm>

National Domestic Violence Hotline. (2017). Am I a good partner? Text only quiz. Retrieved from <https://www.loveisrespect.org/am-i-a-good-partner-quiz/>

Office for the Prevention of Domestic Violence. (n.d.). Teen dating abuse fact sheet. Retrieved from <https://www.ny.gov/sites/ny.gov/files/atoms/files/teen-fact-sheet.pdf>

Statistics Canada. (2008). Police-reported dating violence in Canada, 2008. Retrieved from <https://www150.statcan.gc.ca/n1/pub/85-002-x/2010002/article/11242-eng.htm>

Stop Violence Against Women. (2006). Cycle of violence. Retrieved from <http://www.domesticviolenceinfo.ca/article/cycle-of-violence-189.asp>

Teen Research Unlimited for Liz Claiborne, Inc. (2008). Tween and teen dating violence and abuse study. Retrieved from <https://www.haven-oakland.org/assets/media/pdf/tru-tween-teen-study-feb-081.pdf>



LESSON 3

# Conflict Resolution

Ages 12–15





# Lesson 3. Conflict Resolution

## Ages

12–15

## Learning Objectives

Cadets and JCRs will be able to:

- Define “empathy” (Activity 1).
- Practice ways to respond to conflict (Activity 2).
- Gather tools to de-escalate conflicts (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 10–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- De-escalating
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- How Would You De-escalate? Scenarios
- How Would You De-escalate? Scenarios: Answer Key
- Lina’s Story
- Support Circles
- Safety Plan



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Understanding Empathy in Conflict Resolution

- Set up the room as an open space so that participants may easily walk around.

## Activity 2. Conflict Resolution

- Prepare and post one piece of flip chart paper at the front of the room, displaying the four conflict scenarios from Activity 2, Paragraph 6.
- Prepare and post one piece of flip chart paper at the front of the room, displaying the six possible responses from Activity 2, Paragraph 9.

## Activity 3. De-escalating Conflict

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › De-escalating.
- Print a copy of the How Would you De-escalate? Scenarios handout for each group.
- Ensure participants have a pen or pencil.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Lina's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else’s experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



Let us talk about some of the skills we need in healthy relationships. Conflict resolution is one of them.

Conflict is a natural part of life. While we can try our best to avoid conflict, at some point we will find ourselves disagreeing with someone. The outcome of any conflict—big or small—depends on how both people respond to the conflict, manage their emotions, and choose to resolve the disagreement.

Being able to resolve and work through conflict is an important part of a healthy relationship.

In this lesson, we are going to look at how to de-escalate a conflict by understanding our feelings and by responding calmly.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Lina finally has a date this Friday. She is feeling excited but very nervous. She had a bad breakup with her last partner. She has had trouble trusting people since then. Lina never talked to anyone about her last relationship, and she feels agitated and angry all the time. She is hoping this date goes well and that it will help her move on.

She tells her mom that she is going out on Friday. Her mother informs her they have a dinner with her Grandma who is not feeling well, so Lina will have to reschedule her date. Lina bursts into tears at this news and begins yelling and screaming at her mother. Her mother tries to talk to her, but Lina will not listen. Lina starts shouting, “You do not care about my life at all! I never want to do anything with this family!” Lina runs to her room and slams the door.

Lina sends you an emoji with a sad face and tears, and she asks you to come over. When you see Lina, she is red in the face and shaking. She bursts into tears.

Is this a positive or negative response to the conflict? Why?

Answer:



Negative. Lina is being disrespectful to her mother by yelling and making hurtful comments.



How could Lina and her mom work towards resolving this conflict?

Possible answers could include: Lina could remain calm and try to work out a solution or a compromise with her mom, such as going to her grandmother's for dinner and then out on her date afterwards.



We are going to do an activity that will help us learn conflict resolution skills.

# Activity 1

## Understanding Empathy in Conflict Resolution

### Estimated Time

10–15 minutes

- 
1. An important part of being able to resolve conflict is having empathy.
  2. Ask the participants to give an example of empathy.

Here is an example:



Joe sees another cadet / JCR, Derick, being teased. He sees that Derick is really hurt and upset. Joe does not choose to ignore Derick or dismiss Derick's experience as no big deal. Instead, Joe thinks back to how it felt when he himself was teased before, and how it made him feel. This helps Joe understand why Derick is so upset and allows Joe to offer support and understanding.

3. Having empathy helps us to “respond” rather than to “react” in a conflict situation. When we “respond” with empathy, we can help de-escalate a conflict situation.
4. We are going to play a game that explores different feelings, and we will practice expressing those feelings.
5. The first step of the game is to “walk and freeze”. When I say walk, you need to walk through the room, silently and without touching anyone. You should walk quickly—no running—keeping your arms at your sides. Walk in random directions, not just in a circle. When I say freeze, stand completely still as a statue. Hold your position until I say walk, and then you may start walking silently and randomly through the room once again.
6. The second step of the game is to “walk and express”. As you walk, I will call out an emotion, such as “happy”. I will then count down to three before I tell you to freeze again: three, two, one, freeze! You need to freeze in a position that represents the emotion I called out. After you hold the position for a few moments, I will once again call out walk, and you can unfreeze and walk through the room again.

7. Call out some emotions from the list below:

- 
- happy;
  - sad;
  - shy;
  - scared;
  - angry;
  - uncomfortable;
  - relieved;
  - nervous;
  - excited;
  - confident; or
  - embarrassed.

8. After you have carried out the activity for a few minutes, have the participants sit down. Ask some of the following questions, based on the time available:



a. What was it like to communicate these emotions without using words?

Possible answers could include:

- fun;
- easy; or
- hard.



b. Did your expressions (statues) come easily, or did you have to think about it? Why do you think that is?

Possible answers could include:

- It was easy, because these feelings are part of life that we experience every day.
- It was hard, because I had to think about what the word meant.
- It was hard, because I am not used to talking about feelings.



c. Did anyone begin to feel the emotion in their bodies when they made the statue?

Our feelings and our bodies are very connected. When we act out emotions, our bodies will often physically respond as well. Feelings such as anger will cause our bodies to produce adrenaline. Physical responses, such as adrenaline, can impact the way we think and behave.

d. Did you notice any similarities or differences among the different statues?

We all have different ways of expressing ourselves. Some people are very expressive, while others do not show very much emotion.

e. “Empathy” is the ability to understand and share how someone else is feeling by imagining what it would be like to be in that person’s situation. How do you think understanding another person’s feelings can help in resolving a disagreement or a conflict?

Possible answers could include:

- Empathy allows you to understand what the other person is going through and why they might be upset.
- It lets you put yourself in their shoes and ask yourself how you would feel in the same situation.
- It helps you understand the situation from both sides, so you can work toward resolving the conflict.

This activity has been adapted with permission from the WITS LEADS Program, <https://witsprogram.ca/schools/leads-program>

# Activity 2

## Conflict Resolution

### Estimated Time

15–20 minutes



1. What types of conflict do youth experience?

Possible answers could include disagreements with:

- parents;
- peers;
- friends;
- other cadets / JCRs;
- patrol leader;
- flight commander; or
- dating partners.



2. Each of us deals with conflict differently. I am going to read various ways people respond to conflict. I want you to think about whether any apply to you. You do not have to share any of your thoughts or responses to the statements.

When dealing with conflict:

- I feel uncomfortable and avoid it all together.
- I get angry.
- I pretend nothing is wrong.
- I blame the other person for the conflict.
- I let the other person have their way, even if I do not agree.
- I yell and scream.
- It is important for me to always be right.
- I take deep breaths.
- I try to be reasonable and calm and talk about the problem.
- I listen to the other person's point of view and why they are upset.
- I talk to an adult or a friend about the conflict and ask for advice on how to deal with it.
- I suggest ways to resolve the conflict so the resolution works for both people.

3. When conflict happens and we react without thinking or taking the time to listen to the other person, it can often “escalate” the conflict, which means to make it worse.

When we respond calmly and think about our actions, the level of disagreement will often de-escalate. To “de-escalate” means to act in a way that decreases the intensity of a conflict.

4. We will now use role plays to practice ways to de-escalate and resolve conflict.

5. Explain that you have posted a list of four conflict scenarios at the front of the room.



6. Read out the scenarios on the piece of flip chart paper:

- a. Your friend is mad at you because you did not show up at the recreation centre last night. You had way too much homework.
- b. You have an argument with your friend because they shared a video that you felt was embarrassing, and it hurt your feelings. They thought it was funny and harmless.
- c. You get in a fight with your sibling because they took your shirt and wore it to school without asking permission.
- d. Your dad is mad at you for crashing the ATV and not telling him. He is yelling and telling you that you can never drive it again.

7. Divide the participants into small groups (four or fewer participants per group). Assign each group a scenario. Explain that they will be role playing their scenario and a response that they choose.



8. Explain that you have posted a list of possible responses at the front of the room.

9. Read out the possible responses on the piece of flip chart paper:

- a. Tell the other person that you need to calm down first and that you will talk about the situation later. Walk away, but come back later to work on resolving the issue.
- b. Listen to the other person's point of view and the reasons they are upset. Let them know you understand how they are feeling.
- c. Talk about and name your own feelings to help the other person understand you.
- d. Accept responsibility for your actions, and apologize.
- e. Remain calm and open to working towards a solution by making suggestions to resolve the conflict.
- f. Ask an adult or a friend for advice on how to resolve the conflict.



The number of participants will determine the size of the groups and how you choose to assign the scenarios—whether you will need to use them all, or whether you will need to repeat scenarios.

Participants who do not wish to role play can explain their response to the large group.

10. Have each group choose one or two responses they will use to create their response to their scenario. The groups may also choose to make up their own responses, if they wish.

11. Give the participants time to prepare and to practice.



12. Have groups volunteer to share their role plays. Ask the participants the following questions:

- a. Would the strategy you chose help to resolve the conflict in a real-life situation? Why or why not?
- b. What are some other skills or strategies that might be helpful in de-escalating and resolving conflicts?

# Activity 3

## De-escalating Conflict

### Estimated Time

15–20 minutes



1. We are going to talk about how to de-escalate a conflict so people can be calm and work towards a solution. Think back to the scenario with Lina. Her anger got in the way of working out a solution with her mom and allowing them to understand each other's perspectives.



2. Display the De-escalating content, using the presentation slide or the alternative method you have prepared. Explain the steps for de-escalating a conflict.



### De-escalating

STEP 1: STOP. Think about ways to calm yourself. Examples include:

- Take deep breaths.
- Go for a walk.
- Listen to music.

STEP 2: THINK. Think about what you want, and try to understand the other person's point of view.

For example, Lina wanted to go out on a date, but her mom wanted her to visit her sick grandmother. If Lina stopped and tried to understand her mom's perspective, Lina would find out that her mom is really concerned about her grandmother and wants to make sure the family is spending time with her. Lina's mom could also listen to Lina explain why she feels so strongly about not attending the dinner.

Empathy is an important part of conflict resolution. "Empathy" is the ability to understand and share how someone else is feeling by imagining what it would be like to be in that person's situation.

STEP 3: FEEL. Recognize your feelings. Be aware of what is making you upset so that you can manage your anger and your other emotions, such as sadness or frustration.

Anger is often a secondary emotion that arises from a primary emotion, such as frustration or disappointment.

For example, Lina exploded at her mom and was unable to listen to what she had to say.

What was going on for Lina that may have contributed to her losing her temper with her mom?

Answer:



Lina had been through a bad breakup and had never talked about it with anyone. She really wanted this date to work.



STEP 4: ACT. Work to resolve the conflict. When we see conflict as a natural part of relationships, we can focus on finding a solution instead of deciding who is right or wrong.

For example, Lina could make a compromise with her mom: she could go visit her grandmother and then go on her date afterwards. Another option could be that Lina could commit to visit her grandmother the next day.

There will be times when it will not be possible to effectively de-escalate a conflict. In these situations, always remember your personal safety. Your personal safety is the most important thing. If you ever feel that you are in danger, leave the situation: do not try to de-escalate the conflict.

3. Divide the participants into small groups (four or fewer participants per group). Distribute a copy of the How Would you De-escalate? Scenarios handout to each group. Assign each group one of the scenarios.
4. Allow the groups time to read their scenarios and work through the four steps for de-escalating conflict. Have them fill in their responses after each step. As part of Step 4, they will need to come up with a solution to de-escalate the conflict.



The number of participants will determine the size of the groups and how you choose to assign the scenarios—whether you will need to use them all, or whether you will need to repeat scenarios.

You may also choose to work through the scenarios as a large group.

If some groups are struggling to come up with responses, use the How Would You De-escalate? Scenarios: Answer Key to cue them with ideas.

5. Have each group share their scenario and the answers they came up with for each step of the process. Use the How Would You De-escalate? Scenarios: Answer Key to supplement the discussion with any points that may have been missed.
6. Go around the room and ask the participants the following questions:



- a. Was it helpful going through the four-step process? Why or why not?
- b. What are some other skills or strategies that might be helpful in de-escalating and resolving conflict?

# How Would You De-escalate? Scenarios

## Scenario 1

One weekend, you plan to take your new girlfriend to a party at your friend's place. Your girlfriend says that she would rather go to a movie with you alone, since she is not comfortable with your group of friends yet. You get angry and start yelling at your girlfriend that she is selfish. She storms out of the room.

STEP 1: STOP.

---

---

---

---

STEP 2: THINK.

---

---

---

---

STEP 3: FEEL.

---

---

---

---

STEP 4: ACT.

---

---

---

---



# How Would You De-escalate? Scenarios

## Scenario 2

You have been playing basketball after school with your best friend, Anthony, at the community centre for years. You both try out for the school basketball team. While you make the team, Anthony is cut. He is bummed out, but you tell him he needs to get over it. He keeps sending you mean text messages arguing that he is just as good of a player and it is not fair. Later, you see him in the hallway at school and he tells you that he does not want to hang out anymore. You are really upset.

STEP 1: STOP.

---

---

---

---

STEP 2: THINK.

---

---

---

---

STEP 3: FEEL.

---

---

---

---

STEP 4: ACT.

---

---

---

---



# How Would You De-escalate? Scenarios

## Scenario 3

You are good friends with both Liz and Hardeep. The three of you do everything together. One day Liz tells you that Hardeep hurt her feelings and she does not want to hang out with her anymore. Later, you are standing with Liz by your locker and Hardeep approaches. Liz grabs you by the arm and gets you to walk away without saying hi. Later in the lunch room, Hardeep approaches to sit at your table, and Liz tells her there is no room. You feel uncomfortable and try to talk to Liz about it. She tells you that she is the only friend you need. Hardeep shows up at your house that evening and bursts into tears when you answer the door.

STEP 1: STOP.

---

---

---

---

STEP 2: THINK.

---

---

---

---

STEP 3: FEEL.

---

---

---

---

STEP 4: ACT.

---

---

---

---



# How Would You De-escalate? Scenarios: Answer Key

## Scenario 1

STEP 1: STOP. Take a few deep breaths and calm down before you talk to your girlfriend.

STEP 2: THINK. Do you want to stay in the relationship? Your girlfriend is shy, and you know that your friends are loud and like to joke around a lot. How can you make your girlfriend feel comfortable around your friends? Your friends are important to you. How can you ensure that you are still able to hang out with your friends?

STEP 3: FEEL. What happened made you feel angry. Do you feel upset that your girlfriend does not seem to like your friends? Are you afraid that you will have to give up your friends for your girlfriend?

STEP 4: ACT. Let your girlfriend know that she is very important to you, and that your friends are also very important. Suggest that you go to the party for a short time and then catch a late movie.

## Scenario 2

STEP 1: STOP. Take a few deep breaths and calm down.

STEP 2: THINK. Anthony has always been a good friend to you, and you want to stay friends and hang out. You also want to play basketball without feeling guilty. You understand how being cut from the team would be awful. You love basketball, and you know that you would be really upset if that happened to you.

STEP 3: FEEL. Anthony's text messages and reaction made you feel very upset. You are afraid of losing Anthony as a friend.

STEP 4: ACT. Ask for help from your basketball coach. See if he can talk to Anthony to explain why he was cut and offer support. Approach Anthony and say you are sorry this happened, and you really want to stay friends. Let him know that he is an important person in your life and that you want to work through this conflict. Set some boundaries around how you deal with conflict; for instance, you need to be able to talk about stuff in a respectful way. Ask Anthony if he wants to go shoot some hoops at the community centre.



# How Would You De-escalate? Scenarios: Answer Key

## Scenario 3

STEP 1: STOP. Take a few deep breaths and calm down.

STEP 2: THINK. You want all three of you to be friends again and get along. What you and Liz did to Hardeep was very hurtful, and you understand why she is so upset.

STEP 3: FEEL. You are upset that you hurt Hardeep's feelings. You feel pressured by Liz to go along with what she wants. This is unnecessary drama in your life that is creating stress.

STEP 4: ACT. Apologize to Hardeep for your hurtful behaviour. Let her know that you want to stay friends. Plan for the three of you to meet so you can talk through what happened between Liz and Hardeep and try to come to a resolution. Make sure everyone feels heard and respected. Ask for help from an adult, if needed. If Liz decides she does not want to be friends with Hardeep, then have them at least make a plan to agree to still be respectful toward each other and to respect that you will remain friends with them both.



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded the safe people they would talk to. Are these the same people they would talk to about resolving conflict in their relationships? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend



1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.



2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.



This is a four-step model that we use to help a friend. Let us consider how we can help Lina from our scenario. We are going to review the scenario and help Lina using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Lina's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Lina finally has a date this Friday. She is feeling excited but very nervous. She had a bad breakup with her last partner. She has had trouble trusting people since then. Lina never talked to anyone about her last relationship, and she feels agitated and angry all the time. She is hoping this date goes well and that it will help her move on.

She tells her mom that she is going out on Friday. Her mother informs her they have a dinner with her Grandma who is not feeling well, so Lina will have to reschedule her date. Lina bursts into tears at this news and begins yelling and screaming at her mother. Her mother tries to talk to her, but Lina will not listen. Lina starts shouting, "You do not care about my life at all! I never want to do anything with this family!" Lina runs to her room and slams the door.

Lina sends you an emoji with a sad face and tears, and she asks you to come over. When you see Lina, she is red in the face and shaking. She bursts into tears.

3. Have the participants go through the four steps of the Look, Listen, Link, Live<sup>®</sup> model by asking the questions below.



STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Lina needs help?

Possible answers could include:

- Lina sent the sad emoji and asked you to come over, which may indicate that she wants to talk about something bothering her.
- She is visibly upset and starts crying.



STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Lina to talk to her? What would you say?

Possible answers could include:

- Comfort Lina, and try to help her calm down.
- Get her to take some deep breaths.
- Ask her if she is okay, and let her know that you are here to listen.



STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Lina for help and support?

Possible answers could include:

- Encourage Lina to talk to her mom and share her feelings about what has been going on.
- See if Lina and her mom can work out a compromise for Friday night.
- Let Lina know that you are available to listen to her and support her.
- Encourage her to talk to a counsellor about her breakup so she can work through her feelings of anger and mistrust and find healthy ways to cope.



STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Lina?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Do something fun with Lina that you both like.
- Offer to go with Lina to visit her grandmother.



4. To summarize, display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- Conflict is a natural part of life. While we can try our best to avoid conflict, at some point we will find ourselves disagreeing with someone.
- The outcome of any conflict—big or small—depends on how both people respond to the conflict, manage their emotions, and choose to resolve the disagreement.
- Everyone has a right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Lina's Story

Lina finally has a date this Friday. She is feeling excited but very nervous. She had a bad breakup with her last partner. She has had trouble trusting people since then. Lina never talked to anyone about her last relationship, and she feels agitated and angry all the time. She is hoping this date goes well and that it will help her move on.

She tells her mom that she is going out on Friday. Her mother informs her they have a dinner with her Grandma who is not feeling well, so Lina will have to reschedule her date. Lina bursts into tears at this news and begins yelling and screaming at her mother. Her mother tries to talk to her, but Lina will not listen. Lina starts shouting, "You do not care about my life at all! I never want to do anything with this family!" Lina runs to her room and slams the door.

Lina sends you an emoji with a sad face and tears, and she asks you to come over. When you see Lina, she is red in the face and shaking. She bursts into tears.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Lina needs help?
- STEP 2: LISTEN. How would you approach Lina to talk to her? What would you say?
- STEP 3: LINK. Where would you link Lina for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Lina?



## References

Adler, R. & Rodman, G. (2009). *Understanding human communication* (10th ed.). New York, N.Y.: Oxford University Press.

Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, *Psychological First Aid Pocket Guide* (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.

Empathy Library. (2016). What is empathy. Retrieved from <http://empathylibrary.com/what-is-empathy>

Erozkan, A. (2013). The effect of communication skills and interpersonal problem-solving skills on social self-efficacy. *Educational Sciences: Theory & Practice*, 13(2), 739–745.

School Tools. (2016). Analyzing conflict. Retrieved from <http://www.schooltools.info/analyzing-conflict>

Scott, W. (2008). Communication strategies in early adolescent conflict: An attributional approach. *Conflict Resolution Quarterly*, 25(3), 375–400.

WITS Program. (No Date). WITS LEADS Program. Retrieved from <https://witsprogram.ca/school/wits-leads-program/>



LESSON 4

# Sexual Orientation and Gender Identity

Ages 12–15





# Lesson 4. Sexual Orientation and Gender Identity

---

## Ages

12–15

## Learning Objectives

Cadets and JCRs will be able to:

- Describe the concepts of gender identity, gender expression, sex assigned at birth, and sexual orientation (Introduction and Activity 1).
- Take on the role of an ally (Activity 2).
- Recognize gender stereotypes (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 10–15 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Sexual Orientation
- Gender Identity
- Types of Sexual Orientation
- Types of Gender Identity
- Gender Unicorn
- Homophobia and Transphobia
- What is an Ally?
- Gender Expression
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Terminology and Definitions Cards
- Gender Unicorn Scenarios
- I Can Be An Ally: Role Play Scenario Cards
- Gender Stereotypes Scenarios
- Gender Stereotypes Scenarios: Answer Key
- Jonas' Story
- Support Circles
- Safety Plan

# Lesson Preparation

## Introduction

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Sexual Orientation;
  - › Gender Identity;
  - › Types of Sexual Orientation; and
  - › Types of Gender Identity.
- Gather or prepare a set of Terminology and Definitions Cards for each group.

## Activity 1. The Gender Unicorn

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Gender Unicorn.
- Print a copy of the Gender Unicorn Scenarios handout for each group.
- Ensure participants have a pen or pencil.

## Activity 2. How to be an Ally

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Homophobia and Transphobia; and
  - › What is an Ally?
- Gather or prepare a set of I Can Be An Ally: Role Play Scenario Cards for each group.
- Ensure participants have a pen or pencil.

## Activity 3. Exploring Gender Stereotypes

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Gender Expression.
- Use the Gender Stereotypes Scenarios handout to print a scenario for each group.
- Ensure participants have a pen or pencil.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Jonas' Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

10–15 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else’s experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



1. In this lesson, we are going to look at how people identify their gender as male, female, transgender, or another appropriate term suitable for that person. We will also explore sexual orientation and to whom people are attracted. This is all part of our personal identity and helps to make up who we are.
2. All of us have different beliefs based on how we were raised in our families and based on our religious and cultural beliefs. Some of the information in this lesson may be contrary to what you have been taught or what you believe. We all have the right to our own thoughts and beliefs. However, according to Canadian Human Rights legislation, we do not have the right to discriminate against, exclude, or threaten people based on their sexual orientation, gender identity, or gender expression.
3. Adolescence is a time when youth are developing their own identity and figuring out who they are in the world. Part of this is figuring out with what gender we identify and to whom we are attracted, romantically and sexually.



4. Display the Sexual Orientation content, using the presentation slide or the alternative method you have prepared.



## Sexual Orientation

“Sexual orientation” refers to a person’s feelings of sexual and romantic attraction.

The term “sexual attraction” is sometimes used instead of “sexual orientation” because our relationships are very diverse, and they are always changing. People can be romantically, physically, and sexually attracted to people of any gender, including the same gender as themselves, more than one gender, or no gender at all.



5. Display the Gender Identity content, using the presentation slide or the alternative method you have prepared.



## Gender Identity

“Gender identity” is about how you feel about yourself as male, female, both, in between, or neither.



At birth, we are assigned a sex: male or female. This is based on whether we are born with male or female sexual body parts.

Your sex assigned at birth and your gender identity do not always match. There are numerous possible gender identities in addition to male / boy or female / girl.

Each person determines their own gender identity, and a person's gender identity can change over time.

6. Based on hearing those two definitions, can anyone tell me the difference between “sexual orientation” and “gender identity”?

Allow the participants time to answer.

Answer:



“Sexual orientation” is about to whom you are attracted, romantically and sexually. For example, consider a person who identifies as a female and is attracted to males. A term used to describe her sexual orientation is “heterosexual”.

“Gender identity” is about how you feel about yourself as male, female, both, in between, or neither. For example, consider a person who was assigned “male” at birth, but identifies as a female. They may identify as transgender.

7. We will be playing a match-up game to explore the terms that describe sexual orientation and gender identity.
8. Divide the participants into small groups (four or fewer participants per group). Distribute a set of the Terminology and Definitions Cards to each group.
9. The Terminology Cards contain the different terms for sexual orientations and gender identities—important aspects of who we are. The Definitions Cards contain the definitions that match up with each term. In your groups, you will have a few minutes to match each term with its definition. Some of the terms may not be familiar to you, so you may have to guess.



10. When all the groups have completed the activity, display the Types of Sexual Orientation and Types of Gender Identity content, using the presentation slides or the alternative method you have prepared. Go through each term and definition. Ask for a show of hands from each group if they made the correct match.



## Types of Sexual Orientation:

- **Heterosexual:** A term used to describe a person who is emotionally, physically, or sexually attracted to someone of the opposite gender; also referred to as “straight”. For example, a person who identifies as male is attracted to a person who identifies as female.
- **Lesbian:** A term used to describe a female-identified person who is romantically and sexually attracted to other females.
- **Gay:** A term used to describe a male-identified person who is romantically and



“Gay” also refers to a person who is romantically and sexually attracted to people of the same gender. Some people may use the word “homosexual”; however, it is not as commonly used today.



sexually attracted to other males.

- Bisexual: A term used to describe a person who is romantically and sexually attracted to more than one gender.
- Pansexual: A term used to describe a person who is attracted to people for who they are as a person, regardless of their gender.
- Asexual: A term used to describe a person who does not have feelings of sexual attraction for people of any gender.

### Types of Gender Identity:

- Transgender: A term used by people whose gender identity does not match up with their sex assigned at birth. For example, they are born a male / boy but feel and identify as a female / girl.
- Cisgender: A term used to describe people whose gender identity matches their sex assigned at birth; for example, a person who is born a male / boy and identifies as, and feels like, a male / boy throughout his life.
- Genderqueer: A term that refers to people who identify outside the conventional gender categories of male or female.
- Two-spirit (2S): A term used by some Indigenous people (First Nations, Inuit, or Métis) to describe individuals who have both a feminine and masculine spirit living in their body.



11. Ask the participants the following questions:

- a. What was new information for you in this activity?
- b. What did you already know or had heard before?
- c. Is there anything that you do not understand or have questions about?
- d. Why do you think it is important that we understand the different sexual orientations and gender identities with which people may identify?

Possible answers could include:

- Your sexual orientation and gender identity are important parts of who you are, and learning this can help you understand yourself and the world around you.
- The information can help you to be more accepting of others.



# Terminology and Definitions Cards

## Terminology Cards

Heterosexual	Lesbian
Gay	Bisexual
Pansexual	Asexual
Two-spirit (2S)	Transgender
Cisgender	Genderqueer



# Terminology and Definitions Cards

## Definitions Cards

<p>A term used to describe a person who is emotionally, physically, or sexually attracted to someone of the opposite gender; also referred to as “straight”, e.g., a male-identified person is attracted to a female-identified person.</p>	<p>A term someone might use if they are a female-identified person who is romantically and sexually attracted to other females.</p>
<p>A term someone might use if they are a male-identified person who is romantically and sexually attracted to other males.</p>	<p>A term used to describe a person who is romantically and sexually attracted to more than one gender.</p>
<p>A term used to describe a person who is attracted to people for who they are as a person, regardless of their gender.</p>	<p>A term used to describe a person who does not have feelings of sexual attraction for people of any gender.</p>
<p>A term that is used by people whose gender identity does not match up with their sex assigned at birth, e.g., a person is born a male / boy but feels and identifies as a female / girl.</p>	<p>A term used to describe people whose gender identity matches their sex assigned at birth, e.g., a person is born a male / boy and identifies and feels like a male / boy.</p>
<p>A term that refers to people who identify outside the categories of male or female.</p>	<p>A term used by some Indigenous people (First Nations, Inuit, or Métis) to describe individuals who have both a feminine and masculine spirit living in their body.</p>



# Activity 1

## The Gender Unicorn

### Estimated Time

15–20 minutes

1. Now we are going to look at how all the terms we examined in the match-up game, work together to help make up a person's identity.
2. Display the Gender Unicorn content, using the presentation slide or the alternative method you have prepared.

The Gender Unicorn is one tool for understanding and exploring your own identity. The unicorn has four features: a rainbow, a dotted line, a pair of hearts, and a double helix.

The rainbow represents our “gender identity”—how we feel about being male, female, or something different. The dotted line represents our “gender expression”—how we present our gender on the outside. The hearts represent our “sexual orientation”—to whom we are physically and emotionally attracted. The double helix represents the sex we were assigned at birth, which is based on our sexual body parts.

**The Gender Unicorn**

Graphic by: **TSER**  
Trans Student Educational Resources

**Gender Identity** (Rainbow)

- Female/Woman/Girl
- Male/Man/Boy
- Other Gender(s)

**Gender Expression** (Dotted Line)

- Feminine
- Masculine
- Other

**Sex Assigned at Birth** (Double Helix)

- Female
- Male
- Other/Intersex

**Physically Attracted to** (Hearts)

- Women
- Men
- Other Gender(s)

**Emotionally Attracted to** (Hearts)

- Women
- Men
- Other Gender(s)

To learn more, go to:  
[www.transstudent.org/gender](http://www.transstudent.org/gender)

Design by Landyn Pan and Anna Moore

3. Divide the participants into small groups (four or fewer participants per group). Distribute a copy of the Gender Unicorn Scenarios handout to each group.
4. Explain that each group will read the four different scenarios. Then they will decide where each scenario best fits with the Gender Unicorn. Does the scenario belong with the rainbow, the green dotted line, the hearts, or the double helix?
5. Have the participants use the following number scale to place a number beside each scenario:
  - no. 1. gender identity (rainbow);
  - no. 2. gender expression (green dotted line);
  - no. 3. sexual orientation (hearts); or
  - no. 4. sex assigned at birth (double helix).
6. Use the following speaking notes to briefly review each of the four features of the Gender Unicorn and to review the correct answers to the Gender Unicorn Scenarios.



“Gender identity” is about how you feel about yourself as male, female, both, in between, or neither.

The correct scenario for this feature of the Gender Unicorn is Gwen’s scenario. Gwen is choosing her own gender identity outside of being male or female.

Everyone has the right to determine their own gender identity and to be who they feel they are.

“Gender expression” is how we choose to express our gender identity on the outside. This is reflected in how we dress, how we wear our hair, how we use our voice, how we use our body language, and how we act in other ways. Our gender expression can also include the name we choose to be called and the pronouns we use to refer to ourselves. For example, a person may not want to be called “he” or “she” and may choose to be called “they” instead.

The correct scenario for this feature of the Gender Unicorn is Seth’s scenario. Seth is choosing to express his gender identity in a way that fits best for him—with feminine clothing.

What are some of the unique ways that you express your gender identity?

“Sex assigned at birth” refers to how, when we are born, our sex is assigned based on our sexual body parts. You are assigned “male”, “female”, or “other”.

The correct scenario for this feature of the Gender Unicorn is Darien’s scenario. Darien was assigned “male” at birth, based on his sexual body parts.

There are more than just two ways bodies can develop: think about the over seven billion people living on our planet. There is so much natural diversity among all the species on earth that we should not be surprised when some people develop in unique ways.

Some people are born with different variations in their sexual body parts, internal organs, or sex characteristics (such as Adam’s apples or breasts). Some people are born with a unique chromosomal makeup. The thing to know is that all people—with any kind of body, identity, or experience—deserve respect.



“Sexual orientation” or “sexual attraction” is about whom you are attracted to and with whom you want to have a relationship.

The correct scenario for this feature of the Gender Unicorn is Riley’s scenario. Riley has identified himself as being gay. He is a male who is romantically and sexually attracted to other males.

Not everyone knows their sexual orientation, and some people are not sure how to identify themselves, which is okay. How people identify their sexual orientation, and whom people are attracted to, can remain the same throughout their lives or can change over time.

Do you think every human being on the planet fits one of the sexual orientation and gender identity terms we identified earlier?

Possible answers could include:

- No, it is okay if you do not want a label for your sexual orientation or gender identity.
- You do not need to use any of the terms discussed in this lesson if you do not feel they fit for you.



7. Ask the participants the following discussion questions:

- a. What do you think about the Gender Unicorn?
- b. Did you learn anything new or challenging?
- c. Is there anything we discussed that is confusing or that you have questions about?
- d. What will you do differently after learning this information?



# Gender Unicorn Scenarios

Please read the four scenarios. Then, decide where each scenario best fits with the Gender Unicorn. Does the scenario belong with the rainbow, the green dotted line, the hearts, or the double helix?

Please use the following number scale to place a number beside each scenario:

- no. 1. gender identity (rainbow);
- no. 2. gender expression (green dotted line);
- no. 3. sexual orientation (heart); or
- no. 4. sex assigned at birth (double helix).

	Riley is a male and has just come out to his family that he is attracted to other males.
	Seth loves to dress and act feminine. He loves bright, sparkly clothes and is cheerful and outgoing. He is expressing himself in a way that fits best for him.
	Darien was assigned “male” at birth based on his sexual body parts.
	Gwen was assigned “female” at birth, but she does not feel like a girl. She also does not relate to identifying as a male. She considers herself something different, outside of male and female genders.



# Activity 2

## How to be an Ally

### Estimated Time

15–20 minutes



1. We all have some understanding of the different terms people use to describe their sexual orientation and their gender identity. Now, we are going to look at how we can be allies and support anyone who is being treated badly or unfairly because of their sexual orientation or gender identity.
2. Have the participants turn to a partner and think of a time when they witnessed or heard of a person being treated badly because of their sexual orientation or gender identity. Have them share the story with their partner, and also whether or not they took action to stand up in support of the person being treated poorly.



3. In these kinds of situations, what are some reasons people do not take action to stand up in support of the person being treated badly?

Possible answers could include:

- I was afraid for my safety.
- The person was older.
- The person was in a position of power.
- My friend was the person treating someone else badly, and I was afraid to stand up to them.
- I did not know what to do.
- I was afraid that I would make the situation worse.



4. Display the Homophobia and Transphobia content, using the presentation slide or the alternative method you have prepared.



### Homophobia and Transphobia

“Homophobia” is the fear or hatred of, aversion to, and discrimination against homosexuals or homosexual behaviour.

“Transphobia” is the fear, hatred, disbelief, or mistrust of people who are transgender, people who are thought to be transgender, or people whose gender expression does not conform to traditional gender roles.

5. What can cause some people to fear and mistrust those with a different sexual orientation or gender identity than their own?

Allow the participants time to answer.

Possible answers could include:

- lack of understanding: not everyone has had education explaining what it means to be gay or transgender, and people fear the unknown and things that are different;
- religious beliefs that promote heterosexual relationships—though not all religious people are homophobic; or

- historical beliefs: some older people grew up with homophobic attitudes that were passed down throughout history, and they may struggle to change what they have believed for so long.



6. We are going to do an activity that will teach us some strategies to stand up to homophobia and transphobia and to support the rights of youth who face discrimination based on their sexual orientation or their gender identity. We are going to practice being an “ally”.



Display the What is an Ally? content, using the presentation slide or the alternative method you have prepared.



## What is an Ally?

An “ally” is someone who supports and stands up for the rights and dignity of individuals and identity groups that are different from their own.



7. Divide the participants into groups of three. Distribute an I Can Be An Ally: Role Play Scenario Card to each group. Have the groups role play the scenario using the three-step response on the card. Give each group a few minutes to prepare their role play, and then have groups volunteer to share their role play in front of the larger group.
8. What are some actions you can take to ensure that cadets / JCRs in your corps / squadron / patrol feel safe and included?

Possible answers could include:

- I can choose not to take part in name-calling or slurs.
- I can tell my peers and younger cadets / JCRs to stop using jokes that make fun of people’s sexual orientation or gender identity.
- I can take the time to get to know people and not make assumptions about them.
- I can pay attention to words that make people feel excluded, and I can avoid using those words.
- I can take actions that include and welcome people who seem different from me.
- I can become informed about things that I see as different.
- I can have the courage to stand up and take action when I see people being treated differently or poorly due to their sexual orientation or gender identity.



9. When we open ourselves to others—especially those who may be different than us—we can build understanding, healthy relationships, and safe, inclusive communities for everyone.

# I Can Be An Ally: Role Play Scenario Cards

## Scenario 1

Gabe overhears a group of boys talking about a party on the weekend. When he walks up to the group, Adam says, "Gabe, you are definitely not invited. No homos allowed!"

STEP 1: INTERVENE. Stop the comments or behaviour.

STEP 2: EDUCATE. Explain the impact that the words or actions can have on others.

STEP 3: RESPECTFULLY CHALLENGE. Discuss why the behaviour must stop and why it is wrong. Do it in a way that is safe and respectful. Do not yell at or belittle the other person.

## Scenario 2

Sara likes to dress in a masculine way, has very short hair, and does not wear any makeup. One day in the school change room, someone says, "What you looking at, Sara? Want to see what a real girl looks like?"

STEP 1: INTERVENE. Stop the comments or behaviour.

STEP 2: EDUCATE. Explain the impact that the words or actions can have on others.

STEP 3: RESPECTFULLY CHALLENGE. Discuss why the behaviour must stop and why it is wrong. Do it in a way that is safe and respectful. Do not yell at or belittle the other person.

## Scenario 3

Maya recently came out as a lesbian to her group of friends. This morning, one of them came up to her and said, "We do not think you should hang out with us anymore. We do not want you hitting on us or something."

STEP 1: INTERVENE. Stop the comments or behaviour.

STEP 2: EDUCATE. Explain the impact that the words or actions can have on others.

STEP 3: RESPECTFULLY CHALLENGE. Discuss why the behaviour must stop and why it is wrong. Do it in a way that is safe and respectful. Do not yell at or belittle the other person.



# Activity 3

## Exploring Gender Stereotypes

### Estimated Time

15–20 minutes



1. Display the Gender Expression content, using the presentation slide or the alternative method you have prepared.



### Gender Expression

“Gender expression” is how a person expresses their gender identity on the outside. This is reflected in how we dress, how we wear our hair, how we use our voice, how we use our body language, and how we act in other ways. Our gender expression can also include the name we choose to be called and the pronouns we use to refer to ourselves. For example, a person may not want to be called “he” or “she” and may choose to be called “they” instead.

The messages we get about “gender roles”—how we are expected to act based on our assigned or perceived sex—can cause a lot of pressure for youth. We see this when someone decides not to conform to a certain gender role and has a different gender identity than male / boy or female / girl. We are going to examine some of the stereotypes around gender roles.

2. Divide the participants into small groups (four or fewer participants per group). There are four different Gender Stereotypes Scenarios. You can decide how many of the scenarios you wish to use, depending on the time available and the number of groups. Distribute the Gender Stereotype Scenario(s) you have chosen to each group. Give the groups a few



You may decide that a large group discussion is a more appropriate way for your participants to learn.

minutes to read their scenario and answer the question(s) within the group.

3. Once the time is up, have a volunteer from each group share their ideas for resolving the issue in their scenario. Open the room for a large group discussion. Allow the participants to share their views and ideas.



# Gender Stereotypes Scenarios

## Scenario 1

Anika is Métis and has been learning about culture from her grandmother. Anika was assigned “female” at birth but feels their gender identity is both male and female. Anika likes to go by the pronoun “they” instead of “she”. Anika has a style and expression that does not match up with other girls in the community. Anika’s grandmother is very accepting of Anika and tells stories about Two-Spirit people in their culture. One day, Anika is out shopping with their friend Ada for outfits for their high school prom. Anika picks up a pair of black dress pants to try on. Ada grabs the pants and says, “You need to stop being confused about who you are. You are a girl, so start acting like one, and wear a dress!”

What can Anika say?

---

---

---

---

---

---

---

---

How could you support Anika if they were your friend?

---

---

---

---

---

---

---

---



# Gender Stereotypes Scenarios

## Scenario 2

Gurvinder and Elisha are having lunch when Gurvinder starts talking about their friend, Dominick. Gurvinder says Dominick is so feminine that it makes him feel uncomfortable. He says he walks and talks like a girl, and that one time, he saw Dominick crying in the hallway. Real men do not cry, so he must be gay.

What can Elisha say?

---

---

---

---

---

---

---



# Gender Stereotypes Scenarios

## Scenario 3

On Monday at school, a rumour is going around that a girl was sexually assaulted at a party on the weekend. Lita overhears a group of students saying that the girl was “dressed like a slut in a short skirt, so she was asking for it.”

What can Lita say?

---

---

---

---

---

---

---



# Gender Stereotypes Scenarios

## Scenario 4

Jasmine identifies as a female and has dated boys all throughout high school, but now she finds herself attracted to girls. She recently started dating Elizabeth. They are meeting at the youth centre later today to hang out. Jasmine's friend calls her to see what she is doing, and Jasmine tells her friend about her new dating partner, Elizabeth. Her friend gets upset and says, "You like guys. You cannot just change who you are attracted to and switch to liking girls—that is not normal."

What can Jasmine say?

---

---

---

---

---

---

---

How could you support Jasmine if she were your friend?

---

---

---

---

---

---

---



# Gender Stereotypes Scenarios: Answer Key

## Scenario 1



Exploring gender identity is an important part of discovering who we are, and people who identify with more than one gender are not confused. This is a myth supported by traditional gender roles, which suggests that there are only two possible genders: male and female. Gender is a spectrum of opportunities!

## Scenario 2



This stereotype originates from the way in which society assumes gay people should behave. It makes the mistake of assuming that how you act determines your sexual orientation. Being gay is a sexual orientation. While it can include emotional and behavioural expressions, it is not limited by these qualities. A man who acts in a feminine way is not necessarily gay.

In society, crying is often perceived as a feminine characteristic. This leads to the belief that men should not cry or express their emotions. We are all emotional beings. Everyone, regardless of their gender, should be encouraged to express a full range of emotions, such as happiness, sadness, anger, and love.

## Scenario 3



The clothes that a girl—or a person of any gender—chooses to wear, are an expression of identity. Clothes are not a basis upon which to make assumptions about sexuality or sexual behaviour. Everyone deserves the right to express themselves freely. We are all responsible for respecting each other's freedom of choice.

## Scenario 4



All youth have the right to determine which sexual orientation is right for them. Sexual attraction is considered fluid, which means it can change over time—not only during adolescence, but also throughout adulthood.



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded the safe people they would talk to. Are these the same people they would talk to if they were struggling with issues regarding their gender identity or their sexual orientation? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live®: How to Help a Friend



1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.



2. Display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.



This is a four-step model that we use to help a friend. Let us consider how we can help a person named Jonas. We are going to read a scenario and help Jonas using the Look, Listen, Link, Live® model.

Read the scenario out loud.



You may distribute copies of the scenario (Jonas' Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Jonas is in your class and identifies as gay. He is attracted to other males. He tries to hide his sexual orientation from others in the school and in the community because he does not feel safe.

Although you are not close friends with Jonas, you have known him since kindergarten, and he has been participating in the cadet / JCR program for the past year.

During one of your health classes, the teacher gives an overview of the various sexual orientations. A couple of the participants start to make comments: “Jonas is one of those freaks—he likes guys,” and, “Hey, Jonas, you had better keep your distance from us. We do not like your kind.”



As these comments are shared, others begin to laugh, while Jonas sits with his head down at his desk and looks scared.

At break, you see Jonas at his locker. A bunch of students walk by and start making homophobic comments and throwing things at him.

3. Have the participants go through the four steps of the Look, Listen, Link, Live<sup>®</sup> model by asking the questions below.



**STEP 1: LOOK.** In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Jonas needs help?

Possible answers could include:

- Jonas is being harassed and threatened by students.
- Jonas is feeling scared and unsafe.



**STEP 2: LISTEN.** In this step, we listen to the person without judgment.

How would you approach Jonas to talk to him? What would you say?

Possible answers could include:

- Ask to walk Jonas home after school (this may help him feel safer).
- Ask him if he is okay.
- Tell him that what happened in class and in the hallway was wrong, and no one deserves to be treated badly and unfairly.
- Be prepared to listen and to let Jonas talk.
- If you feel safe, you could talk to the students who were harassing Jonas. You could explain how their words and actions were very hurtful to Jonas and are not acceptable. Do this in a safe and respectful way, without yelling or belittling.



**STEP 3: LINK.** In this step, we link the person to helping resources.

Where would you link Jonas for help and support?

Possible answers could include:

- Offer to go with Jonas to talk to the teacher or the principal and report what happened.
- Ask the teacher to address the entire class, and review with the class the school code of conduct and that treating people differently or poorly due to their sexual orientation is not acceptable.
- Connect Jonas with the school counsellor so he can talk about his feelings.
- Ask Jonas if he wants to let your cadet / JCR leader know what happened so they can offer support.



**STEP 4: LIVE.** In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Jonas?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.

- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Check in on Jonas at school and at cadet / JCR training activities, to make sure he is okay.
- Sit with Jonas at lunch.
- If your school has a Gay–Straight Alliance group, encourage Jonas to join and get support.



4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- All youth have the right to determine their sexual orientation and their gender identity.
- There are lots of ways to express yourself. It is important that you feel safe and able to be yourself.
- No one has the right to treat someone differently or poorly due to their sexual orientation or their gender identity.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Jonas' Story

Jonas is in your class and identifies as gay. He is attracted to other males. He tries to hide his sexual orientation from others in the school and in the community because he does not feel safe.

Although you are not close friends with Jonas, you have known him since kindergarten, and he has been participating in the cadet / JCR program for the past year.

During one of your health classes, the teacher gives an overview of the various sexual orientations. A couple of the participants start to make comments: "Jonas is one of those freaks—he likes guys," and, "Hey, Jonas, you had better keep your distance from us. We do not like your kind."

As these comments are shared, others begin to laugh, while Jonas sits with his head down at his desk and looks scared.

At break, you see Jonas at his locker. A bunch of students walk by and start making homophobic comments and throwing things at him.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Jonas needs help?
- STEP 2: LISTEN. How would you approach Jonas to talk to him? What would you say?
- STEP 3: LINK. Where would you link Jonas for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Jonas?



## References

- Alberta Teacher's Association. (2012). What does LGBTQ mean? Retrieved from [http://www.teachers.ab.ca/Publications/ATA Magazine/Volume 92/Number-3/Pages/What-does-LGBTQ-mean.aspx](http://www.teachers.ab.ca/Publications/ATA_Magazine/Volume_92/Number-3/Pages/What-does-LGBTQ-mean.aspx)
- Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.
- Genovese, M. & Rousell, D. (2011). Safe and caring schools for two spirit youth: A guide for teachers and students. Edmonton, A.B.: Society for Safe & Caring Schools & Communities.
- Girl's Best Friend Foundation and Advocates for Youth. (2005). Creating safe space for GLBTQ youth: A toolkit. Washington, D.C.: Advocates for Youth.
- Great Schools. (2017). How important is cultural diversity at your school? Retrieved from <https://www.greatschools.org/gk/articles/cultural-diversity-at-school/>
- Ott, M.Q., Corliss, H.L., Wypij, D., Rosario, M., & Austin, S.B. (2011). Stability and change in self-reported sexual orientation identity in young people: Application of mobility metrics. *Archives of Sexual Behaviour*, 40(3), 519–32.
- Partners Against Hate. (2004). Building community and combating hate: Lessons for the middle school classroom. Retrieved from [http://www.partnersagainsthate.org/educators/middle\\_school\\_lesson\\_plans.pdf](http://www.partnersagainsthate.org/educators/middle_school_lesson_plans.pdf)
- Pride Education Network. (2018). The gender spectrum 2018. Retrieved from <http://pridenet.ca/wp-content/uploads/GenderSpectrum2018online.pdf>
- Province of British Columbia. (2016). Diversity in BC schools. Retrieved from [https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-safety/diversity\\_framework.pdf](https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/student-safety/diversity_framework.pdf)
- Public Health Agency of Canada. (2014). Questions and answers: Sexual orientation in schools—What do we know? Retrieved from <https://www.canada.ca/en/public-health/services/infectious-diseases/sexual-health-sexually-transmitted-infections/reports-publications/questions-answers-schools/questions-answers-sexual-schools.html>
- Qmunity. (2013). Queer terminology from a–q. Retrieved from <https://qmunity.ca/resources/queer-glossary/>
- Rainbow Resource Centre. <https://rainbowresourcecentre.org/>
- Serano, J. (2013). *Excluded: Making feminism and queer movements more inclusive*. Berkeley, C.A.: Seal Press.
- Sexuality Education Resource Centre Manitoba. (2020). Teen talk—Gender identity. Retrieved from <http://teentalk.ca/learn-about/gender-identity/>
- Taylor, C., Peter, T., McMinn, T., Elliot, T., Beldom, S., Ferry, A., & Schachter, K. (2011). Every class in every school: The first national climate survey on homophobia, biphobia, and transphobia in Canadian schools. Toronto, O.N.: Egale Canada Human Rights Trust.
- Trans Student Educational Resources. (2017). The gender unicorn. Retrieved from <http://www.transstudent.org/gender>



LESSON 5

# Social Media

Ages 12–15





# Lesson 5. Social Media

## Ages

12–15

## Learning Objectives

Cadets and JCRs will be able to:

- Respond to people who are mean to them online (Activity 1).
- Stand up to people who are cyberbullying (Activities 1, 2, and 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- What is Cyberbullying?
- Five Steps to Stop Cyberbullying
- Remember—It is Not Your Fault
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Cyberbullying Scenarios
- Positive Intervention Responses
- Peter’s Story
- Support Circles
- Safety Plan

Video:

- This Is Not A Comedy (time: 5:30)  
<https://www.youtube.com/watch?v=dX3mDsVixxk&feature=youtu.be>



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Understanding Cyberbullying

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › What is Cyberbullying?
- Set up the video, This Is Not A Comedy (time: 5:30), so it is ready to play.

## Activity 2. Strategies for Dealing with Cyberbullying

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › What is Cyberbullying?
  - › Five Steps to Stop Cyberbullying; and
  - › Remember—It is Not Your Fault
- Prepare a piece of flip chart paper displaying the following web addresses, and post the piece of flip chart paper at the front of the room:
  - › <https://www.take-a-screenshot.org/>
  - › <http://cyberbullying.us/report/>
- Gather one piece of flip chart paper for each group.
- Gather felt markers for each group.

## Activity 3. Standing Up to Cyberbullying

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › What is Cyberbullying?
- Print a copy of the Cyberbullying Scenarios handout for each group.
- Print a copy of the Positive Intervention Responses handout for each group.
- Ensure participants have a pen or pencil.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Peter's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else’s experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



Youth today use social media to stay connected to others, explore their own interests, and take social action on issues they care about. The internet provides youth with access to information about mental health, handling stress, relationships, and other important topics that they may be embarrassed to ask about in person.

Having a healthy online community can promote a sense of belonging and connection for youth and can help them feel more confident.

In this lesson, we are going to explore the many impacts of using social media. We will also take some time to focus on one particular impact: cyberbullying.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Peter is feeling upset and is sitting in his room. His parents have been arguing a lot. Peter is worried that his parents may break up. He really wants to talk to someone about it, but he feels embarrassed. He is scrolling through Instagram to distract himself, when suddenly he sees a post from a friend about Kids Help Phone. He clicks the link to the Kids Help Phone website and finds helpful information about conflict in families and the impact it can have on youth. Peter is relieved that he is not alone and that what he is feeling is normal. He decides to text the help line and talk to a counsellor.

Later that evening, Peter creates a post on social media about how great Kids Help Phone is and how it helped him through a rough time. You see the post, and you send Peter a thumbs up emoji. Minutes later, someone you know posts a hurtful meme using a photo of Peter that is making fun of him and saying he needs to see a counsellor to get help with his problems. The meme gets lots of “likes” and hurtful comments making fun of Peter.

What is the positive impact of using social media for Peter in this scenario?

Answer:



Social media provided Peter with information on conflict in families and its impacts. It also provided a resource for Peter to get help, and it gave him an outlet to talk about his problems.

What is the negative impact of social media for Peter in this scenario?

Answer:



Peter is being cyberbullied and hurt by others.

We are going to do an activity to help us better understand cyberbullying and how to deal with it.

# Activity 1

## Understanding Cyberbullying

### Estimated Time

15–20 minutes



1. Youth use social media and online communication to connect with others and to create relationships. Healthy online communication is respectful. Disrespectful online communications can lead to cyberbullying.

2. What is cyberbullying?

Allow the participants time to answer.



3. Display the What is Cyberbullying? content, using the presentation slide or the alternative method you have prepared.



### What is Cyberbullying?

“Cyberbullying” is when someone harasses, mistreats, or makes fun of another person online, through email, texting, or social media. Often, the person doing the cyberbullying feels powerful, as well as safe from any consequences of their cruel behaviour as they hide behind their screen.

4. Can you think of any examples of cyberbullying?

Have the participants share examples they have seen in their school, community, or cadet or JCR program. Have a participant record the answers on flip chart paper. Then, share the following examples to supplement the discussion with any points that may have been missed:



- sending mean or threatening emails or text messages;
- spreading gossip, secrets, or rumours about another person that will damage their reputation;
- hacking into someone else’s email or social media account and sending hurtful messages to others under an assumed identity;
- creating blogs or sites that have stories, cartoons, pictures, or jokes that ridicule others;
- creating polling sites where visitors are asked to rate an individual’s attributes in a negative manner;
- taking an embarrassing photo of someone and sharing that photo with others;
- posting false or hurtful messages on social media; and
- in online gaming, repeatedly harming a player’s character, or ganging up on a player and making threats.



5. Show the video, *This Is Not A Comedy* (time: 5:30), as an example of cyberbullying.



6. As time permits, ask the participants the following discussion questions:

- a. Can you describe what you saw happening in the video?
- b. If you saw this happening, what could you do?

Possible answers could include:

- Stop the person doing the bullying with a joke or question.
- Talk to the person being bullied to see if they are okay.
- Talk to an adult you trust.
- If you know the person doing the bullying, talk to them and tell them it is not funny and not okay!



c. What happens if no one does anything?

Possible answers could include:

- The person being bullied stops coming to school.
- The person being bullied feels angry and sad.
- The person being bullied might start using alcohol or drugs to cope.
- The person being bullied might try to hurt themselves.
- The person being bullied might start bullying someone else.
- Bullying may start to feel “normal” for both the person being bullied and the person doing the bullying.

# Activity 2

## Strategies for Dealing With Cyberbullying

### Estimated Time

15–20 minutes

 1. Youth use social media and online communication to connect with others and to create relationships. Healthy online communication is respectful. Disrespectful online communications can lead to cyberbullying.

2. What is cyberbullying?

Allow the participants time to answer.

 3. Display the What is Cyberbullying? content, using the presentation slide or the alternative method you have prepared.

### What is Cyberbullying?

“Cyberbullying” is when someone harasses, mistreats, or makes fun of another person online, through email, texting, or social media. Often, the person doing the cyberbullying feels powerful, as well as safe from any consequences of their cruel behaviour as they hide behind their screen.

4. Divide the participants into small groups (four or fewer participants per group). Distribute one piece of flip chart paper and felt markers to each group. Have the groups list the different examples of cyberbullying they have heard of, experienced, or witnessed in their school, community, or cadet or JCR program.

5. Give the groups a few minutes to complete their list. Go around and have each group share a few examples from their lists.

 6. I want to share five simple steps you can take to stop cyberbullying.

 Display the Five Steps to Stop Cyberbullying content, using the presentation slides or the alternative method you have prepared. Use the following speaking notes to engage the participants in a discussion.

### Five Steps to Stop Cyberbullying

Step 1: STOP. Do not fight back.

Why it is important to not fight back?

Answer:

 People engaging in bullying behaviour are trying to get you to react. If you fight back, you give them exactly what they want.

Often, people do not realize when they have hurt your feelings online. If you are not sure that somebody was being mean to you on purpose, reach out and talk to them in person.



When something upsets you, take some time to calm down. It is hard to make good decisions when you feel angry or scared. Get offline, and go outside or do something to help yourself calm down.

Step 2: BLOCK. Use block sender technology to stop the person from contacting you again.

Has anyone ever blocked someone on social media? Is it easy or difficult to figure out?

STEP 3: TALK. If someone is being mean to you online, it is okay to talk about it.

You can talk to your parents, a cadet or JCR leader, a teacher, or another adult you trust. If you cannot talk to an adult for any reason, and the person is threatening to hurt you physically or is blackmailing you—threatening to do something like post embarrassing photos if you do not do what they want—you can also go straight to your local authorities.

Why do many people not tell anyone when they are being cyberbullied?

Possible answers could include:

- They feel ashamed.
- They feel scared.
- They have been threatened.
- They do not think anyone will be able to help them.



STEP 4: SAVE. If somebody is mean to you online, make sure that you have a record of it.

If it is something that was sent directly to you, make sure to save it. If it is something that can be deleted—a tweet, a status update, etc.—take a screenshot.

This website shows you how you can take a screenshot on any device.

Explain that you have posted the website <http://www.take-a-screenshot.org/> on the flip chart paper at the front of the room. Have the participants write it down so they can refer to it later if needed.



If it happens more than once, start a journal that records what is happening. Include as many details as you can:

- where and when it happened;
- everything you know about the person doing it;
- anything you did or did not do; and
- how the cyberbullying made you feel.

STEP 5: REPORT.

Report what is happening if:

- it is making you feel scared;
- it is making you not want to go to school or do things you enjoy;
- you cannot stop thinking about it; or
- someone has said they are going to hurt you or post something that would hurt you or humiliate you.

You can report it to the people who run the website where the cyberbullying is occurring: use the website's reporting tools.

This website shows you how you can report cyberbullying on popular sites and apps.

Explain that you have posted the website <http://cyberbullying.us/report/> on the flip chart paper at the front of the room. Have the participants write it down so they can refer to it later if needed.

7. Have the participants return to their groups and review their list of examples. Have them choose one example of cyberbullying from their list and brainstorm how they could apply any of the five steps to deal with the situation. Ask them to add any other strategies they would use to respond to the situation.
8. Have each group share their example and their strategies for dealing with the cyberbullying situation.



9. What could you do if you think your friend is being mean online and cyberbullying others?

Possible answers could include:

- Tell your friend that it is not okay with you, and that what they are doing is mean and they should stop.
- Be part of the solution by deleting or refusing to pass along cyberbullying messages or photos.
- If you are unsure of what to do, ask an adult for help or call or text Kids Help Phone.



10. Display the Remember: It is Not Your Fault! content, using the presentation slide or the alternative method you have prepared.



### Remember: It is Not Your Fault!

If you are ever cyberbullied, remember that it is NOT your fault and that no one deserves to be cyberbullied.



# Activity 3

## Standing Up to Cyberbullying

### Estimated Time

15–20 minutes



1. The world is more connected than it has ever been in human history! We can share a thought or post a photo to thousands of people in seconds. Social media has allowed us to connect with others and meet new people. While online communication can be positive, it can also be disrespectful and lead to cyberbullying.

2. What is cyberbullying?

Allow the participants time to answer.



3. Display the What is Cyberbullying? content, using the presentation slide or the alternative method you have prepared.



### What is Cyberbullying?

“Cyberbullying” is when someone harasses, mistreats, or makes fun of another person online, through email, texting, or social media. Often, the person doing the cyberbullying feels powerful, as well as safe from any consequences of their cruel behaviour as they hide behind their screen.

4. We will be looking at our role as a bystander in cyberbullying situations. When we see cyberbullying happening, and we do nothing to stop it, then we give the person bullying “permission” to keep on being hurtful.

When we pass on embarrassing photos or messages to friends, we get more people to be part of the cyberbullying. We cause more humiliation for the person being targeted.

When we see or hear bad things happening online, we have a lot of power either to make things better for that person, or to make things worse for them.

Sometimes, it can be hard to know the right thing to do. We are going to practice what we can do when faced with cyberbullying by role playing different ways to stand up to it. Try to imagine how you would feel if each scenario was happening to you.

5. Divide the participants into small groups (four or fewer participants per group). Distribute a Cyberbullying Scenarios handout to each group. Assign each group one scenario.



The number of participants will determine the size of the groups and how you choose to assign the scenarios—whether you will need to use them all, or whether you will need to repeat scenarios.

You may also choose to make up new scenarios.

6. Distribute a copy of the Positive Intervention Responses handout to each group. Explain that these are strategies for them to consider using in their role play.
7. Explain that the role play should not include the actual cyberbullying situation (because sometimes this can encourage bullying to happen outside of the lesson). Instead, they will begin by reading their scenario out loud to the rest of the participants, and then they will start their skit “frozen” as if they were in a photograph in the moment immediately after the bullying occurred. The rest of the participants will then count them in saying, “Three, two, one, action!” Then the group will begin their role play.
8. Give the groups a few minutes to create and practice their role plays.
9. Ask for groups to volunteer to perform their role play for everyone. Ask them to read their scenario aloud to the other participants before they begin.
10. After the role plays have been completed, ask the participants the following discussion questions:



- a. Would you use this intervention response in real life?
- b. What else would you do to make this intervention more successful?
- c. What other interventions could have worked? You can refer to the Positive Intervention Responses handout for ideas.

# Cyberbullying Scenarios

## Scenario 1

You and your friend are gaming online. Your friend keeps getting repeated messages from someone who is making hurtful and disrespectful comments. Soon, others start ganging up on your friend and joining in on the hurtful messages. The comments are very personal and are hurting your friend's reputation.

## Scenario 2

Claire is sitting in class with you when you both overhear some students whispering about a "Top 10 Ugliest Girls" list at your school. There is an online poll where students can vote for the ugliest girls. Claire is upset by this and confronts the group, telling them that the list is cruel, and they should not participate. One of the students bursts out laughing and informs Claire that she is listed as number five. Hurt, Claire runs out of class and sits crying at her locker. You start to follow her out and you receive a text from a friend with a link to the site. There is also a meme about the poll and Claire's photo is part of it. People are sharing the meme as well as making mean and inappropriate comments.

## Scenario 3

You are on the computer with your friend after school, and they tell you that they have stolen the password to the email account of someone they do not like. Your friend wants to send out racist and hurtful messages from that person to others in your cadet / JCR group and asks you to help them.



# Positive Intervention Responses

- Report the cyberbullying to an adult you trust, such as a parent, a teacher, or a cadet or JCR leader.
- Be direct. Tell your friends that you will not participate in cyberbullying and that it is not okay with you.
- Delete photos or cyberbullying messages that are passed on to you. Refuse to pass them along.
- Keep a record of cyberbullying messages by taking a screenshot. You can use this as evidence if you report.
- Journal or record what is happening, so you can report with as much detail as possible.
- Stand up to the person who is cyberbullying. You can tell them to stop it. This will show others that the behaviour is not acceptable, and may inspire them to join in and take a stand.
- If you are unsure what to do, contact Kids Help Phone. You can speak with a counsellor on the phone, online, or via text message and they can help you come up with some solutions.
- Call the police if you feel unsafe or threatened.
- Tell your friend that it is not their fault that they are being cyberbullied. Link them to resources (e.g., Kids Help Phone, a school counsellor, or an elder) so that they can talk about what is happening and get help.



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded the safe people they would talk to. Are these the same people they would talk to about how social media is impacting their relationships, or to get help if they were being cyberbullied? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend

-  1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.
  -  2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.
-  This is a four-step model that we use to help a friend. Let us consider how we can help Peter from our scenario. We are going to review the scenario and help Peter using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Peter's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Peter is feeling upset and is sitting in his room. His parents have been arguing a lot. Peter is worried that his parents may break up. He really wants to talk to someone about it, but he feels embarrassed. He is scrolling through Instagram to distract himself, when suddenly he sees a post from a friend about Kids Help Phone. He clicks the link to the Kids Help Phone website and finds helpful information about conflict in families and the impact it can have on youth. Peter is relieved that he is not alone and that what he is feeling is normal. He decides to text the help line and talk to a counsellor.

Later that evening, Peter creates a post on social media about how great Kids Help Phone is and how it helped him through a rough time. You see the post, and you send Peter a thumbs up emoji. Minutes later, someone you know posts a hurtful meme using a photo of Peter that is making fun of him and saying he needs to see a counsellor to get help with his problems. The meme gets lots of “likes” and hurtful comments making fun of Peter.

3. Have the participants go through the four steps of the Look, Listen, Link, Live® model by asking the questions below.



STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Peter needs help?

Possible answers could include:

- Peter has made a public post that Kids Help Phone helped him through a rough time.
- Peter is being ridiculed and hurt by others on social media because of the post.



STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Peter to talk to him? What would you say?

Possible answers could include:

- Text Peter and ask if he is okay.
- Tell him you are available to talk if he needs a friend.
- Offer to come over to his house, or invite him out.
- Talk to the person who made the meme. Tell them their post was very hurtful and needs to be removed.
- Post a positive comment on Peter's Facebook page saying that you are proud of him.
- Encourage other friends to do the same and not to like or comment on the meme.



STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Peter for help and support?

Possible answers could include:

- Suggest that he could reach out for help again to Kids Help Phone.
- Offer to go with Peter to talk to an adult he trusts about what is happening in his family and the hurtful experience on social media.



STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Peter?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Encourage Peter to get out and do things that make him feel good.



4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- Social media can affect relationships in both positive and negative ways.
- Tell a trusted adult if someone is being unkind, or harming people in other ways, online.
- Tell a trusted adult if someone has threatened you or hurt you online.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Peter's Story

Peter is feeling upset and is sitting in his room. His parents have been arguing a lot. Peter is worried that his parents may break up. He really wants to talk to someone about it, but he feels embarrassed. He is scrolling through Instagram to distract himself, when suddenly he sees a post from a friend about Kids Help Phone. He clicks the link to the Kids Help Phone website and finds helpful information about conflict in families and the impact it can have on youth. Peter is relieved that he is not alone and that what he is feeling is normal. He decides to text the help line and talk to a counsellor.

Later that evening, Peter creates a post on social media about how great Kids Help Phone is and how it helped him through a rough time. You see the post, and you send Peter a thumbs up emoji. Minutes later, someone you know posts a hurtful meme using a photo of Peter that is making fun of him and saying he needs to see a counsellor to get help with his problems. The meme gets lots of “likes” and hurtful comments making fun of Peter.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Peter needs help?
- STEP 2: LISTEN. How would you approach Peter to talk to him? What would you say?
- STEP 3: LINK. Where would you link Peter for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Peter?



# References

- Anderson, M. & Jiang, J. (2018). *Teens, social media and technology overview 2018*. Washington, D.C.: Pew Research Center.
- Canadian Red Cross. (2020). Look, listen, link, live. In *Canadian Red Cross, Psychological First Aid Pocket Guide* (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.
- Common Sense Media. (2012). *Social media, social life: How teens view their digital lives*. Retrieved from <https://www.commonsensemedia.org/research/social-media-social-life-how-teens-view-their-digital-lives>
- Cyber Civil Rights Initiative. (2014). *Power in numbers*. Retrieved from <http://www.cybercivilrights.org/revange-porn-infographic/>
- Cyberbullying Research Center. (2014). *What is cyberbullying?* Retrieved from <http://cyberbullying.org/what-is-cyberbullying/>
- Cyberbullying Research Center. (2015). *2015 cyberbullying data*. Retrieved from <http://cyberbullying.org/2015-data/>
- Embrace Life Council & Government of Nunavut. (2013). *This is not a comedy* [Video file]. Retrieved from <https://www.youtube.com/watch?v=dX3mDsVixk&feature=youtu.be>
- Li, J. & Craig, W. (2015). *Young Canadians' experiences with electronic bullying*. Kingston, O.N.: MediaSmarts, PREVNet, TELUS.
- Madden, M. (2013). *Teens, social media and privacy* in Pew Research Center, Berkman Center for internet and society at Harvard. Retrieved from <http://www.pewinternet.org/Reports/2013/Teens-Social-Media-And-Privacy>
- MediaSmarts. (2015a). *First do no harm: How to be an active witness to cyberbullying*. Retrieved from [http://mediasmarts.ca/sites/mediasmarts/files/tip-sheet/tipsheet\\_first-do-no-harm.pdf](http://mediasmarts.ca/sites/mediasmarts/files/tip-sheet/tipsheet_first-do-no-harm.pdf)
- MediaSmarts. (2015b). *What to do if someone is mean to you online*. Retrieved from <http://mediasmarts.ca/teacher-resources/what-do-if-someone-mean-you-online-tip-sheet>
- MediaSmarts. (2016a). *Cyberbullying and the law*. Retrieved from <http://mediasmarts.ca/digital-media-literacy/digital-issues/cyberbulling/cyberbullying-law>
- MediaSmarts. (2016b). *Parents' guide to cyberbullying*. Retrieved from <http://mediasmarts.ca/teacher-resources/parents'-guide-cyberbullying>
- PREVNet. (2015). *Cyberbullying*. Retrieved from <http://www.prevnet.ca/bullying/cyber-bullying>
- Reach Out. (2020). *Benefits of internet and social media*. Retrieved from <https://schools.au.reachout.com//articles/benefits-of-internet-and-social-media->
- Representative for Children and Youth. (2015). *Cyberbullying: Empowering children and youth to be safe online and responsible digital citizens*. Victoria, B.C.: Office of the Information and Privacy Commissioner for British Columbia.
- Steeves, V. (2014). *Young Canadians in a wired world, phase III: Trends and recommendations*. Ottawa, O.N.: MediaSmarts.
- Your Teen for Parents. (2018). *Good behavior online: How to teach your teen good digital citizenship*. Retrieved from <https://yourteenmag.com/social-life/teen-bullying-tips/good-behavior-online>



LESSON 6

# Bullying

Ages 12–15





# Lesson 6. Bullying

## Ages

12–15

## Learning Objectives

Cadets and JCRs will be able to:

- Identify the different types of bullying (Activity 1).
- Understand the differences between bullying and teasing (Activity 1).
- Describe the impact of bullying (Activity 2).
- Identify helpful ways to stop bullying (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Four Types of Bullying
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Pictures
- What Can I Do? Scenario Cards
- Bella's Story
- Support Circles
- Safety Plan

Videos:

- (Optional) Rumor (time: 3:01)  
<https://www.youtube.com/watch?v=yHPLfRsUjQY&feature=youtu.be>
- (Optional) This Is Not A Comedy (time: 5:30)  
<https://www.youtube.com/watch?v=dX3mDsVixk&feature=youtu.be>



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Types of Bullying

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Four Types of Bullying.
- Gather 10 Post-it Notes for each group.
- Ensure that participants have a pen or pencil.
- Prepare four pieces of flip chart paper, each displaying the title of one type of bullying at the top, from Activity 1, Paragraph 4. Post the pieces of flip chart paper around the room.

## Activity 2. Put Yourself in My Shoes

- Print the pictures, and post them on the walls around the room.
- Optional activity: If you wish to also use a video during this activity, choose your video ahead of time, and set it up so it is ready to play:
  - › Option A: Rumor (time: 3:01); or
  - › Option B: This Is Not A Comedy (time: 5:30).

## Activity 3. Standing Up to Bullying: Intervention Strategies

- Print a What Can I Do? Scenario Card for each group.
- Ensure that participants have a pen or pencil.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Bella's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



This lesson will help you understand the different types of bullying. We will also identify ways to stop bullying and stand up for people who are being bullied.



It is important to avoid using the label “bully” or “victim” when referring to any person, especially a youth. Rather than making a pronouncement about who someone is, we instead want to focus on their behaviour, which they can change if they choose. Bullying others is not about “who you are”. It is about “what you do”.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Kendra calls Mary and Liz over to her locker. She tells them that Bella was making out with Brendan at a party on the weekend. She calls Bella a slut and says she is going to let everyone in the school know about it.

Bella approaches the group to say hi, and the girls grab their books and walk away. Then at lunch, Bella overhears a group of students talking about her and Brendan. She tries to tell them it isn't true, but everyone just laughs at her.

You hear the rumours being spread around the school about Bella. Later that day, you find her standing outside, crying.

What type of bullying is happening: verbal, physical, social, or cyber?

Answer:



Social. “Social bullying” is hurting someone by ignoring, isolating, excluding, spreading rumours, or breaking up friendships on purpose.

Do you see this type of bullying happen in your school or in the cadet / JCR program? Can you give some examples?

We are going to do an activity to further explore and understand the dynamics of bullying.



# Activity 1

## Types of Bullying

### Estimated Time

15–20 minutes



1. In this activity, we are going to define the different types of bullying.

Divide the participants into small groups (four or fewer participants per group). Distribute 10 Post-it Notes to each group.



2. In your group, please list examples of bullying behaviour that you have seen at your school, in the community, or in your cadet / JCR program. Write one example on each Post-it Note.

Give the groups a few minutes to complete their list.



3. Display the Four Types of Bullying content, using the presentation slide or the alternative method you have prepared. Read out the title of each type of bullying, and ask the groups to call out examples of how that type of bullying looks in their school, community, or cadet or JCR program.



### Four Types of Bullying

“Verbal bullying” is using words to hurt another person; for example, name-calling, insults, threats, and hurtful teasing.

“Physical bullying” is hurting someone in a physical way; for example, hitting, kicking, slapping, pushing, punching, shoving, threatening someone, or breaking someone’s belongings. This can also be considered physical assault, and it is against the law.

“Social bullying” is hurting someone’s relationships. This could include ignoring, isolating, excluding, spreading rumours, trash-talking, or breaking up friendships on purpose.

“Cyberbullying” is using social media, texting, and email to hurt someone; for example, posting an embarrassing video, or posting photos with really mean hashtags.

4. Explain that you have posted four pieces of flip chart paper around the room, each displaying the title of a different type of bullying at the top: verbal bullying, physical bullying, social bullying, and cyberbullying. Have the groups place each bullying example under the type of bullying that best describes it. Give the groups a few minutes to complete their task.
5. When the groups have placed all their Post-it Notes, review some examples from each piece of flip chart paper.
6. We are going to look at the difference between teasing and bullying. Teasing can be a normal and fun part of a relationship when the teasing is positive. How can you tell if teasing is positive?



Possible answers could include:

- It is usually done within a strong friendship.
- Both people enjoy the teasing and consider it being affectionate.
- The person doing the teasing is using a friendly, joking tone of voice and is smiling.
- The person being teased is not upset.



7. Can teasing become bullying?

Answer:



Yes, teasing can become bullying in the following ways:

- The teasing becomes negative and aggressive.
- The person teasing has more power and influence among peers.
- The teasing is repeated over and over.
- The person being teased feels hurt or upset.
- One person is teasing the other person in order to hurt or upset them.

8. If we are teasing someone and we see that they are looking distressed or hurt, what can we do?

Possible answers could include:

- Stop what you are doing.
- Apologize for your actions.
- Think about how you use teasing with others. If you tease your friends, ensure your teasing is positive and not hurtful.

# Activity 2

## Put Yourself in My Shoes

### Estimated Time

15–20 minutes

-  1. In this activity, we are going to talk about the impacts of bullying. Have you ever heard about someone's problem and thought, "I know how they feel"? How do you know how someone feels?

Possible answers could include:

- The same thing happened to me.
- The same thing happened to someone I know.
- I saw it in a video or a movie or on TV.

-  2. "Empathy" is the ability to understand and share how someone else is feeling by imagining what it would be like to be in that person's situation. We know that bullying has an impact on everyone involved. Thinking about how you would feel can help you understand what others might feel, and even why they act the way they do.
3. There are different participants in a bullying situation: the person who bullies others; the person who is bullied or targeted; and the people who are bystanders and watch it happen.
4. Let us try to understand how it might feel to be a person being bullied. If you look around the room, there are pictures on the wall. Go stand by the picture that shows how you think the person being bullied might feel. Imagine: what would their experience be like?



If you feel your group would benefit from a specific example of bullying as a starting point for this activity, you may choose one of the following videos to show. Go through the same exercise of having the participants choose a photo, but for the characters in the video: the person bullying others; the person being bullied or targeted; and the person who is a bystander.

- Option A: Show the video, Rumor (time: 3:01).
- Option B: Show the video, This Is Not A Comedy (time: 5:30).

5. Give the participants time to choose a photo and stand beside it.

-  Does anyone want to share why you chose to stand beside that photo?

Allow a few volunteers to share their answers.

-  6. Now, let us try to understand the person who is bullying others. Go stand by the picture that shows how you think the person bullying someone might feel. Imagine: what would their experience be like?

7. Give the participants time to choose a photo and stand beside it.



Does anyone want to share why you chose to stand beside that photo?

Allow a few volunteers to share their answers.



8. This time, try to understand the person witnessing the bullying. Go stand by the picture that shows how you think the person witnessing the bullying might feel. Think about their experience as a bystander, watching bullying happen.

9. Give people time to choose a photo and stand beside it.



Does anyone want to share why you chose to stand beside that photo?

Allow a few volunteers to share their answers.

10. Have everyone sit down.



Each of you imagined how each participant in bullying was feeling and what they were experiencing. By doing this, you showed empathy!

Thinking about how other people feel can help us to step in and stop bullying. This is important, because bullying does not just hurt at the time; it hurts for a very long time after.

For the person being bullied, they may feel sad, angry, scared, and alone. They may stop coming to school, stop spending time with friends, and think about hurting themselves.

For the person bullying, they may have trouble at school. They may not have good friendships because people are afraid of them. They may feel guilty and angry, but not know how to deal with their feelings.

For the person who witnesses bullying, they may feel nervous, scared, and angry about what happened. They may feel guilty for not doing anything. At the same time, they may feel scared that if they step in, they could get bullied, too.

# Activity 3

## Standing Up To Bullying: Intervention Strategies

### Estimated Time

10–15 minutes



1. In this activity, we are going to look at different strategies we can use to stand up to bullying. We know that bullying is about using power in a negative way. We also know that most bullying happens when other people are watching. Bystanders act as the audience, and give the person or people doing the bullying the attention they need, increasing the power that they think they have.
2. Ask the participants to raise their hands if they have ever witnessed a bullying situation.
3. You may or may not have intervened when you saw the bullying take place. The truth is, although bystanders can give power to those who bully, bystanders also have their own power. In fact, they can have the greatest impact on what happens in the situation. Bystanders can choose to use their power in either a positive or a negative way.
4. Divide the participants into small groups (four or fewer participants per group). Have each group brainstorm a list of things they could do to intervene and help someone who is being bullied. What strategy have they used that has worked in the past? What have they seen others do that was effective? Give the groups a few minutes to brainstorm strategies.



Have each group share examples from their list. Use the following speaking notes to supplement the discussion with any strategies that may have been missed:



- Speak up when the bullying is taking place. This can be as simple as saying, “That is not cool,” or, “Leave them alone.”
- Use assertive language to address the person who is doing the bullying. You could say, “I feel uncomfortable when you talk to people like that. Please stop.”
- Defend the person who is being bullied. You could say, “Scott does not deserve that. He is a nice person.”
- Distract the person who is doing the bullying. You could say, “Hey, Jason, this is not cool. How about we go shoot some hoops?”
- Rally your peers to stand up, too. You could say, “Does anyone here actually think this is funny? I did not think so. We need to do something.”
- Invite the person being bullied to leave the situation and to hang out somewhere else with you. You could say, “Hey, Julie, you do not need to listen to that. Come eat lunch with me.”
- Check to see if the person who was targeted is okay. You could say, “Kai, I saw what happened earlier with Chase. That was not okay. Are you alright?”
- Tell an adult (e.g., a counsellor, a teacher, a principal, a coach, or another trusted adult) about what happened. You could tell an adult, “I heard Hari saying hurtful things to Azmi earlier, and I think it really bothered her. He is making people feel unsafe, and that is not okay.”
- Question the person who is doing the bullying about their behaviour, especially if you are friends. You could say, “Dude, that is not funny. Why do you do that? I do not really want to be around you when you talk to people like that.”



- Express empathy to the person who is being bullied. You could say, “Sam, what Alex said to you earlier must have really hurt. I feel bad that you had to listen to that. How can I help?”
- Use helpful community resources, like Kids Help Phone.

5. Distribute a What Can I Do? Scenario Card to each group.



The number of participants will determine the size of the groups and how you choose to assign the scenarios—whether you will need to use them all, or whether you will need to repeat scenarios.

6. Explain that each scenario describes a bullying situation. Have each group read their scenario together and then decide how they would respond as a bystander. Encourage them to consider the different intervention strategies that they came up with or that were discussed as a larger group. They need to choose the strategies that they feel would work best for their specific scenario. Let them know they will be asked to share the strategies they come up with. They can choose to describe their strategies verbally or to role play their strategies. Give the groups a few minutes to choose their strategies.
7. Have each group read their scenario out loud and share their intervention strategies.



8. Standing up for others is important, but so is staying safe. If speaking up does not make the bullying stop, get help from someone who can safely intervene.

# What Can I Do? Scenario Cards

1	You notice that a student in your class is often excluded and left out. They always eat their lunch in the cafeteria alone.
2	In your corps / squadron / patrol, you notice that someone is being teased, and that they look hurt and upset.
3	Your friend breaks into another student's locker and dumps garbage in it. Your friend laughs and says the kid deserves it for being so stupid.
4	You discover that a very embarrassing photo of your friend is circulating on social media. People are sharing the photo and making mean comments.
5	You are sitting in the cafeteria, and you hear a student at your table making mean jokes about another student's sexual orientation. When you walk by their locker later, you see the word "fag" scrawled across the front.
6	You are walking with some friends when a kid walks by and your friend calls out, "Hey, fatty! Lose some weight!" Your friend continues to make embarrassing comments about the person's weight.



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded the safe people they would talk to. Are these the same people they would talk to about a bullying situation? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend



1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.



2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.



This is a four-step model that we use to help a friend. Let us consider how we can help Bella from our scenario. We are going to review the scenario and help Bella using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Bella's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Kendra calls Mary and Liz over to her locker. She tells them that Bella was making out with Brendan at a party on the weekend. She calls Bella a slut and says she is going to let everyone in the school know about it.

Bella approaches the group to say hi, and the girls grab their books and walk away. Then at lunch, Bella overhears a group of students talking about her and Brendan. She tries to tell them it isn't true, but everyone just laughs at her.

You hear the rumours being spread around the school about Bella. Later that day, you find her standing outside, crying.

3. Have the participants go through the four steps of the Look, Listen, Link, Live<sup>®</sup> model by asking the questions below.



STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Bella needs help?

Possible answers could include:

- Bella is being bullied by Kendra.
- She is upset that a rumour has been spread about her.
- She is crying.



STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Bella to talk to her? What would you say?

Possible answers could include:

- Ask Bella to go for a walk.
- Ask her if she is okay, and try to help her calm down.
- Let her know you are sorry this is happening to her and that you are here to listen.



STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Bella for help and support?

Possible answers could include:

- Suggest that Bella could call or text Kids Help Phone to talk about her feelings.
- Connect her with a school counsellor to talk about what happened.
- Offer to go with Bella to talk to Kendra about the hurtful rumour she is spreading and tell her it needs to stop.
- Encourage Bella to talk to her parents / caregivers.
- Let her know that you are available for support.



STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Bella?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Take Bella to a movie, or do something else fun together.



4. To summarize, display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- Most bullying happens when other people are around, so people who witness bullying behaviour are often in a good position to make it stop.
- It is important to stop bullying when we see it happen. This makes a safer, healthier environment for everyone.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Bella's Story

Kendra calls Mary and Liz over to her locker. She tells them that Bella was making out with Brendan at a party on the weekend. She calls Bella a slut and says she is going to let everyone in the school know about it.

Bella approaches the group to say hi, and the girls grab their books and walk away. Then at lunch, Bella overhears a group of students talking about her and Brendan. She tries to tell them it isn't true, but everyone just laughs at her.

You hear the rumours being spread around the school about Bella. Later that day, you find her standing outside, crying.

Using the Look, Listen, Link, Live<sup>®</sup> model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Bella needs help?
- STEP 2: LISTEN. How would you approach Bella to talk to her? What would you say?
- STEP 3: LINK. Where would you link Bella for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Bella?



## References

- Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.
- Embrace Life Council & Government of Nunavut. (2013a). Bullying is a painful reality for a majority of Canadian children and youth, and Nunavut is not an exception. Retrieved from <http://inuusiq.com/resources/bullying/overview/>
- Embrace Life Council & Government of Nunavut. (2013b). Rumor [Video file]. Retrieved from <https://www.youtube.com/watch?v=yHPLfRsUjQY&feature=youtu.be>
- Gladden, R., Vivolo-Kantor, A., Hamburger, M., & Lumpkin, C. (2014). Bullying surveillance among youths: Uniform definitions for public health and recommended data elements. (Version 1.0). Atlanta, G.A.: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, and U.S. Department of Education.
- Pepler, D. & Craig, W. (2000). Making a difference in bullying (No. 60). Toronto, O.N.: LaMarsh Centre for Research on Violence and Conflict Resolution and Queen's University.
- Pepler, D. & Craig, W. (2014). Bullying prevention and intervention in the school environment: Factsheets and tools. Kingston, O.N.: PREVNet.
- PREVNet. (2013a). Bullying: Definitions. Retrieved from <http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Bullying-Definitions.pdf>
- PREVNet. (2013b). Peers and bullying. Retrieved from <http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Peers-and-Bullying.pdf>
- PREVNet. (2013c). Physical health problems and bullying. Retrieved from <http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Physical-Health-ProblemsandBullying.pdf>
- PREVNet. (2013d). Psychosocial problems and bullying. Retrieved from <http://www.prevnet.ca/sites/prevnet.ca/files/fact-sheet/PREVNet-SAMHSA-Factsheet-Psychosocial-Problems-and-Bullying.pdf>
- PREVNet. (2015a). Bullying is a violation of child rights. Retrieved from [http://www.prevnet.ca/sites/prevnet.ca/files/prevnet\\_bullying\\_and\\_child\\_rights\\_infographic\\_2015.pdf](http://www.prevnet.ca/sites/prevnet.ca/files/prevnet_bullying_and_child_rights_infographic_2015.pdf)
- PREVNet. (2015b). Facts & solutions. Retrieved from <http://www.prevnet.ca/bullying/facts-and-solutions>
- PREVNet. (2016). Signs of bullying. Retrieved from <http://www.prevnet.ca/bullying/signs>
- PREVNet. (2018). The difference between teasing & bullying. Retrieved from <https://www.prevnet.ca/bullying/educators/the-difference-between-teasing-and-bullying>
- Roland, E. (2002). Bullying, depressive symptoms and suicidal thoughts. *Educational Research*, 44(1), 55–67.
- STOMP Out Bullying. (2016). Why do kids bully? Retrieved from <http://www.stompoutbullying.org/index.php/information-and-resources/about-bullying-and-cyberbullying/why-do-kids-bully/>
- Tang, A., Cummings, J., Pepler, D., Petrunka, K., & PREVNet. (2016). Psychology works factsheet: Bullying among children and youth. Ottawa, O.N.: Canadian Psychological Association.



LESSON 7

# Harassment

Ages 12–15





# Lesson 7. Harassment

## Ages

12–15

## Learning Objectives

Cadets and JCRs will be able to:

- Define “harassment” (Activities 1 and 3).
- Define “discrimination” (Activities 1 and 2).
- Identify the difference between “impact” and “intent” (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Discrimination
- Prohibited Grounds
- Harassment
- Impact versus Intent
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Sadiki’s Story
- Support Circles
- Safety Plan



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. What Is Harassment?

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Discrimination;
  - › Prohibited Grounds; and
  - › Harassment.
- Prepare six pieces of flip chart paper, each displaying one of the questions from Activity 1, Paragraph 2. Post the pieces of flip chart paper around the room.
- Ensure participants have a pen or pencil.
- Gather one piece of flip chart paper for each group.
- Gather felt markers for each group.

## Activity 2. Common Ground

- Set up the room so you have a large enough space to form a circle, with a chair for each participant.

## Activity 3. Impact versus Intent

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Impact versus Intent; and
  - › Harassment.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Sadiki's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



In this lesson, we are going to talk about discrimination and harassment.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Sadiki is a new immigrant to Canada. She is learning the language and the customs. At school, she is in a group with three other students working on a science project. She is excited to get to know the others in her group, and she asks what she needs to do. Tabitha announces that Sadiki is not welcome in their group because she speaks funny and dresses weird. Tabitha says she should go back to her own country. Sadiki feels hurt and humiliated.

You see Sadiki at a cadet / JCR training activity that evening. She is quiet and withdrawn.

Is this harassment?

Answer:



Yes. This is a form of harassment. Sadiki's peers are treating her negatively based on where she is from, how she dresses, and the language she speaks. They made her feel humiliated, excluded, and unsafe.



# Activity 1

## What is Harassment?

### Estimated Time

15–20 minutes



1. In this activity, we are going to look at the definitions of discrimination and harassment.
2. Explain that you have posted six pieces of flip chart paper around the room, each one displaying a question about discrimination or harassment. Read the questions out loud:



Have you ever:

- overheard someone making racist jokes and insults towards another person because of their skin colour or the country they are from?
- known someone who has been the target of name-calling or mean behaviour because of a personal characteristic or how they looked?
- seen someone being excluded from a group or treated differently because they had a disability?
- heard inappropriate sexual comments about a person's body that made them feel uncomfortable?
- seen someone being made fun of or treated badly because they were different? or
- heard someone talk negatively and put down another person they did not know because they were from a different country?

Have the participants walk around the room and consider each question. If they feel comfortable indicating whether or not they have heard or seen any of the situations described in the questions, they can place a check mark for “yes” or an X for “no” on the piece of flip chart paper. Once everyone has finished, have participants return to their seats. Discuss the results of the activity as a group.



3. You may have answered yes to one or more of these examples. These behaviours are examples of discrimination and harassment. They can be difficult issues to deal with in our everyday lives.



4. Display the Discrimination content, using the presentation slide or the alternative method you have prepared.



### Discrimination

“Discrimination” is an action or decision that treats people badly and unfairly based on certain personal characteristics.

5. There are many ways people can face discrimination. In Canada, our human rights laws list 13 different characteristics that are protected. This means you cannot be treated unfairly or unequally because of any of these 13 characteristics. These characteristics are called “prohibited grounds”.

6. Divide the participants into small groups (four or fewer participants per group). Distribute one piece of flip chart paper and felt markers to each group.



In your groups, try to brainstorm as many of the 13 prohibited grounds that you can think of. For example, people cannot be treated badly or unfairly based on their race. Try to think of 12 other characteristics that might be protected in Canada.

Give the groups a few minutes to complete their brainstorm.



7. When they are done, display the Prohibited Grounds content, using the presentation slide or the alternative method you have prepared. Review each of the prohibited grounds. Have the groups use a marker to check off the ones that were correct on their list.



## Prohibited Grounds:

- Race (physical traits such as skin colour, eye shape, or facial features)
- Colour (skin colour)
- Ethnicity (their culture, how they live, how they dress, or the language they speak)
- Religion (religious beliefs)
- Age (teenager, senior, etc.)
- Sex (the assignment of people as male or female based on their sexual body parts)
- Sexual orientation (whom a person is romantically or sexually attracted to)
- Gender identity (how a person feels about themselves as male, female, both, in between, or neither)
- Gender expression (how a person expresses their gender identity on the outside—how they dress, how they wear their hair, how they act, etc.)
- Marital status (if a person is single, married, or common law)
- Family status (if a person comes from a single parent family, is adopted, or is in a step-family, a foster family, or a same-sex parent family)
- Disability (if a person has a physical or mental disability)
- Pardoned conviction (if a person has been officially absolved of guilt for a crime)



8. Display the Harassment content, using the presentation slide or the alternative method you have prepared.



## Harassment

“Harassment” is behaviour that is insulting, intimidating, humiliating, degrading, or offensive to an individual or to a group.

Harassment is a type of discrimination that occurs when people are targeted based on one of the prohibited grounds.

9. Ask participants the following questions:



- a. Was there anything on the list that surprised you or that you did not know about?
- b. Which of the 13 prohibited grounds of discrimination apply to the scenario with Sadiki?

Answer:



Ethnicity. Tabitha is discriminating against Sadiki’s ethnicity when she excludes her from the group based on how she speaks and how she dresses.



- c. Turn to a partner, and think of a time you witnessed or experienced someone being treated badly or unfairly based on one of the 13 prohibited grounds. Discuss it with your partner.

Allow the pairs time to discuss.



- d. Why do people discriminate against others and treat them unfairly?

Possible answers could include:

- Sometimes, when we see someone who seems different from us, we may not understand that person very well.
- We may feel uncomfortable or fearful.
- Our lack of knowledge and understanding and our fears can lead to unfair, unaccepting, or unkind behaviours towards others.
- Some people feel one race is superior over another—this is called “racism”.



10. Discrimination and harassment can occur whenever people are not accepted for who they are, and when our differences are not respected. When we open ourselves to others, especially those who may be different from us, we can build understanding, meaningful relationships, and safe communities for all.



# Activity 2

## Common Ground

### Estimated Time

15–20 minutes

1. Have the participants sit on the chairs you have arranged in a big circle. Then, have one person remove their chair from the circle and stand in the middle.
2. We are going to play a game called Common Ground. This game is a way to get to know each other better and to help us discover some things that we have in common. You are going to be moving around very fast from chair to chair, and I am going to ask that you not push or shove anyone.
3. The person in the middle is going to state something about themselves out loud to the group. It must be a fact about themselves. Then, everyone who has that fact in common will get up out of their chairs and find a new chair to sit in—the person in the middle must try to find a chair to sit in, too. The last person standing is the new person in the middle.
4. Some examples of facts you might share about yourself could include:
  - I have a brother or a sister;
  - I like pizza;
  - I like to hunt;
  - I love playing hockey;
  - My favourite hockey team is...;
  - I have travelled to...;
  - I want to travel to...;
  - I love music;
  - I can beat box;
  - I play the guitar;
  - I like the song...;
  - I enjoy beading;
  - I like hanging out with friends;
  - I have a part-time job after school;
  - My favourite videos to watch are...;
  - I have a pet dog;
  - I like being on the land;
  - I love sleeping in;
  - I play basketball;
  - I volunteer at...;
  - I dislike...;
  - My grandparents were born outside of Canada;
  - I love camping / hunting / fishing;
  - I am on the biathlon team; or
  - I am a corporal.

5. Have the person in the middle go ahead and share a statement about themselves, e.g., “I love playing hockey,” and then have everyone else in the group who also loves playing hockey get up and move to a different chair. The person in the middle tries to find a seat and sit down. At the end, whoever is left standing is now the person in the middle. Have everyone who “loves playing hockey” put up their hands so the participants can see everyone who has this characteristic in common.
6. Have the new person in the middle begin with a statement about themselves, and repeat the process several times, as time permits.
7. Each time, ask probing questions to help the participants discover the commonalities they have with others in the group. For example, if someone says they have travelled outside their province / territory, ask them where they have been, and then ask others to raise their hands if they have also been to any of the same places.
8. To conclude the activity, ask the participants the following discussion questions:



- a. Did you learn anything new about anyone in the group?
- b. Do you feel more connected with each other now that you know you have things in common?
- c. Have you ever known anyone who was rejected from a group, insulted, called names, or made to feel unsafe, because they were different from others?
- d. Why can we sometimes be unkind and unfair to people who are different from us, e.g., people who are from a different country, or dress differently, or have a different sexual orientation, or have a disability, or express themselves differently, or act differently?

Possible answers could include:

- Sometimes, when we see someone who seems different from us, we may not understand that person very well.
- We may feel uncomfortable or fearful.
- Our lack of knowledge and understanding and our fears can lead to unfair, unaccepting, or unkind behaviours towards others.



9. When we treat people badly and unfairly based on certain personal characteristics, it is a type of harassment called “discrimination”.



Display the Discrimination content, using the presentation slide or the alternative method you have prepared.



## Discrimination

“Discrimination” is an action or decision that treats people badly and unfairly based on certain personal characteristics.

10. We need to respect and celebrate the differences in all people! Despite the differences in how we look or act, where we come from, and what we believe in, we are all human, and we have many things in common. These commonalities became very apparent in the Common Ground game.
11. What can you do to form connections with cadets / JCRs who may be different from you? What can you do when you are in local settings? What can you do in group settings outside your community?

# Activity 3

## Impact Versus Intent

### Estimated Time

15–20 minutes



1. Display the Harassment content, using the presentation slide or the alternative method you have prepared.



### Harassment

“Harassment” is behaviour that is insulting, intimidating, humiliating, degrading, or offensive to an individual or to a group.

Examples of harassment can include:

- name-calling or making offensive jokes about a person’s sexual orientation;
  - using offensive language and making inappropriate comments about a person with a disability; and
  - making racist jokes and insults towards a newcomer from another country.
2. Harassment is a type of discrimination. “Discrimination” is an action or decision that treats people badly and unfairly based on certain personal characteristics, e.g., their skin colour, religious beliefs, age, disability, or sexual orientation.
  3. Have the participants stand up and form a line. Explain that you will read out examples of behaviour. Have the participants step forward if they are comfortable with the behaviour. Have them step backwards if they are offended by, or uncomfortable with, the behaviour.
    - Someone stands close to you when they are talking to you.
    - Someone you just met gives you a hug.
    - Someone you know well gives you a hug.
    - Someone touches your arm or shoulder while they are talking to you.
    - Someone compliments you on your appearance.
    - Someone tells a joke that is racist or sexual and makes fun of groups of people.
    - Someone you do not know whistles at you and rates your appearance.
    - Someone you know whistles at you and rates your appearance.
    - Someone persistently keeps asking you for a date when you have already said no.



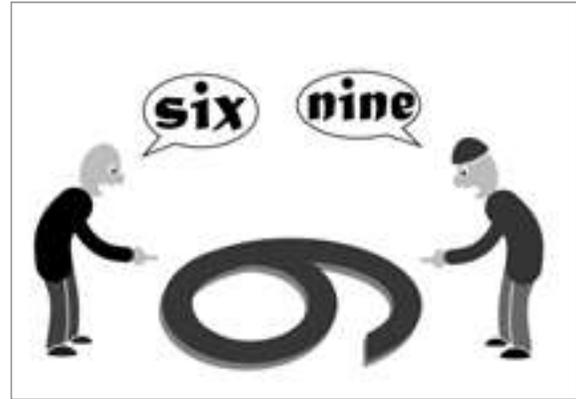
4. Display the Impact versus Intent content, using the presentation slides or the alternative method you have prepared.



When you look at these images, what do you see?

Possible answers may include:

- a 6 or a 9; and
- a tree, or a man and a woman.



These images demonstrate that the same thing can sometimes be viewed in very different ways. Some of you noticed one image first, while others noticed the other image option right away. Some of you may have seen just one image option. Some of you saw both image options at the same time.

The same thing happened in the activity we completed when we were standing in a line. Some people viewed certain behaviours and interactions with others as acceptable, while others found those same behaviours uncomfortable or offensive. Different people interpret behaviours in different ways. Something that one person thinks is funny, might be offensive or deeply hurtful to someone else.

5. Have you ever seen someone being mocked or treated badly, and then heard the other person say, “I was just joking,” or, “You are overreacting”? This is a common response when someone harasses another person with words or actions. We need to understand that what might be intended as a joke, might be offensive or hurtful to someone else.
6. Consider the following example: Mark yells at his teammate on the basketball court, “You run like a girl! It is pathetic! Grab your purse on the way to the locker room!” The entire basketball team laughs. His teammate laughs, too.

How do you think the girls’ basketball team felt when they overheard Mark’s comment as they were warming up?

Possible answers could include: the girls could feel humiliated and offended that their gender was mocked.

It does not matter whether Mark was joking, or whether he did not mean to hurt the girls’ team. What matters is that his behaviour made them feel bad and humiliated. That is why we say the “impact” of harassment—how it made someone feel—is more important than the “intent”—what the speaker meant by their words or actions.

7. Divide the participants into pairs. Have them brainstorm answers to the following questions:
  - a. What could we do to minimize the likelihood that we offend or hurt someone?

Possible answers could include:

- Never target specific groups.
- Take time to get to know people, to better understand how our words or actions may impact them.
- Pay attention to physical cues that show someone may feel uncomfortable or hurt.

- When you do not understand something, ask respectful questions.
- If you offend someone or hurt their feelings, apologize.



- b. Imagine that you see a cadet / JCR making harassing comments, and you confront them about their behaviour. If they say, “Lighten up! It was only a joke,” how could you respond?

Possible answers could include:

- Let the person know that their comment was offensive and hurtful.
- Explain the impact of their words and actions on the targeted person or group.
- Remind them that the cadet and JCR programs are safe places for everyone, and harassing comments and behaviours are not acceptable.
- If the person does not stop, then you can report the harassing behaviour to your cadet or JCR leader.



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to if they were experiencing harassment or discrimination? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend

 1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.

 2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.

 This is a four-step model that we use to help a friend. Let us consider how we can help Sadiki from our scenario. We are going to review the scenario and help Sadiki using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Sadiki's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Sadiki is a new immigrant to Canada. She is learning the language and the customs. At school, she is in a group with three other students working on a science project. She is excited to get to know the others in her group, and she asks what she needs to do. Tabitha announces that Sadiki is not welcome in their group because she speaks funny and dresses weird. Tabitha says she should go back to her own country. Sadiki feels hurt and humiliated.

You see Sadiki at a cadet / JCR training activity that evening. She is quiet and withdrawn.

3. Have the participants go through the four steps of the Look, Listen, Link, Live® model by asking the questions below.



STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Sadiki needs help?

Possible answers could include:

- Sadiki is quiet and withdrawn



STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Sadiki to talk to her? What would you say?

Possible answers could include:

- Let her know that you are worried about her, and ask if she is okay.
- Let her know that you care about her and that you are here to listen to her and support her.



STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Sadiki for help and support?

Possible answers could include:

- Offer to go with Sadiki to talk to an adult she trusts to report what happened.
- Connect Sadiki with the school counsellor to talk about her feelings.
- Suggest that Sadiki could call or text Kids Help Phone to talk about her feelings.
- Encourage Sadiki to talk to her parents / caregivers so they can connect with the school and ensure she is getting support.



STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Sadiki?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Hang out with Sadiki, and invite your friends to join you.
- Show her you care about her and support her.



4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- Everyone deserves to be treated fairly and with respect.
- Harassment is about impact and not intent.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Sadiki's Story

Sadiki is a new immigrant to Canada. She is learning the language and the customs. At school, she is in a group with three other students working on a science project. She is excited to get to know the others in her group, and she asks what she needs to do. Tabitha announces that Sadiki is not welcome in their group because she speaks funny and dresses weird. Tabitha says she should go back to her own country. Sadiki feels hurt and humiliated.

You see Sadiki at a cadet / JCR training activity that evening. She is quiet and withdrawn.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Sadiki needs help?
- STEP 2: LISTEN. How would you approach Sadiki to talk to her? What would you say?
- STEP 3: LINK. Where would you link Sadiki for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Sadiki?



## References

- Calgary Anti-Racism Education. (2020). Forms of racism. Retrieved from <http://www.ucalgary.ca/cared/formsoracism>
- Canadian Human Rights Commission. (2016a). What are human rights? Retrieved from <http://www.chrc-ccdp.gc.ca/eng/content/what-are-human-rights>
- Canadian Human Rights Commission. (2016b). What is harassment? Retrieved from <https://www.chrc-ccdp.gc.ca/eng/content/what-harassment-1>
- Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.
- Findley, H. & Corbett, R. (2008). Speak out...act now: A guide to preventing and responding to abuse and harassment for sport clubs and associations. Ottawa, O.N.: Hockey Canada.
- Government of Canada. (2015). Is it harassment? A tool to guide employees. Retrieved from <https://www.canada.ca/en/treasury-board-secretariat/services/healthy-workplace/prevention-resolution-harassment/harassment-tool-employees.html>
- McGill Social Equity and Diversity Education Office. (2020). FAQ: Discrimination? Retrieved from [https://www.mcgill.ca/equity\\_diversity/links/toolbox/equityrelatedfaqs/discrimination](https://www.mcgill.ca/equity_diversity/links/toolbox/equityrelatedfaqs/discrimination)
- Safe @ School. (2016). Power and identity. Retrieved from <http://www.safeatschool.ca/plm/equity-and-inclusion/racism-sexism-homophobia-social-problems/power-and-identity>
- U.S. Department of Education, Office for Civil Rights. (2018). Prohibited disability harassment. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/disabharassltr.html>



LESSON 8

# Consent and Sexual Assault

Ages 12–15





# Lesson 8. Consent and Sexual Assault

## Ages

12–15

## Learning Objectives

Cadets and JCRs will be able to:

- Define “consent” (Activities 1, 2, and 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- What is Consent?
- Consent is...
- When Consent Is Not Possible
- Age of Consent (Protection)
- Protection from Exploitation and Abuse of Power
- Close-in-Age Exemptions
- Am I Old Enough to Consent?
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Consent Scenario Cards
- Rules of Consent Cards
- Consent Match-Up Game: Answer Key
- Consent: Given or Not Given?
- Consent: Given or Not Given? Answer Key
- Pat’s Story
- Support Circles
- Safety Plan

Video:

- What is Consent? (time: 1:44)  
[https://www.youtube.com/watch?v=JC\\_GOjKwcsU#action=share](https://www.youtube.com/watch?v=JC_GOjKwcsU#action=share)



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. What is Consent?

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › What is Consent?;
  - › Consent is...; and
  - › When Consent Is Not Possible.
- Prepare four pieces of flip chart paper, each displaying one of the headings from Activity 1, Paragraph 4. Post the four pieces of flip chart paper around the room.
- Gather felt markers for each group.

## Activity 2. What is Consent? Match-Up Game

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Consent is...;
  - › Age of Consent (Protection);
  - › Protection from Exploitation and Abuse of Power;
  - › Close-in-Age Exemptions; and
  - › Am I Old Enough to Consent?
- Set up the video, What is Consent? (time: 1:44), so it is ready to play.
- Gather or prepare a set of Consent Scenario Cards for each group.
- Gather or prepare a set of Rules of Consent Cards for each group.
- Print a copy of the Consent Match-Up Game: Answer Key for yourself.

## Activity 3. Consent: Given or Not Given?

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Consent is...
- Print a copy of the Consent: Given or Not Given? handout for each participant.
- Print a copy of the Consent: Given or Not Given? Answer Key for yourself.
- Ensure participants have a pen or pencil.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Pat's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



In this lesson, we are going to talk about consent: how to give consent, how to ask for consent, and how to recognize when consent is not happening in our relationships. "Consent" is a voluntary, non-coerced agreement to engage in sexual activity.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Pat goes by the pronoun "they".



Pat and Dale have been friends for a long time. Lately, there has been a feeling of attraction between them. One day when they are hanging out, Pat asks Dale if they can kiss. Dale says yes, and they kiss.

Pat is hanging out at your house and tells you that the relationship with Dale is going well. Pat says they are feeling a little scared about moving forward with Dale due to something that happened to them in their past. Pat discloses that they were sexually assaulted by another student at a party last year, and they have never told anyone. Pat starts crying. You feel angry that your friend was sexually assaulted.

In the first part of the scenario, did Dale give consent to kiss?

Answer:



Yes, Pat asked Dale for permission to kiss, and Dale verbally gave consent by saying yes.

We are going to do an activity to help us understand consent.



# Activity 1

## What is Consent?

### Estimated Time

15–20 minutes

-  1. We are going to talk about consent. Consent is an important part of healthy relationships. We will be referring to consent in the context of sexual activity.
2. Divide the participants into four groups. Distribute felt markers to each group.
-  3. We will be doing a gallery walk activity. Each group will walk around to the four pieces of flip chart paper posted around the room. Each group will start at one paper and will write some responses to the paper's heading. After a few minutes, each group will rotate to the next paper. When each group has added their thoughts to all four pieces of flip chart paper, we will discuss the responses as a larger group.
4. Read out the four headings and the instructions:
  -  a. "Consent is..." Write down any words or phrases you can think of that are associated with consent.
  - b. "List the ways a person demonstrates they are giving consent." Think of both verbal and physical ways a person can show they are agreeing to sexual activity.
  - c. "List the ways a person demonstrates that they are not giving their consent." Write down words or actions that indicate a person is verbally or physically saying no and is not agreeing to consent to sexual activity.
  - d. "Consent cannot be given." Write down situations in which a person is unable to give consent to sexual activity.
5. Start with flip chart (a). Have a volunteer read out the statement and the responses that the participants wrote down.



Display the What is Consent? content, using the presentation slides or the alternative method you have prepared.



### What is Consent?

"Consent" is a voluntary, non-coerced agreement to engage in sexual activity.



Display the Consent is... content, using the presentation slide or the alternative method you have prepared. Review the key points of consent.



### Consent is...

- Consent is affirmative and enthusiastic. It is a positive, enthusiastic response: someone is saying, "Yes!"
- Consent is freely given and non-coerced. We give consent because we want to, not because we are pressured to do so by others.



- Consent is ongoing. Consent is not something that is given once and then assumed afterwards. We must get consent and give consent before any type of sexual activity can happen.
- Consent is 100% reversible. We have the right to change our mind at any time and withdraw our consent.
- Consent is clear-headed. We must be conscious and sober to give consent.

Ask the participants the following questions:



- a. Is there anything on the slides that is new learning for you?
- b. Is there anything you do not understand? Do you need clarification on any of the points?

6. Have a volunteer read out the statement and responses on flip chart (b).

Refer to the point displayed on the presentation slide or the alternative method you have prepared: Consent is affirmative and enthusiastic. It is a positive, enthusiastic response: someone is saying, “Yes!”



There are both verbal and physical ways a person can give their consent.

If any of the following ways a person can show they are agreeing to sexual activity were missed among the responses on flip chart (b), mention them:



- saying, “Yes!”;
- saying, “Keep going,” or, “Keep doing that”;
- saying, “I want more”;
- asking to go further;
- nodding one’s head to indicate yes;
- pulling someone closer;
- removing clothing; and
- smiling and laughing in a positive way.

7. Have a volunteer read out the statement and responses on flip chart (c).



These are ways a person can tell us through their words or actions that they are not giving their consent:

- freezing up;
- crying;
- pushing someone away;
- moving away from someone;
- laughing in an uncomfortable way;
- saying, “No!”;
- saying, “Stop!”;
- saying, “Slow down!”;
- saying, “I am not into this anymore”;
- saying, “I do not like what you are doing”; or
- saying, “I am not sure.”

We need to constantly check in to make sure the signs of consent are there. We need to pay attention to verbal and physical cues that a person is not comfortable and wants to stop.

Why is it important to pay attention to these cues?

Possible answers could include:

- We need to respect other people's boundaries.
- We need to listen when someone says no.
- When you ignore a no, that is sexual assault.



Sexual activity without consent is sexual assault.

Sexual assault is a criminal offence.

What can we say to the other person if they are showing signs of discomfort?

Possible answers could include:

- Do you want to stop?
- Are you okay?
- I want to take a break and make sure we are both okay with this.



8. Have a volunteer read out the statement and responses on flip chart (d).

Display the When Consent Is Not Possible content, using the presentation slide or the alternative method you have prepared.



### When Consent Is Not Possible:

- Someone tries to say yes for you, e.g., "Your boyfriend / girlfriend said you would have sex with me."
- Someone abuses a position of trust or authority to get another person to have sex with them. Someone in a position of trust or authority could be a:
  - › babysitter;
  - › teacher;
  - › coach;
  - › another cadet or JCR; or
  - › corps / squadron / patrol staff.
- Someone uses threats or force.
- Someone says no, or does not say yes.
- Someone expresses no through body language or actions.
- Someone is sleeping, unconscious, intoxicated, or high.
- Cadets and JCRs may be in positions of authority over other cadets and JCRs, and in these circumstances, consent cannot be given.



9. Divide the participants into pairs.

Imagine that there is a new cadet / JCR who has never heard of consent and does not know what it is. How would you explain "consent" to this person?

Give the pairs a few minutes to write down a statement. Go around the room and have each pair share their statement.



10. Consent is about listening to, and respecting, the boundaries of others. For any sexual activity to happen, everyone needs to ask for consent and give consent.



# Activity 2

## What is Consent? Match-Up Game

### Estimated Time

15–20 minutes

 1. We are now going to watch a video to help you better understand consent.

 2. Show the video, What Is Consent? (time: 1:44).



The video relays its information very quickly. To ensure the participants have the opportunity to familiarize themselves with the content, you may need to replay the video.

 3. We are going to play a match-up game to review the rules of consent from the video.

Divide the participants into groups of four. Distribute a set of Consent Scenario Cards and a set of Rules of Consent Cards to each group. Have each group match the scenario with the rule of consent that applies to the situation.

4. After each group has completed the task, read each Consent Scenario Card out loud, and have the groups share the correct matching Rules of Consent Card. Use your Consent Match-Up Game: Answer Key to ensure they have the correct answers.

 5. Display the Consent is... content, using the presentation slide or the alternative method you have prepared. Reinforce all the important aspects of consent.



### Consent is...

- Consent is affirmative and enthusiastic. It is a positive, enthusiastic response: someone is saying, “Yes!”
- Consent is freely given and non-coerced. We give consent because we want to, not because we are pressured to do so by others.
- Consent is ongoing. Consent is not something that is given once and then assumed afterwards. We must get consent and give consent before any type of sexual activity can happen.
- Consent is 100% reversible. We have the right to change our mind at any time and withdraw our consent.
- Consent is clear-headed. We must be conscious and sober to give consent.

6. It is important to know that there are laws in Canada about consenting to sexual activity.



Display the Age of Consent (Protection) content, using the presentation slides or the alternative method you have prepared.



## Age of Consent (Protection)

- The “age of consent” is the age when it is legal for a youth to consent to sexual activity.
- The “age of consent” is also called the “age of protection” because the laws are meant to protect children and youth from being abused by someone who is older or by someone who has more power.
- In general, the age of consent in Canada is 16 years old.
- In some relationships, like those where one partner holds a position of power or authority over the other, the age of consent is 18 years old.
- If both partners are close in age to each other, there can sometimes be exceptions in which people under 16 can consent. For instance, if one person is 16 and the other is 15, consent may be possible as long as there is no imbalance in power.
- No person can engage in sexual activity with a child under 12 years old, under any circumstance. Children under the age of 12 CANNOT consent to sexual activity.

There are many situations in which consent is not legally possible. We are going to focus on one specific circumstance when consent is not legally possible: for all children and youth aged 12–17, consent is not possible if the other person is in a position of trust or authority over them or if the person is exploiting them.



Display the Protection from Exploitation and Abuse of Power content, using the presentation slide or the alternative method you have prepared.



## Protection from Exploitation and Abuse of Power

For all youth aged 12–17, consent is not possible if the other person is:

- in a position of trust or authority over the youth:
  - › babysitter;
  - › teacher;
  - › coach;
  - › another cadet or JCR; or
  - › corps / squadron / patrol staff.
- someone on whom the youth is dependent; or
- in an exploitative relationship with the youth.

Sexual activity in the context of these relationships is illegal. Only a person aged 18 or older is capable of consent in these situations.

Cadets and JCRs may be in positions of authority over other cadets and JCRs, and in these circumstances, consent cannot be given.

To protect children and youth from power imbalances, such as a big age difference, there are laws around age differences.



Display the Close-in-Age Exemptions content, using the presentation slide or the alternative method you have prepared.



## Close-in-Age Exemptions

If the person is not in a position of trust or authority over the child or youth, if the child or youth is not dependent on the person, and if the person is not in an exploitative relationship with the child or youth, then these rules apply:

- A 12- or 13-year-old can consent to sexual activity if the partner is less than two years older.
- A 14- or 15-year-old can consent to sexual activity if the partner is less than five years older.
- A 16- or 17-year-old can consent to sexual activity if the partner is old enough to consent with them.

Why do you think these laws exist around age difference?

Possible answers could include: to protect youth from being abused by someone older who has more power.



Display the Am I Old Enough to Consent? content, using the presentation slide or the alternative method you have prepared.



Let us review when a person is old enough to consent.

Go over the infographic with the participants.



Remember, the laws do not have anything to do with whether a person is ready or willing to engage in sexual activity. Rather, the law exists to protect youth from imbalances in relationships, such as a big age difference or one partner having a position of power over the other.



# Consent Scenario Cards

1

Jessy has been pressuring Cyndi to have sex, and she keeps saying no. Jessy comes over one evening, and things start to move fast. Cyndi tells Jessy to stop. Jessy gets mad and tells Cyndi that if she does not have sex with him, he is going share a very embarrassing secret that she told him. She pleads with Jessy, but he will not back down. She agrees to have sex with him.

2

Conner and David are on a date at a house party. Conner is drunk and stumbling all over the place. David takes him into a bedroom and Conner falls onto the bed and cannot get up as the room is spinning and he feels sick. David lies down on the bed and starts to initiate sexual activity. Conner is so out of it that he can barely talk.

3

Sophia and Ellen really like each other. They are hanging out and Sophia says, "Ellen, I really want to kiss you. Is that okay?" Ellen smiles and says, "YES! I have been waiting for you to ask me that all night." Ellen leans in and puts her arms around Sophia and they kiss. Ellen says, "That was great!"

# Consent Scenario Cards

4

Sophia and Ellen had their first kiss the other night. They really enjoy being together. Sophia comes over to hang out with Ellen, walks in the door, grabs her, and starts to make out. Ellen backs away and tells her to stop. Sophia says, "You let me kiss you last night. What is your problem?"

5

Jenelle is sleeping on the couch. She wakes up to find her boyfriend kissing her and touching her under the covers. She pushes him away and gets up off the couch.

6

Smith agreed to come over to Sarah's house as her parents are away. They both agreed that they would make out. At first Smith is into it, but then starts to feel uncomfortable. Smith asks to stop and gets up. Sarah is furious and says that they both said "yes" to this.

# Rules of Consent Cards

<p>Consent is freely given and is not pressured or coerced. We give consent because we want to, not because we are pressured to by others. Cooperation does not equal consent if a person is threatened or pressured.</p>	<p>Consent is clear-headed. We must be sober and not under the influence of alcohol or drugs.</p>
<p>Consent is affirmative and enthusiastic. It is a positive, enthusiastic response—someone is saying, “Yes!”</p>	<p>Consent is ongoing. Consent is not something that is given once and then assumed afterwards. We must get and give consent before any type of sexual activity.</p>
<p>Consent is clear-headed. We must be awake and conscious. We cannot give consent if we are sleeping or unconscious.</p>	<p>Consent is 100% reversible. We have the right to change our mind at any time and withdraw our consent.</p>



# Consent Match-Up Game: Answer Key

## Scenario 1



Consent is freely given and is not pressured or coerced. We give consent because we want to, not because we are pressured by others. Cooperation does not equal consent if a person is threatened or pressured.

## Scenario 2



Consent is clear-headed. We must be sober and not under the influence of alcohol or drugs.

## Scenario 3



Consent is affirmative and enthusiastic. It is a positive, enthusiastic response—someone is saying, “yes!”

## Scenario 4



Consent is ongoing. Consent is not something that is given once and then assumed afterwards. We must get and give consent before any type of sexual activity.

## Scenario 5



Consent is clear-headed. We must be awake and conscious. We cannot give consent if we are sleeping or unconscious.

## Scenario 6



Consent is 100% reversible. We have the right to change our mind at any time and withdraw our consent.



# Activity 3

## Consent: Given or Not Given?

### Estimated Time

15–20 minutes



1. We are going to be talking about consent. Consent is an important part of healthy relationships.



2. Distribute a copy of the Consent: Given or Not Given? handout to each participant.

3. Divide the participants into pairs. Have them read the scenarios on the handout and determine whether consent was given or not given in each situation.

4. Allow time for participants to complete the handout.

5. Discuss as a large group by going through each of the scenarios to determine if consent was given or not given. Use your Consent: Given or Not Given? Answer Key to ensure they have the correct answers.



6. Cadets and JCRs may be in positions of authority over other cadets and JCRs, and in these circumstances, consent cannot be given.

7. Sexual activity without consent is sexual assault.

Many survivors of sexual assault do not report it to the police. According to Statistics Canada, fewer than one in ten survivors report the crime to the police.

8. What stops people from reporting sexual assault?

Allow the participants time to answer.

Possible answers could include:

- fear of not being believed;
- shame over what happened;
- guilt, because they think they did something to provoke the assault, e.g., they were dressed provocatively;
- believe it is their fault;
- do not know whom to talk to or how to report; or
- they have been threatened.



If you have been sexually assaulted, it is NOT your fault. People NEVER ask for, or provoke, sexual assault because of what they were wearing or how they were acting. The fault lies ENTIRELY WITH THE PERPETRATOR.



# Consent: Given or Not Given?

For each scenario, place an x in the column to show whether consent was given or not given.

Scenario	Consent Given	Consent Not Given
A person is walking down a hallway at school and someone grabs their butt.		
A person says, "I want to do this. I am ready and excited."		
A person is making out with someone and then passes out.		
A person freezes up and turns away when being kissed.		
A person is nodding their head yes and leaning into the other person.		
A person has sex because they are threatened.		
A person has a scared look on their face and they tense up when touched.		
A person is really into making out, and then stops and says, "Can we do something else?"		
A person says, "I am not sure."		



# Consent: Given or Not Given? Answer Key

Scenario	Consent Given	Consent Not Given
A person is walking down a hallway at school and someone grabs their butt.		<input type="checkbox"/>
A person says, "I want to do this. I am ready and excited."	<input type="checkbox"/>	
A person is making out with someone and then passes out.		<input type="checkbox"/>
A person freezes up and turns away when being kissed.		<input type="checkbox"/>
A person is nodding their head yes and leaning into the other person.	<input type="checkbox"/>	
A person has sex because they are threatened.		<input type="checkbox"/>
A person has a scared look on their face and they tense up when touched.		<input type="checkbox"/>
A person is really into making out, and then stops and says, "Can we do something else?"		<input type="checkbox"/>
A person says, "I am not sure."		<input type="checkbox"/>



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to about sexual assault in a relationship? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend

-  1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.
  -  2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.
-  This is a four-step model that we use to help a friend. Let us consider how we can help Pat from our scenario. We are going to review the scenario and help Pat using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Pat's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Pat goes by the pronoun “they”.



Pat and Dale have been friends for a long time. Lately, there has been a feeling of attraction between them. One day when they are hanging out, Pat asks Dale if they can kiss. Dale says yes, and they kiss.

Pat is hanging out at your house and tells you that the relationship with Dale is going well. Pat says they are feeling a little scared about moving forward with Dale due to something that happened to them in their past. Pat discloses that they were sexually assaulted by another student at a party last year, and they have never told anyone. Pat starts crying. You feel angry that your friend was sexually assaulted.

3. Have the participants go through the four steps of the Look, Listen, Link, Live® model by asking the questions below.



STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Pat needs help?

Possible answers could include:

- Pat explains that they are happy about their new relationship, but they are scared about moving forward sexually because of an incident in the past.
- Pat is crying.



STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Pat to talk to them? What would you say?

Possible answers could include:

- Remain calm and listen.
- Let Pat know that you are sorry this happened to them and that you want to help.
- Let Pat know that what happened to them is not their fault.



STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Pat for help and support?

Possible answers could include:

- Offer to go with Pat to talk to a counsellor or other safe adult to report what happened.
- Let Pat know you want to make sure they are safe.
- Offer to go with Pat to report the assault to the police.



STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Pat?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.



4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- Consent is about asking for and giving permission before any type of sexual activity.
- Consent is about getting an enthusiastic “Yes!”
- Consent cannot be forced. It must be freely given, without pressure.
- Sexual activity without consent is sexual assault. If you have experienced sexual assault, know it is NOT your fault!
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Pat's Story

Pat and Dale have been friends for a long time. Lately, there has been a feeling of attraction between them. One day when they are hanging out, Pat asks Dale if they can kiss. Dale says yes, and they kiss.

Pat is hanging out at your house and tells you that the relationship with Dale is going well. Pat says they are feeling a little scared about moving forward with Dale due to something that happened to them in their past. Pat discloses that they were sexually assaulted by another student at a party last year, and they have never told anyone. Pat starts crying. You feel angry that your friend was sexually assaulted.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Pat needs help?
- STEP 2: LISTEN. How would you approach Pat to talk to them? What would you say?
- STEP 3: LINK. Where would you link Pat for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Pat?



## References

- Adams-Curtis, L.E. & Forbes, G.E. (2004). College women's experiences of sexual coercion: A review of cultural, perpetrator, victim and situational variables. *Trauma, Violence, & Abuse*, 5(2), 91–122.
- Alliance in Action. (2018). Recognizing non-verbal consent: It's not that hard. Retrieved from <https://allianceinaction.org/2018/03/08/recognizing-non-verbal-consent-its-not-that-hard/>
- Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, *Psychological First Aid Pocket Guide* (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.
- Canadian Red Cross. (2010). Handbook on preventing violence against children. Retrieved from <https://www.redcross.ca/crc/documents/What-We-Do/Violence-Bullying/handbook-preventing-vac-2010-english.pdf>
- Dartmouth College. (2020). How do I know if I have consent? Retrieved from <https://www.dartmouth.edu/consent/communication/whendo.html>
- Department of Justice Canada. (2013). Age of consent to sexual activity. Retrieved from <https://www.justice.gc.ca/eng/rp-pr/other-autre/clp/faq.html>
- Kids Help Phone. (2018). What is consent? [Video file.] Retrieved from [https://www.youtube.com/watch?v=JC\\_GOjKwcsU#action=share](https://www.youtube.com/watch?v=JC_GOjKwcsU#action=share)
- National Domestic Violence Hotline. (2017). What is consent? Retrieved from <https://www.loveisrespect.org/healthy-relationships/what-consent/>
- Public Legal Education and Information Service of New Brunswick. (2017). Understanding consent to sexual activity. Retrieved from [http://www.legal-info-legale.nb.ca/en/uploads/file/pdfs/No\\_Means\\_No\\_EN.pdf](http://www.legal-info-legale.nb.ca/en/uploads/file/pdfs/No_Means_No_EN.pdf)
- Society of Obstetricians and Gynaecologists of Canada. (2020). Sex & u. Retrieved from <https://www.sexandu.ca/consent/what-is-consent/>
- Women's Legal Education and Action Fund. (2014). The law of consent in sexual assault. Retrieved from <https://www.leaf.ca/the-law-of-consent-in-sexual-assault/>



LESSON 9

# Child Abuse

Ages 12–15





# Lesson 9. Child Abuse

## Ages

12–15

## Learning Objectives

Cadets and JCRs will be able to:

- Discuss the types of violence that happen in families (Activity 1).
- Explain that children have the right to be protected from abuse and violence (Activity 2).
- Describe the basic needs of children and youth (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Human Rights
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Quiz Question and Answer Key
- Rights and Wants Cards
- Sketch-o-rama Cards
- Darren's Story
- Support Circles
- Safety Plan

Video:

- Nala (time: 2:58)



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Types of Violence Against Children and Youth

- Prepare one piece of flip chart paper to display the quiz categories and points from Activity 1, Paragraph 3. Post the piece of flip chart paper at the front of the room.
- Gather unlined 8.5 inch by 11 inch paper for each team.
- Ensure that participants have a pen or pencil.
- Have a white board or a piece of flip chart paper to record the scores for each team.
- Print a copy of the Quiz Question and Answer Key for yourself.

## Activity 2. Understanding Human Rights

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Human Rights.
- Gather or prepare a set of Rights and Wants cards for each group.

## Activity 3. Understanding Neglect

- Set up the video, Nala (time: 2:58), so it is ready to play.
- Print one set of Sketch-o-rama Cards.
- Gather flip chart paper.
- Gather felt markers.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Darren's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else’s experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



This lesson is about violence against children and youth. We are going to talk about the violence, harm, and neglect that can happen when a parent / caregiver or other adult mistreats a child. We refer to this as “child abuse”.



When we use the term “child” in this lesson, we are referring to any person under the age of 19 years. Legally, a “child” is someone who needs protection as defined by provincial and territorial child protection legislation. For example, in B.C., a “child” is defined as anyone under the age of 19; in Quebec, a “child” is defined as anyone under the age of 18; in Nunavut, a “child” is defined as anyone under the age of 16. Consider sharing this information with your participants so that they understand that the term is a legal one and that children are legally entitled to protection.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Darren is sitting in his room, trying to concentrate on his homework. His hunger pangs are so bad that he is having a hard time getting anything done. His younger brother and sister keep knocking on his door, complaining they are hungry. He walks to the kitchen and goes through the cupboards, hoping to find something. No luck. The cupboards and the fridge are empty. This is the third day in a row that they have not had any lunch or dinner.

Darren’s parents have not been home for two days. He is worried about his siblings and what is going to happen to them.

Darren has missed two days of school, so you ask him to come over for dinner. He seems anxious and looks really stressed. He eats two helpings of dinner, and he asks your mom if he can take some food home for his brother and sister.

What type of abuse is happening to Darren and his siblings?

Answer:



Neglect. Darren and his siblings are not getting the food and care they need to thrive and grow. They are also left alone without supervision.

We are going to do an activity to look some of the types of violence that can be experienced by children and youth.



# Activity 1

## Types of Violence Against Children and Youth

### Estimated Time

15–20 minutes



1. Violence against children and youth is a problem across Canada and throughout the world. Children are harmed emotionally, physically, and sexually by adults.
2. In this activity, we are going to learn about three types of abuse that can happen to children and youth: emotional abuse, physical abuse, and neglect. We will also learn about getting help for abuse. I am going to split you into two different teams, and we will do an activity to check your knowledge and share information on the different types of harm that can happen to children and youth.
3. Ahead of time, write the quiz categories and points on a piece of flip chart paper, according to the diagram below.

Emotional	Physical	Neglect	Getting Help
100	100	100	100
200	200	200	200
300	300	300	300
400	400	400	400

4. Divide the participants into two teams: Team One and Team Two. Distribute several pieces of unlined 8.5 inch by 11 inch paper to each team. Explain that there are four quiz categories: emotional, physical, neglect, and getting help. There are four questions under each category. Each question has a different point value. Be ready with your copy of the Quiz Question and Answer Key.

Have Team One start by choosing a category and a question. They will have one to two minutes to brainstorm with their group and to write down the answer to their question. At the same time, Team Two will also brainstorm with their group and write down their answer to the same question.

When time is up, Team One will share their answer. If they have the correct answer, they will be awarded the points. If they do not have the correct answer, Team Two will be given an opportunity to answer the question and 'steal' the points. Go through as many questions as time permits, and keep score at the front of the room on a white board or on a piece of flip chart paper.



# Quiz Question and Answer Key

Emotional	
Points	Answer
<p>100</p> <p> What is emotional abuse?</p>	<p> “Emotional abuse” is a pattern of behaviour by an adult that can damage the self-esteem of a child.</p>
<p>200</p> <p> List the ways an adult could emotionally abuse a child or youth. Give two or more examples.</p>	<p> Emotional abuse includes the following behaviours:</p> <ul style="list-style-type: none"> <li>• constantly criticizing;</li> <li>• insulting;</li> <li>• ridiculing;</li> <li>• ignoring;</li> <li>• threatening;</li> <li>• rejecting;</li> <li>• exploiting; and</li> <li>• withholding love and support.</li> </ul>
<p>300</p> <p> Give three or more examples of how emotional abuse would make a child feel or act.</p>	<p> Emotional abuse leads to many feelings and behaviours, including:</p> <ul style="list-style-type: none"> <li>• sadness;</li> <li>• depression;</li> <li>• anxiety;</li> <li>• feeling worthless and unloved;</li> <li>• loneliness;</li> <li>• low self-esteem;</li> <li>• helplessness;</li> <li>• inability to trust others;</li> <li>• confusion;</li> <li>• thoughts of suicide;</li> <li>• eating disorders;</li> <li>• trouble sleeping;</li> <li>• withdrawal from friends and activities;</li> <li>• substance abuse;</li> <li>• self-harm;</li> <li>• dropping out of school;</li> <li>• failure in school; and</li> <li>• poor peer relationships.</li> </ul>

# Quiz Question and Answer Key

<p>400</p> <p> What unhealthy ideas do children mistakenly learn from witnessing family violence, which is any form of abuse, mistreatment, or neglect that a child or adult experiences from a family member? Give four examples.</p>	<p> Unhealthy ideas that children and youth mistakenly learn from witnessing family violence include:</p> <ul style="list-style-type: none"><li>• that violence has a place in the family;</li><li>• that violence is normal and acceptable;</li><li>• that it is okay to hit someone who may be smaller and less powerful;</li><li>• that there are few, if any, consequences for violence; and</li><li>• that violence is an acceptable way to handle anger and stress.</li></ul>
---	--

# Quiz Question and Answer Key

Physical	
Points	Answer
100  What is physical abuse?	 “Physical abuse” happens when an adult injures, or threatens to injure, a child or youth. It can take the form of hitting, beating, burning, or shaking.
200  What is the difference between normal bruising on a child and suspicious bruising from physical abuse? Give two or more examples.	 Normal bruising happens on the hard parts of a child that stick out: the elbows, knees, and forehead. These bruises happen from normal activities like playing and falling.  Suspicious bruising happens on a child’s soft parts: the stomach, back, face, arms, and legs. Adults physically abuse youth in places that can be covered by clothing to hide the marks.

# Quiz Question and Answer Key

<p>300</p> <p>What is the difference between “abuse” and “discipline”? Give three or more examples.</p>	<p>Discipline:</p> <ul style="list-style-type: none"><li>• is used by parents to correct a specific misbehaviour: a child knows that if they fail to meet expectations, they will be corrected;</li><li>• is intended to educate the child;</li><li>• is a situation in which the parent / caregiver maintains their self-control;</li><li>• does not involve the use of objects like belts, sticks, or bats;</li><li>• does not leave bruises, cuts, or scratches; and</li><li>• is a tool to help children learn.</li></ul> <p>Abuse:</p> <ul style="list-style-type: none"><li>• is often unpredictable, and children may not know what will cause it to happen;</li><li>• is intended to instill fear;</li><li>• is a situation in which the parent / caregiver loses their self-control;</li><li>• can involve emotional abuse and can make a child or youth feel humiliated or degraded;</li><li>• can involve physical abuse and leave a child or youth with cuts, bruises, or broken bones; and</li><li>• is done out of anger or frustration.</li></ul>
<p>400</p> <p>What would cause you to suspect someone is being physically abused? Give four examples.</p>	<p>The following may indicate that someone is being physically abused:</p> <ul style="list-style-type: none"><li>• bruises of different colours and shapes on their back, stomach, neck, face, under their arms, or on the backs of their legs;</li><li>• broken bones;</li><li>• wearing long sleeves and pants all the time to hide bruises;</li><li>• getting angry if you ask them where they got the bruises;</li><li>• giving an explanation for the bruises that does not make much sense;</li><li>• getting angry at others easily and lashing out physically;</li><li>• harming others;</li><li>• self-harming; or</li><li>• substance abuse.</li></ul>

# Quiz Question and Answer Key

Neglect	
Points	Answer
<p>100</p> <p> Give a definition of neglect.</p>	<p> “Neglect” is when a parent or caregiver does not meet the basic needs of a child or youth.</p>
<p>200</p> <p> What is the difference between poverty and neglect?</p>	<p> “Neglect” is when a parent or caregiver does not meet the basic needs of a child or youth. This can happen when parents / caregivers “choose” not to meet those needs, or when they are trying to provide for their children but are unable to do so. This can result from insufficient resources; for example, poverty, no access to adequate housing, or other challenges. Many families that experience poverty are still able to meet the basic needs of children and youth.</p>
<p>300</p> <p> List three or more basic needs that children and youth need to live.</p>	<p> Basic needs of children and youth include:</p> <ul style="list-style-type: none"> <li>• food;</li> <li>• clothing;</li> <li>• shelter;</li> <li>• education;</li> <li>• exercise;</li> <li>• fresh air;</li> <li>• medical and dental care;</li> <li>• hygiene;</li> <li>• sleep;</li> <li>• discipline;</li> <li>• supervision;</li> <li>• stimulation;</li> <li>• interaction;</li> <li>• safety; and</li> <li>• love.</li> </ul>
<p>400</p> <p> What are some indicators that may cause you to suspect someone is being neglected? Give four examples.</p>	<p> A person who is being neglected may be:</p> <ul style="list-style-type: none"> <li>• always hungry;</li> <li>• stealing food;</li> <li>• always tired;</li> <li>• wearing clothes that often do not fit;</li> <li>• dirty and have body odour;</li> <li>• dressed inappropriately for the weather;</li> <li>• sick often;</li> <li>• suffering from toothaches; or</li> <li>• over- or underweight.</li> </ul>



# Quiz Question and Answer Key

Getting Help	
Points	Answer
100  What stops people from reporting child abuse when they see it happening or when they suspect it is happening?	 People may avoid reporting child abuse because: <ul style="list-style-type: none"><li>• They are afraid to break up a family.</li><li>• They are unsure if it is abuse, and they do not want to make a false report.</li><li>• They do not know whom to report to.</li><li>• They are afraid the person will find out they made the report.</li><li>• They know the person doing the abuse and do not want them to get in trouble.</li></ul> <p>Note: If a person makes a report of child abuse because they suspected it was happening and it turned out not to be abuse, they will not be in trouble and there will be no legal consequences.</p>
200  Whom do people report child abuse to when they see or suspect it is happening?	 All adults have a duty to report if they know or suspect a child is being abused. They do not need to have proof. To report abuse, you would call Child Protective Services (the name may vary by province / territory). Child Protective Services is the agency that helps children and youth who are being abused. It is there to protect youth from harm.  Youth can call Child Protective Services if they are experiencing abuse or to report that someone else is experiencing abuse. If a young person is not comfortable calling, they can have an adult call for them.  The police are also an option, especially if the child or youth is in immediate danger.

# Quiz Question and Answer Key

<p>300</p> <p>How would you help a friend who told you they were experiencing emotional abuse, physical abuse, or neglect? Give two or more examples.</p>	<p>Youth often reach out for help from their peers before they talk to an adult. You can:</p> <ul style="list-style-type: none"><li>• Listen: be calm and let them talk. Listen without judgment.</li><li>• Talk in a calm and caring voice, and let them know it took a lot of courage for them to tell. Tell them you believe them.</li><li>• Link: Let them know there are people who can help. Encourage them to talk to a trusted adult, or offer to go with them to talk to someone who can help.</li><li>• Live: Keep checking in with them. Do things with them that will help them cope in healthy ways: hang out; go for walks; play a sport; go to the mall; go hunting; play video games; bead; or carve.</li><li>• Make sure you take care of yourself and talk to friends or family about your feelings.</li></ul>
<p>400</p> <p>Name three places you could go if you were experiencing abuse and were feeling unsafe at home.</p>	<p>You could consider going to:</p> <ul style="list-style-type: none"><li>• a friend's house;</li><li>• a relative's house;</li><li>• an elder's house;</li><li>• a school;</li><li>• the youth centre;</li><li>• the mall;</li><li>• a park;</li><li>• a walk on the land;</li><li>• a community centre;</li><li>• a youth shelter; or</li><li>• a cadet / JCR training activity.</li></ul>

# Activity 2

## Understanding Human Rights

### Estimated Time

15–20 minutes



1. What are “human rights”?



2. Display the Human Rights content, using the presentation slide or the alternative method you have prepared.



### Human Rights

“Human rights” are the things that every child should be able to have or to do in order to survive, grow, and reach their full potential.

3. What are some of the things children and youth have the right to have?

Possible answers could include:

- food;
- clothing;
- shelter;
- fresh air; and
- education.



4. The UN Convention on the Rights of the Child is a list of human rights for children that all countries in the world have agreed to uphold. Some important articles of the convention include:

- Article 19, the right to protection from violence: children have the right to be protected from being hurt or mistreated physically and emotionally;
- Article 27: children have the right to food, clothing, a safe place to live, and having their basic needs met;
- Article 30: children have the right to practice their own culture, language, and religion.

5. What is the difference between “rights” and “wants”?

Answer:



A “right” or a “need” is something we require in order to survive, grow, and reach our full potential. A “want” is something that we desire or want to have, but that we can live without.

6. Explain to participants that this group has been chosen to live on a new planet. Since they will set up a new society on a new planet, Mission Control wants them to have all the things they need to live and grow.

7. Divide the participants into groups of four. Distribute one set of Rights and Wants Cards to each group. Have them spread the cards out on the table, and have everyone in the group review the items.



8. Mission Control has given you 20 things to take with you on your journey to the new planet. Each group has two blank cards. You can bring two additional items. You will need to draw or label your two additional items on the blank cards.

Allow the participants time to complete their task.



9. Mission Control has just sent a message: because space is limited, each group can only take 15 of the 22 items. You must decide as a group on the seven items you will eliminate. Set the eliminated cards aside.

Allow the participants time to complete their task.



10. Mission Control has sent another message. There is now even less space available, and each group may only take 10 items. You must eliminate five more items, leaving 10 items that you think are the most essential.

Allow the participants time to complete their task.

11. Read the list of 20 items aloud, and have each group hold up their hand if that item is part of their final 10 items. Have each group share whether they included their two additional items in their final 10.

12. Ask participants the following discussion questions:



- a. Was it difficult to select some items over others?
- b. How did you decide which items were the most important?
- c. Are these rights being met for all children and youth?

Answer:

No, not all children and youth are having these rights met. In Canada and around the world, many children are being denied the basic rights that would enable them to survive, grow, and reach their full potential. Every day, children experience abuse and violence.



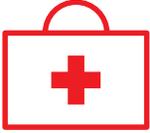
- d. Why do we need to know what our rights are?

Answer:

If you know your rights, you will know that you can and should ask for them. You will know to protect yourself from people and situations that can hurt you.

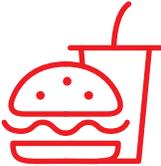


# Rights and Wants Cards

 <p>Decent shelter</p>	 <p>Clothes in the latest style</p>
 <p>Nutritious food</p>	 <p>A bicycle</p>
 <p>Protection from abuse and neglect</p>	 <p>Holiday trips</p>
 <p>Education</p>	 <p>Your own bedroom</p>
 <p>Health care</p>	 <p>A personal computer</p>



# Rights and Wants Cards

 <p>Fair treatment and non-discrimination</p>	 <p>A television set</p>
 <p>Clean air</p>	 <p>A smartphone</p>
 <p>An opportunity to share opinions</p>	 <p>Money to spend as you like</p>
 <p>Playgrounds and recreation</p>	 <p>Fast food</p>
 <p>Clean water</p>	 <p>Opportunities to practice your own culture, language, and religion</p>



# Activity 3

## Understanding Neglect

### Estimated Time

15–20 minutes

-  1. “Neglect” is when a parent or caregiver does not meet the basic needs of a child or youth. We identified that Darren and his siblings are being denied food and supervision.
-  2. We are going to play a game of called Sketch-o-rama to review the basic needs of children and youth.
-  3. Explain that you have fourteen Sketch-o-rama cards, each with a different basic need on them. Ask for two volunteers to come up to choose a card. Have each person draw a picture of the word on the flip chart. The rest of the group is to guess what the picture



Ask the group not to guess until the person is finished their drawing.

represents.

-  4. The person who guesses correctly takes the next turn drawing. As the needs are identified, record a master list of them on a piece of flip chart paper.
-  5. Show the video, Nala (2:58). Let participants know there will be a discussion after the video.
-  6. After the video, ask the participants the following discussion questions:

- How are children and youth impacted when their basic needs are not being met?

Possible answers could include:

- They may feel worthless or unloved.
- They may have poor health.
- They may suffer malnutrition.
- They may fail at school from not having enough rest or proper nutrition.
- They may feel sad, anxious, depressed, or angry.
- They may have trouble making friends.
- They may self-harm.
- They may use alcohol or drugs to cope.
- Neglect can lead to death in infants and young children, because they are dependent on adults to meet their needs.

- What is the difference between poverty and neglect?

Possible answers could include:

- “Neglect” is when a parent or caregiver does not meet the basic needs of a child or youth. This can happen when parents / caregivers “choose” not to

meet those needs, or when they are trying to provide for their children but are unable to do so. This can result from insufficient resources; for example, poverty, no access to adequate housing, or other challenges.



- Many families that experience poverty are still able to meet the basic needs of children and youth.

7. All children and youth have the right to have their basic needs met so that they can survive, grow, and reach their full potential.

# Sketch-o-rama Cards

shelter (that is safe, clean and warm)	stimulation and attention (being talked to, interacted with, noticed, and hugged)
food (that is nutritious)	sleep and rest
education	exercise and fresh air
clothing (that is appropriate for the weather)	protection from harm
good hygiene (care for the body and hair)	medical care
supervision (especially around dangerous activities)	dental care
guidance and discipline	



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to about an abuse situation? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend



1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.



2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.



This is a four-step model that we use to help a friend. Let us consider how we can help Darren from our scenario. We are going to review the scenario and help Darren using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Darren's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Darren is sitting in his room, trying to concentrate on his homework. His hunger pangs are so bad that he is having a hard time getting anything done. His younger brother and sister keep knocking on his door, complaining they are hungry. He walks to the kitchen and goes through the cupboards, hoping to find something. No luck. The cupboards and the fridge are empty. This is the third day in a row that they have not had any lunch or dinner.

Darren's parents have not been home for two days. He is worried about his siblings and what is going to happen to them.

Darren has missed two days of school, so you ask him to come over for dinner. He seems anxious and looks really stressed. He eats two helpings of dinner, and he asks your mom if he can take some food home for his brother and sister.

3. Have the participants go through the four steps of the Look, Listen, Link, Live® model by asking the questions below.



STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Darren needs help?

Possible answers could include:

- Darren has missed two days of school, and he looks anxious and stressed.
- Darren is very hungry and asks to take home food for his siblings.



STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Darren to talk to him? What would you say?

Possible answers could include:

- Ask Darren if he is okay.
- Let him know that you are there to help.
- Explain that you have noticed he seems to be hungry, anxious, and stressed.



STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Darren for help and support?

Possible answers could include:

- Offer to go with Darren to talk to a counsellor or other safe adult about the situation at home.
- Let him know you want to make sure he is safe.
- An adult is required to report what is happening to Child Protective Services to make sure Darren and his siblings are safe and are getting the support they need.



STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Darren?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Invite Darren out hunting or to hang out.
- Encourage him to join the cadet / JCR program so he can connect with others.



4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- Violence against children and youth can have a devastating impact.
- Adults have a duty to report all types of child abuse, including emotional abuse, physical abuse, and neglect. It is required by law that if an adult knows a child is being abused, or even if the adult suspects but does not know for sure that abuse is happening, they must call Child Protective Services and make a report.
- All children and youth have rights. If your rights are not being respected, there are people you can talk to for help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Darren's Story

Darren is sitting in his room, trying to concentrate on his homework. His hunger pangs are so bad that he is having a hard time getting anything done. His younger brother and sister keep knocking on his door, complaining they are hungry. He walks to the kitchen and goes through the cupboards, hoping to find something. No luck. The cupboards and the fridge are empty. This is the third day in a row that they have not had any lunch or dinner.

Darren's parents have not been home for two days. He is worried about his siblings and what is going to happen to them.

Darren has missed two days of school, so you ask him to come over for dinner. He seems anxious and looks really stressed. He eats two helpings of dinner, and he asks your mom if he can take some food home for his brother and sister.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Darren needs help?
- STEP 2: LISTEN. How would you approach Darren to talk to him? What would you say?
- STEP 3: LINK. Where would you link Darren for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Darren?



## References

- American Academy of Pediatrics. (2020). Child abuse and neglect. Retrieved from <https://www.healthychildren.org/english/safety-prevention/at-home/pages/what-to-know-about-child-abuse.aspx>
- Canadian Human Rights Commission. (2016). What are human rights? Retrieved from <http://www.chrc-ccdp.gc.ca/eng/content/what-are-human-rights>
- Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.
- Child Welfare Information Gateway. (2013). What is child abuse and neglect? Recognizing the signs and symptoms. Retrieved from <https://www.childwelfare.gov/pubs/factsheets/whatiscan/>
- Department of Justice. (2016). The criminal law and managing children's behaviour. Retrieved from <https://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/mcb-cce/index.html>
- Government of British Columbia. (2017). Responding to child welfare concerns: Your role in knowing when and what to report. Retrieved from [https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook\\_generalpublicbooklet.pdf](https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_generalpublicbooklet.pdf)
- Government of Canada. (2012). Child maltreatment: A “what to do” guide for professionals who work with children. Retrieved from <https://www.canada.ca/en/public-health/services/health-promotion/stop-family-violence/prevention-resource-centre/children/child-maltreatment-what-guide-professionals-who-work-children.html>
- HealthLinkBC. (2018). Child abuse and neglect. Retrieved from <https://www.healthlinkbc.ca/health-topics/tm4865>
- Steps to Justice. (2018). Questions about child abuse and neglect. Retrieved from <https://stepstojustice.ca/legal-topic/abuse-and-family-violence/child-abuse-and-neglect>
- UN Office of the High Commissioner of Human Rights. (2016a). Convention on the rights of the child. Retrieved from <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>
- UN Office of the High Commissioner of Human Rights. (2016b). What are human rights? Retrieved from <http://www.ohchr.org/EN/Issues/Pages/WhatareHumanRights.aspx>
- UNICEF. (2016). Special session on children. Retrieved from <http://www.unicef.org/specialsession/>
- UNICEF Canada. (2013). Rights respecting schools | Toolkit for Canadian schools. Retrieved from <https://rightsrespectingschools.ca/introductory-rrs-resources/#jp-carousel-1036>
- UNICEF Canada. (2016). About the convention on the rights of the child. Retrieved from <http://www.unicef.ca/en/policy-advocacy-for-children/about-the-convention-on-the-rights-of-the-child>



LESSON 10

# Sexual Abuse

Ages 12–15





# Lesson 10. Sexual Abuse

## Ages

12–15

## Learning Objectives

Cadets and JCRs will be able to:

- Discuss sexual abuse and the grooming process (Activity 1).
- Describe why children often do not tell when they have been sexually abused (Activity 2).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- What is Sexual Abuse?
- Contact Sexual Abuse
- Non-contact Sexual Abuse
- Grooming Process for Sexual Abuse
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Grooming Scenario
- Two Facts, One Myth
- Two Facts, One Myth: Answer Key
- Dean's Story
- Support Circles
- Safety Plan

Video:

- Peter's Story (time: 5:00)



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Sexual Abuse and Grooming

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › What is Sexual Abuse?;
  - › Contact Sexual Abuse;
  - › Non-contact Sexual Abuse; and
  - › Grooming Process for Sexual Abuse.
- Print one copy of the Grooming Scenario handout for each pair.
- Ensure participants have a pen or pencil.

## Activity 2. Peter's Story

- Set up the video, Peter's Story (time: 5:00), so it is ready to play.
- Prepare five pieces of flip chart paper, each displaying one of the questions from Activity 2, Paragraph 3, at the top of the paper. Post the five pieces of flip chart paper around the room.
- Gather felt markers for each group.

## Activity 3. Sexual Abuse: Facts and Myths

- Print one copy of the Two Facts, One Myth handout for each participant.
- Print one copy of the Two Facts, One Myth: Answer Key for yourself.
- Ensure participants have a pen or pencil.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Dean's Story;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Dean's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else’s experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



This lesson is about sexual abuse. Children and youth who experience sexual abuse often feel alone and like there is no one to help them. This makes it difficult for children and youth to speak up.



It is critical for children and youth to know they are not alone and that there are people who can help.



When we use the term “child” in this lesson, we are referring to any person under the age of 19 years. Legally, a “child” is someone who needs protection as defined by provincial and territorial child protection legislation. For example, in B.C., a “child” is defined as anyone under the age of 19; in Quebec, a “child” is defined as anyone under the age of 18; in Nunavut, a “child” is defined as anyone under the age of 16. Consider sharing this information with your participants so that they understand that the term is a legal one and that children are legally entitled to protection.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Dean has formed a friendship with a local community member named Frank. Frank is a friend of Dean’s mother, and he has been helping the family financially since Dean’s dad died. Frank often shows up with groceries and special gifts for Dean that his mother could never afford.

Dean’s mom works two jobs, and she is never around. Luckily, Frank is always available to pick Dean up and spend time with him. Dean’s mom is so grateful that he has a father figure in his life who genuinely cares about their family. Dean likes Frank because he has way fewer rules than his mom and because he allows Dean to smoke and to play video games. One time, he let Dean look at porn after Dean promised not to tell his mom. Frank gives Dean extra long hugs goodbye that make Dean feel uneasy, and constantly texts him inappropriate jokes. Even so, Dean knows Frank is there to help and cares about him. He misses his dad, and having Frank around makes it easier.



Frank has agreed to take Dean out on the land / camping for an overnight trip to teach him about hunting and fishing. Things are going well, until Frank tries to touch Dean on his genitals when he is sleeping. Dean wakes up and tells Frank to stop. Frank threatens Dean and says, "If you tell anyone, I will stop helping your family, and there will be no more trips on the land / camping. This is going to be our secret."

Dean is over at your house, and he asks to sleep over. He has a bad nightmare and wakes you up. He is shaking and anxious. He shows you his phone, and you read a very inappropriate and threatening text from Frank.

How do you think Dean is feeling after what happened with Frank?

Answer:



Dean may feel embarrassed, confused, betrayed, and afraid.

We are going to do an activity to look at sexual abuse.

# Activity 1

## Sexual Abuse and Grooming

### Estimated Time

15–20 minutes



1. Display the What is Sexual Abuse? content, using the presentation slide or the alternative method you have prepared.



### What is Sexual Abuse?

“Sexual abuse” happens when a child or youth is forced or persuaded to take part in sexual activities.

2. Children and youth can be sexually abused by someone touching or making physical contact with the sexual parts of their body. The sexual parts of the body are the breasts, genital areas (penis and vagina), anus, and mouth.



3. Display the Contact Sexual Abuse content, using the presentation slide or the alternative method you have prepared.



### Contact Sexual Abuse:

- Being touched in sexual areas
- Being forced to touch another’s sexual areas
- Being kissed or held in a sexual manner
- Being forced to perform oral sex
- Being forced to perform vaginal or anal penetration with an object or finger
- Having vaginal or anal intercourse

4. Sexual abuse can also happen WITHOUT touching or contact. What are some non-contact types of sexual abuse?

Allow the participants time to answer.



5. Display the Non-contact Sexual Abuse content, using the presentation slide or the alternative method you have prepared. Use the list below to supplement the discussion with any of the types that may have been missed.



### Non-contact Sexual Abuse:

- Being shown sexual videos or sexual pictures
- Being forced to listen to sexual talk or to comments about one’s body
- Being forced to pose for seductive or sexual photographs
- Being forced to look at sexual parts of the body
- Being forced to watch sexual acts
- Being watched in a sexual way, while clothed or while unclothed
- Receiving intrusive written or spoken questions / comments / observations

6. Sexual offenders can be any gender. They can come from all walks of life. They can be part of a family, and they can be important and well-liked people in the community.



7. Sexual offenders use a “grooming process” to build an emotional connection with a child or a youth to gain their trust so that they can sexually abuse them. Let us go back to the scenario with Dean.

8. Divide participants into pairs. Distribute one copy of the Grooming Scenario handout to each pair. Have the pairs identify and record the ways that Frank is grooming and building trust with Dean and his mother so that he can sexually abuse Dean.



9. Display the Grooming Process for Sexual Abuse content, using the presentation slide or the alternative method you have prepared. Go over each point, and ask the pairs to share examples of the grooming process that they identified in the scenario.



### Grooming Process for Sexual Abuse:

- Showing excessive interest in a child or youth
- Finding opportunities to be alone with a child or youth
- Giving special gifts to a child or youth
- Offering special privileges to a child or youth
- Convincing people that they are looking out for the best interest of the child or youth
- Asking the child or youth to keep secrets and not tell their parents
- Engaging in activities that are not age-appropriate
- Communicating one-on-one with a child or youth through social media or through written notes

10. Ask participants the following discussion questions:



- a. Can grooming happen between a cadet / JCR leader and a cadet / JCR? Think about the steps of grooming that we just talked about. What grooming tactics could a leader use to gain the trust of a cadet / JCR to sexually abuse them?

Answer:



Grooming tactics could include:

- paying special attention to the cadet / JCR;
- communicating personally with the cadet / JCR, outside of the program;
- meeting up with the cadet / JCR outside of the program;
- promising to promote the cadet / JCR;
- allowing the cadet / JCR to go on courses;
- giving gifts; and
- establishing a sexual relationship with the cadet / JCR.

- b. What kinds of personal boundaries must adults and leaders adhere to when interacting with you as cadets / JCRs?

Answer:



Adults and leaders must adhere to the following personal boundaries when interacting with you as cadets / JCRs:

- Adults and leaders must establish personal boundaries with cadets / JCRs around personal space and privacy.
- Adults and leaders must not be alone in a vehicle or in a room with a cadet / JCR.



- Adults and leaders must have clear and professional communication boundaries with cadets / JCRs, e.g., they must not send inappropriate texts, and they must not send personal or inappropriate photos, videos, or GIFs.
- Adults and leaders must keep “adult” conversations between adults.



# Grooming Scenario

Dean has formed a friendship with a local community member named Frank. Frank is a friend of Dean's mother, and he has been helping the family financially since Dean's dad died. Frank often shows up with groceries and special gifts for Dean that his mother could never afford.

Dean's mom works two jobs, and she is never around. Luckily, Frank is always available to pick Dean up and spend time with him. Dean's mom is so grateful that he has a father figure in his life who genuinely cares about their family. Dean likes Frank because he has way fewer rules than his mom and because he allows Dean to smoke and to play video games. One time, he let Dean look at porn after Dean promised not to tell his mom. Frank gives Dean extra long hugs goodbye that make Dean feel uneasy, and constantly texts him inappropriate jokes. Even so, Dean knows Frank is there to help and cares about him. He misses his dad, and having Frank around makes it easier.

Frank has agreed to take Dean out on the land / camping for an overnight trip to teach him about hunting and fishing. Things are going well, until Frank tries to touch Dean on his genitals when he is sleeping. Dean wakes up and tells Frank to stop. Frank threatens Dean and says, "If you tell anyone, I will stop helping your family, and there will be no more trips on the land / camping. This is going to be our secret."

What grooming tactics are being used by Frank to connect and build trust with Dean and his mother?



# Activity 2

## Peter's Story

### Estimated Time

15–20 minutes

- 
1. We are going to watch a video and do an activity that will help you understand why children and youth may not tell when they have been sexually abused, as well as how victims cope with sexual abuse.



It is important to provide an overview of the video before showing it, so that the participants know what to expect. The video may make some people feel uncomfortable. It is key to debrief IMMEDIATELY after the video ends to allow the participants time to process their reactions and share their thoughts.

- 
2. We are going to watch a video about a male youth named Peter who has been sexually abused by his hockey coach. Peter is an actor, but the scenario is a real situation that has happened to many youth. The video does NOT show the sexual abuse happening.
  3. Explain that you have posted five pieces of flip chart paper around the room, each displaying a question about the video.



While you watch the video, I want you to think about the various questions posted around the room.

Read the questions out loud. Let the participants know they will be answering these questions after they watch the video.



- a. Why did Peter not tell anyone about his sexual abuse?
- b. Where did the coach get the power to abuse Peter?
- c. What was the impact of the abuse on Peter? How did it make him feel?
- d. What made Peter finally tell someone what was happening?
- e. Why might a child or youth tell someone about the abuse, and then take it back and say they had been lying or they had made a mistake?



4. Show the video, Peter's Story (5:00). Afterwards, ask participants to tell you their thoughts and reactions to the video. Give the participants time to share their thoughts and reactions.
5. Divide the participants into five groups. Distribute felt markers to each group. Assign a different flip chart paper to each group. Have the groups brainstorm answers to the question on their assigned flip chart, and record their answers under the question on the flip chart. Give the groups a few minutes to complete their task.
6. Debrief each question by having all participants gather around each piece of flip chart, one at a time, in sequence, starting with question (a) and ending with question (e). Have the group that focused on that particular question read their question out loud and then share the answers they came up with. Use the following speaking notes to supplement the discussion answers with any points that may have been missed.



a. Why did Peter not tell anyone about his sexual abuse?

Possible answers may include:

- He felt scared.
- He felt powerless.
- He felt ashamed.
- It was his word against the coach.
- He felt there was no way out and that no one would believe him.

Other examples of why children and youth do not tell when they have been sexually abused include:

- The abuser threatened the child or youth.
- The abuser is a family member or someone the child or youth loves.
- The abuser told the child or youth it was their fault.
- The child or youth thinks they asked for the abuse or deserved the abuse.
- The child or youth does not think anyone will believe them.

b. Where did the coach get the power to abuse Peter?

Possible answers may include:

- The coach was in a position of power over Peter.
- The coach was trusted in the community.
- The coach was bigger and stronger.
- The coach could decide if Peter played hockey or not, or if he could make it to play in the Juniors.
- The coach scheduled one-on-one practices with Peter so that he could be alone with him.

Children and youth often feel powerless and helpless for the following reasons:

- They are smaller and weaker, and they cannot get away.
- The abuser is someone they depend on.
- They have been threatened by the abuser.
- They have been told that the abuse is their fault.
- They do not understand what has happened to them.
- They do not think anyone will believe them.

c. What was the impact of the abuse on Peter? How did it make him feel?

Possible answers may include:

- Peter felt scared, and he thought the abuse was his fault.
- He was holding the secret inside, and it was hurting him.
- He stopped playing hockey, even though he loved hockey.

Other examples of how children and youth cope with sexual abuse include:

- running away;
- using alcohol or drugs;
- lying;
- stealing;
- withdrawing from friends and family; or
- self-harm.





d. What made Peter finally tell someone what was happening?

Possible answers may include:

- Peter heard Sheldon Kennedy (a former NHL player) talk about his experiences with sexual abuse and how it made him feel. Peter realized that the same thing had happened to him and that holding it all inside was hurting him.
- Sheldon talked about the importance of telling someone and getting help.
- Peter heard this and then told his JCR patrol leader, whom he trusted.

Reasons that children and youth tell also include:

- They want the abuse to stop.
- They trust someone enough to tell.
- They want to get help.
- The abuse has stopped, and the person is no longer in their lives.

e. Why might a child or youth tell someone about the abuse, and then take it back and say they had been lying or they had made a mistake?

Possible answers may include:

- Children and youth who have been sexually abused are afraid of what will happen when they tell someone about their sexual abuse.
- They feel overwhelmed with fear, guilt, and confusion over what has happened to them. Sometimes after they tell, adults get upset with them, blame them for the abuse, or do not believe them.
- Children and youth may also take back a report of abuse if they think their family will break up because of them. They may find it easier to live with the lie than with everything falling apart around them.

It is important for adults to listen to children and youth, believe them, and support them when they say they have experienced sexual abuse. It is an adult's job to protect children and youth from all forms of violence and to ensure that children and youth are safe.





# Activity 3

## Sexual Abuse: Facts and Myths

### Estimated Time

15–20 minutes



1. We are going to do an activity to help you better understand sexual abuse by exploring some common sexual abuse myths and some facts.
2. Divide the participants into small groups (no more than four participants per group). Distribute one copy of the Two Facts, One Myth handout to each participant in the group.
3. Have the groups complete the handout. After the groups have completed the handout, go over each point as a large group. Use the speaking notes on your Two Facts, One Myth: Answer Key to discuss the facts and myths.
4. Ask the participants the following discussion questions:



- a. How may a child or youth feel or act who has been sexually abused?

Possible answers could include:

- They may feel betrayed, especially if the abuser is someone they know and trust.
- They may experience fear, sadness, depression, and anger.
- They may feel ashamed about the abuse and think that it was their fault.
- They may have a difficult time trusting others.
- They may use alcohol or drugs to cope with the abuse.
- They may struggle in school, or they may drop out of school completely.
- They may develop eating disorders.
- They may have trouble sleeping.
- They may self-harm.



- b. In the quiz, we talked about grooming. Can grooming happen between a cadet / JCR leader and a cadet / JCR? What grooming tactics could a leader use to gain the trust of a cadet / JCR to sexually abuse them?

Answer:

Grooming tactics could include:

- paying special attention to the cadet / JCR;
- communicating personally with the cadet / JCR, outside of the program;
- meeting up with the cadet / JCR outside of the program;
- promising to promote the cadet / JCR;
- allowing the cadet / JCR to go on courses;
- giving gifts; and
- establishing a sexual relationship with the cadet / JCR.





- c. What kinds of personal boundaries must adults and leaders adhere to when interacting with you as cadets / JCRs?

Answer:



Adults and leaders must adhere to the following personal boundaries when interacting with you as cadets / JCRs:

- Adults and leaders must establish personal boundaries with cadets / JCRs around personal space and privacy.
- Adults and leaders must not be alone in a vehicle or in a room with a cadet / JCR.
- Adults and leaders must have clear and professional communication boundaries with cadets / JCRs, e.g., they must not send inappropriate texts, and they must not send personal or inappropriate photos, videos, or GIFs.
- Adults and leaders must keep “adult” conversations between adults.

# Two Facts, One Myth

In each set of three statements, two statements are true, and one statement is a myth. Circle the myth in each set of statements.

Sexual abuse only happens to females.

Sexual abuse can happen to any gender.

One in six males experiences sexual abuse.

---

Sexual abuse can happen without physical contact or touching.

Forcing someone to look at a naked person, picture, or video is sexual abuse.

Sexual abuse always involves physical contact.

---

Sexual offenders are often people we know, trust, and love.

It is easy to tell who a sexual offender is.

“Grooming” is a process that sexual offenders use to gain the trust of a child to sexually abuse them.

---

Survivors of sexual abuse know the abuse is never their fault.

Guilt and shame are common reactions to sexual abuse.

Sexual offenders often say things to place blame on the child or youth for the sexual abuse.

---

Children and youth usually do not tell anyone when they experience sexual abuse.

Children and youth often lie and make false allegations about sexual abuse.

Children and youth are often not believed when they disclose sexual abuse.



# Two Facts, One Myth: Answer Key

In each set of three statements, two statements are true, and one statement is a myth. Circle the myth in each set of statements.

Sexual abuse only happens to females. **MYTH**

Sexual abuse can happen to any gender.

One in six males experiences sexual abuse.

Explanation:



Sexual abuse can happen to any gender. People of all genders suffer harm from sexual abuse.

Sexual abuse can happen without physical contact or touching.

Forcing someone to look at a naked person, picture, or video is sexual abuse.

Sexual abuse always involves physical contact. **MYTH**

Explanation:



There are two types of sexual abuse: contact and non-contact.

Children and youth can be sexually abused by someone touching or making physical contact with the sexual parts of their bodies. The sexual parts of the body are the breasts, genital areas (penis and vagina), anus, and mouth.

Sexual abuse can also happen without touching or contact. Sexual abuse can also happen online.

Examples of non-contact sexual abuse include:

- being shown sexual videos or pictures;
- being forced to pose for sexual pictures;
- being forced to look at sexual parts of the body;
- being forced to watch sexual acts; or
- being forced to listen to sexual talk or to comments about one's body.

# Two Facts, One Myth: Answer Key

Sexual offenders are often people we know, trust, and love.

It is easy to tell who a sexual offender is. **MYTH**

“Grooming” is a process that sexual offenders use to gain the trust of a child to sexually abuse them.

Explanation:



Anyone can be a sexual offender. They can be part of a family, and they can be well-liked and important members of the community. Most sexual offenders are people we know and trust.

It is difficult to know who a sexual offender is because they are very manipulative, and they pressure children and youth into not telling and into keeping the sexual abuse a secret.

---

Survivors of sexual abuse know the abuse is never their fault. **MYTH**

Guilt and shame are common reactions to sexual abuse.

Sexual offenders often say things to place blame on the child or youth for the sexual abuse.



Explanation:

Being sexually abused is often a frightening and confusing experience. Children and youth can feel guilt and shame over what happened, and they often blame themselves.

Sexual offenders make children and youth feel like the abuse was their fault in order to take the blame away from themselves. They tell children and youth that no one will



**NO ONE DESERVES SEXUAL ABUSE, and it is NEVER the child’s or youth’s fault.**

# Two Facts, One Myth: Answer Key

believe them, that they were asking for the abuse, that it is normal behaviour, and that it must be kept a secret.

Children and youth usually do not tell anyone when they experience sexual abuse.

Children and youth often lie and make false allegations about sexual abuse. **MYTH**

Children and youth are often not believed when they disclose sexual abuse.



Explanation:

Children and youth who have been sexually abused are often afraid of what might happen when they tell someone about their sexual abuse. They feel overwhelmed with fear, guilt, and confusion over what has happened to them. They often keep the sexual abuse a secret.

Sometimes after they tell, adults get upset with them, blame them for the abuse, or do not believe them. Children and youth may also take back a report of abuse if they think their family will break up because of them. They may find it easier to live with the lie than with everything falling apart around them. Because children and youth occasionally take back reports of sexual abuse, people can end up thinking that the allegations are false. False allegations are very rare, and children and youth are usually telling the truth and need help. Adults need to listen and believe children and youth who report sexual abuse.



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to if they were being sexually abused and needed help? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend

-  1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.
-  2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.

 This is a four-step model that we use to help a friend. Let us consider how we can help Dean from our scenario. We are going to review the scenario and help Dean using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Dean's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.

 Dean has formed a friendship with a local community member named Frank. Frank is a friend of Dean's mother, and he has been helping the family financially since Dean's dad died. Frank often shows up with groceries and special gifts for Dean that his mother could never afford.

Dean's mom works two jobs, and she is never around. Luckily, Frank is always available to pick Dean up and spend time with him. Dean's mom is so grateful that he has a father figure in his life who genuinely cares about their family. Dean likes Frank because he has way fewer rules than his mom and because he allows Dean to smoke and to play video games. One time, he let Dean look at porn after Dean promised not to tell his mom. Frank gives Dean extra long hugs goodbye that make Dean feel uneasy, and constantly texts him inappropriate jokes. Even so, Dean knows Frank is there to help and cares about him. He misses his dad, and having Frank around makes it easier.



Frank has agreed to take Dean out on the land / camping for an overnight trip to teach him about hunting and fishing. Things are going well, until Frank tries to touch Dean on his genitals when he is sleeping. Dean wakes up and tells Frank to stop. Frank threatens Dean and says, “If you tell anyone, I will stop helping your family, and there will be no more trips on the land / camping. This is going to be our secret.”

Dean is over at your house, and he asks to sleep over. He has a bad nightmare and wakes you up. He is shaking and anxious. He shows you his phone, and you read a very inappropriate and threatening text from Frank.

3. Have the participants go through the four steps of the Look, Listen, Link, Live® model by asking the questions below.



**STEP 1: LOOK.** In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Dean needs help?

Possible answers could include:

- Dean has a nightmare and wakes up shaking and anxious.
- Dean shows you a threatening and inappropriate text from Frank.



**STEP 2: LISTEN.** In this step, we listen to the person without judgment.

How would you approach Dean to talk to him? What would you say?

Possible answers could include:

- Ask Dean if he is okay.
- Let him know that you are there to help.



**STEP 3: LINK.** In this step, we link the person to helping resources.

Where would you link Dean for help and support?

Possible answers could include:

- Offer to go with Dean to talk to an adult he trusts to report what happened.
- Let him know you want to make sure he is safe.
- An adult is required to report what happened to Dean to Child Protective Services to make sure he is safe.
- Suggest that Dean could call or text Kids Help Phone to talk about his feelings.



**STEP 4: LIVE.** In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Dean?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.

- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Stay connected with Dean, and let him know you are there to support him.



4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



Sexual abuse is NEVER a child's or youth's fault.



- Sexual offenders use their power to groom and manipulate children and youth.
- Adults have a responsibility to report sexual abuse. It is required by law that if an adult knows a child or youth is being abused, or even if it is suspected, they must call Child Protective Services or the police.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Dean's Story

Dean has formed a friendship with a local community member named Frank. Frank is a friend of Dean's mother, and he has been helping the family financially since Dean's dad died. Frank often shows up with groceries and special gifts for Dean that his mother could never afford.

Dean's mom works two jobs, and she is never around. Luckily, Frank is always available to pick Dean up and spend time with him. Dean's mom is so grateful that he has a father figure in his life who genuinely cares about their family. Dean likes Frank because he has way fewer rules than his mom and because he allows Dean to smoke and to play video games. One time, he let Dean look at porn after Dean promised not to tell his mom. Frank gives Dean extra long hugs goodbye that make Dean feel uneasy, and constantly texts him inappropriate jokes. Even so, Dean knows Frank is there to help and cares about him. He misses his dad, and having Frank around makes it easier.

Frank has agreed to take Dean out on the land / camping for an overnight trip to teach him about hunting and fishing. Things are going well, until Frank tries to touch Dean on his genitals when he is sleeping. Dean wakes up and tells Frank to stop. Frank threatens Dean and says, "If you tell anyone, I will stop helping your family, and there will be no more trips on the land / camping. This is going to be our secret."

Dean is over at your house, and he asks to sleep over. He has a bad nightmare and wakes you up. He is shaking and anxious. He shows you his phone, and you read a very inappropriate and threatening text from Frank.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Dean needs help?
- STEP 2: LISTEN. How would you approach Dean to talk to him? What would you say?
- STEP 3: LINK. Where would you link Dean for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Dean?



## References

Canadian Centre for Child Protection. (2014). Keeping teens safe from online sexual exploitation. Retrieved from [https://www.cybertip.ca/pdfs/C3P\\_SaferInternetDay\\_KeepingTeensSafe\\_en.pdf](https://www.cybertip.ca/pdfs/C3P_SaferInternetDay_KeepingTeensSafe_en.pdf)

Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.

Chicago Alliance Against Sexual Exploitation. (2011). Ending sexual exploitation: Activities and resources for educators of high school students. Retrieved from <http://media.virbcndn.com/files/b1/FileItem-150112-EducatorsToolkit.pdf>

Institute of Health Economics. (2010). Sexual exploitation of children and youth over the Internet: A rapid review of the scientific literature. Retrieved from <https://www.ihe.ca/publications/sexual-exploitation-of-children-and-youth-over-the-internet-a-rapid-review-of-the-scientific-literature>

JIBC. (2008). Sexual exploitation toolkit. Retrieved from <http://host.jibc.ca/seytookit/what.htm>

Leicestershire County Council. (2014). Young people and sexual exploitation: Resource pack. Retrieved from [https://www.safeguardingsouthend.co.uk/children/cse-resources\\_9\\_812194537.pdf](https://www.safeguardingsouthend.co.uk/children/cse-resources_9_812194537.pdf)

Ministry of Public Safety and Solicitor General. (2011). Stopping the sexual exploitation of children and youth. Retrieved from <https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/crime-prevention/community-crime-prevention/publications/crime-prev-series2-sexual-exploitation-children-youth.pdf>

NWG Network. (2018). Definition and types of CSE. Retrieved from <https://www.nwgnetwork.org/definition-types-of-cse/#>

Victoria State Government. (2018). Child sexual exploitation and grooming. Retrieved from <https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/expolitationgrooming.aspx>



LESSON 11

# Substance Use and Addiction

Ages 12–15





# Lesson 11. Substance Use and Addiction

---

## Ages

12–15

## Learning Objectives

Cadets and JCRs will be able to:

- Describe why people use substances (Activities 1 and 2).
- Describe the impacts of substance use and addiction (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Types of Substances
- (Optional) Substance Use and Addiction Quiz
- Risk Factors
- Resiliency
- Protective Factors
- Impacts
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Substance Use and Addiction Quiz and Answer Key
- Protective Factors Cards
- Impact Cards
- Ashley's Story
- Support Circles
- Safety Plan



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Substance Use and Addiction

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Types of Substances; and
  - › (Optional) Substance Use and Addiction Quiz
- Print a copy of the Substance Use and Addiction Quiz and Answer Key for yourself.

## Activity 2. Risk and Protective Factors

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Risk Factors;
  - › Resiliency; and
  - › Protective Factors.
- Gather one piece of flip chart paper for each group.
- Gather felt markers for each group.
- Prepare or gather one set of Protective Factors Cards. Place them in a bowl or other container.

## Activity 3. Impacts of Substance Use and Addictions

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Impacts.
- Prepare or gather three sets of Impact Cards.
- Gather one piece of flip chart paper for each group.
- Gather felt markers for each group.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Ashley's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



In this lesson, we are going to talk about substance use and addiction. We recognize that not all youth who experiment with substances will become addicted to them. We want to talk about some of the negative consequences of substance use, so you can make healthy and informed choices.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Ashley is 14 years old. Her parents are divorced, and her mom is never around. When her mom is around, she and Ashley constantly fight about her mom's drinking.

Ashley started hanging out with an older friend, Tara, who is 16 years old. Ashley really likes Tara because she treats her like an adult and pays attention to her. Tara asks Ashley to go to an outdoor party on Friday night, and Ashley agrees. She tells her mom that she is sleeping over at Tara's house.

Ashley has stolen a bottle of alcohol from her mom to drink with Tara. Tara's parents are out, so they meet up at Tara's house to get ready. Ashley takes the bottle out of her backpack and starts drinking it straight. Tara laughs and tells her to slow down, but Ashley keeps going. The bottle is almost empty by the time the girls leave the house for the party. This is Ashley's first experience with alcohol. She feels lightheaded, and she stumbles across the snow as they make their way to the party.

At the party, there are lots of people standing around a big bonfire, drinking and partying. Ashley gets separated from Tara when Tara goes off to talk to some friends. Ashley is handed a joint by someone, and she takes a few puffs. She starts to feel nauseous. She heads towards the woods where she throws up.

Tara comes looking for Ashley and finds her passed out in a snow bank. Tara cannot wake Ashley up, and when she tries to pick her up, she is too heavy to move. Tara leaves Ashley to sleep it off for a bit and goes back to the party.

Ashley ends up with alcohol poisoning and must get emergency care. Everyone is talking about it and making fun of Ashley at school. You ask Ashley how she is doing, and she does not want to talk about it. A few weeks later, you see Ashley at another party. She is extremely intoxicated and can barely stand up. She has a much older guy hanging onto her.



What are the potential risks and consequences for Ashley and Tara in this situation?

Answer:



Potential risks and consequences include:

- alcohol poisoning from drinking too much in a short period of time;
- possible exposure to the elements while left sleeping outside in the cold;
- possibility of someone hurting Ashley when she is unconscious and cannot protect herself;
- trouble from underage drinking;
- loss of parental trust for lying;
- damaged reputation; and
- everyone talking about it at school.

We are going to do an activity to learn about substance use and addiction.

# Activity 1

## Substance Use and Addiction

### Estimated Time

15–20 minutes



1. People use many different types of substances.



2. Display Types of Substances content, using the presentation slide or the alternative method you have prepared.



### Types of Substances:

- Alcohol
- Marijuana (cannabis, weed, or pot)
- Tobacco or nicotine (cigarettes, e-cigarettes, and cigars)
- Hallucinogens (LSD and magic mushrooms)
- Stimulants (cocaine and meth)
- Opioids (fentanyl, heroin, morphine, and oxycodone)
- Sedatives (prescription drugs such as Valium, Xanax, and Ativan)
- Inhalants (gasoline, glue, and aerosol sprays)

3. Have your Substance Use and Addiction Quiz and Answer Key ready for you to use to read the statements.



We are going to do a true or false quiz to learn more about substance use and its effects on youth. I will read out a series of statements, and you will do a “thumbs up” if the statement is true, a “thumbs down” if the statement is false, and a “sideways thumb” if you are not sure.

4. Read out each statement from the Substance Use and Addiction Quiz and Answer Key, or from the Substance Use and Addiction Quiz presentation slides or the alternative method you have prepared. Ask for volunteers to share why they chose their response. Use the speaking notes in the Substance Use and Addiction Quiz and Answer Key to provide an explanation of each correct answer.



# Substance Use and Addiction Quiz and Answer Key



1. When youth use substances, they use illegal drugs more than alcohol or marijuana.

Answer:



FALSE. Alcohol and marijuana are the most widely-used substances by youth, and they the most likely to be abused. Very few adolescents use illegal drugs on a regular basis.

Question:



What kinds of alcohol and marijuana use do you see at your school or in your community?

2. Intoxication from alcohol affects your judgment and your behaviour.

Answer:



TRUE. When people become intoxicated, their judgment becomes impaired. They may behave differently, and their coordination is affected.

Intoxication can cause people to be more reckless and to do things they would not do when they are sober.

Question:



What are some of the reckless things people do under the influence of alcohol?

Possible answers could include:

- driving under the influence;
- fighting with friends;
- engaging in violence or crime; and
- impaired coordination leading to physical safety risks such as stumbling into traffic, falling, or being stranded outside in freezing temperatures.



3. Driving a motor vehicle after smoking marijuana is not as dangerous as driving after drinking alcohol.

Answer:



FALSE. Driving a motor vehicle after using any type of drug is dangerous. Driving while under the influence of marijuana is classified as impaired driving and is penalized in the same way as drinking and driving.

4. Vaping is harmful to your health.

Answer:



TRUE. Even though vaping may be less harmful than cigarettes, vaping can expose a person to harmful chemicals. Vaping with nicotine can alter a teenager's brain development in the same way that cigarettes can.

Vaping may also introduce youth to smoking who might otherwise never have tried it,

# Substance Use and Addiction Quiz and Answer Key



and in turn, cause them to become addicted to nicotine.

5. Binge drinking is harmless fun.



Answer:

FALSE. Binge drinking causes many safety and health problems. Binge drinking is defined as having four or more alcoholic drinks in one sitting. Too much alcohol in one sitting can damage your stomach, liver, and brain, and even cause death due to alcohol poisoning. Binge drinking can increase your risk of injury, and you are more likely to take part in dangerous activities. You are also at a greater risk of developing an addiction to alcohol when you binge drink.



Question:

What should you do if someone you know passes out from binge drinking?



Answer:

If someone passes out from binge drinking, turn them onto their side, and tilt their head back to keep their mouth open. This helps to reduce the risk of a person choking on their own vomit. Do not leave the person alone. Call for help if the person cannot wake up.

6. Mixing alcohol and drugs is not more dangerous than using them separately.



Answer:

FALSE. Taking more than one drug at a time is always more dangerous. Drinking before smoking marijuana can cause severe illness and vomiting.

7. A young brain is more susceptible to the effects of drugs and alcohol than an adult brain.



Answer:

TRUE. Brains do not finish developing until about age 25, so using drugs and alcohol before age 25 can permanently impact the development of your physical coordination, emotional control, motivation, judgment, reasoning, and impulse control.

The biggest interference is that drugs and alcohol send too many “feel good” signals to the brain so that the body quits producing as many “feel good” signals naturally to

# Substance Use and Addiction Quiz and Answer Key



balance. Then, when someone is not using drugs or alcohol, they may feel very low or sad. It can take a couple of weeks of not using drugs and alcohol for the body to once again start producing the “feel good” chemical called dopamine on its own.



8. Substance use becomes “abuse” when drugs or alcohol start to have a negative effect on a person’s life and interfere with their mental and physical well-being.

Answer:

TRUE. Addiction or substance abuse describes the use of substances over time that causes negative effects on a person’s life. Substance abuse can impact a person’s ability to function while at school or work, or while doing sports or other activities. Substance abuse can also put stress on their relationships; cause conflict with parents / caregivers; cause anxiety, depression, and psychosis; and increase the risk of injury and death.



9. Inhalants give you a short-term high, so they are less dangerous than other drugs.

Answer:

FALSE. Although the high from inhalants usually lasts just a few short seconds, people often try to make it last by continuing to inhale over and over again for hours.

The long-term effects of inhalants include:

- liver and kidney damage;
- hearing loss;
- bone marrow damage;
- loss of coordination;
- muscle spasms; and
- brain damage.

Inhalants are highly concentrated, and they contain a lot of chemicals. Sniffing these can cause the heart to stop, resulting in death.



10. Substance use is a good way to let go and cope with stress when things get too big to handle.

Answer:

FALSE. Using substances to cope with stress—including relationship problems, violence in the home, or anxiety—is a negative coping strategy. The effects of substances can stimulate the brain to feel good, but this feeling is temporary. Alcohol and drugs can be more harmful when you are stressed or when you have experienced a crisis. Your body is already stressed and is trying to calm down. Alcohol and drugs can elevate that stress, and coming off them can lead to anxiety and depression.



# Activity 2

## Risk and Protective Factors

### Estimated Time

15–20 minutes



1. Youth need to be aware of risk factors for substance use so they can make healthy and informed choices. Not all youth who experiment with substances will become addicted to them. We do know that some youth are more at risk of using substances.
2. Divide the participants into small groups (four or fewer participants per group). Distribute one piece of flip chart paper and felt markers to each group. Have the groups brainstorm factors that might put a person at risk of using substances. Have a few groups share their answers.



3. Display the Risk Factors content, using the presentation slide or the alternative method you have prepared. Use the following speaking notes to supplement the discussion with any points that may have been missed.



### Risk Factors:

- **EXPERIMENTING WITH ALCOHOL AND DRUGS AT A YOUNG AGE:** Using drugs or alcohol as a youth can affect your brain development, and it can increase the likelihood of progressing to addiction as you get older.
  - **FAMILY MEMBERS THAT REGULARLY DRINK AND USE DRUGS AROUND THE HOUSE:** Youth are more at risk of using substances if they live in a household where family members use drugs or alcohol.
  - **BEING ABUSED, BULLIED, OR HARASSED:** People may use drugs or alcohol to cope with their emotions after negative or traumatic experiences.
  - **HAVING FRIENDS WHO EXPERIMENT WITH DRUGS AND ALCOHOL:** Peer pressure is another risk factor for substance use, and pressure to fit in can cause youth to experiment with substances.
4. It is important to know that not all youth will develop substance use problems if they have experienced these risk factors. Many youth are resilient. Have you heard of the word “resiliency” before? Do you know what it means?



5. Display the Resiliency content, using the presentation slide or the alternative method you have prepared.



### Resiliency

“Resiliency” is the ability to move forward and to cope with obstacles and negative events that can happen in life.

Many youth have protective factors that help minimize the effects of negative, stressful situations. These protective factors can also lower their risk of using or abusing substances.

6. Protective factors can come from a person’s own strengths and skills, from their culture and traditions, from family members, or from the community. It is also possible for people to

develop or improve upon protective factors throughout their lives.

7. Pass the container of Protective Factors Cards around the room, and ask for volunteers to take a card as it goes around.
8. Ask each volunteer to read the protective factor on their card to the group. As a large group, discuss how the factor could protect a person against using or abusing substances.



Display the Protective Factors content, using the presentation slide or the alternative method you have prepared.



## Protective Factors

Use the following speaking notes to explain each protective factor.



The following are protective factors that help a person to be resilient:

- **ABILITY TO DEAL WITH STRESS AND TO PROBLEM SOLVE.** Youth who have healthy coping strategies and problem solving skills learn to deal with stress in positive ways, instead of turning to alcohol and drugs to cope.
- **ABILITY TO CONNECT WITH OTHERS.** Youth who are able to build and nurture healthy friendships with others are less likely to use substances. Friends and other people who care about them will support them through tough times.
- **HAVING A SAFE AND TRUSTWORTHY PERSON TO WHOM YOU CAN REACH OUT FOR HELP.** Having safe, trustworthy peers and adults with whom to share concerns, and to whom youth can go for help, has been shown to protect against substance use.

Refer to their Safety Circles or Safety Plans.

It is important to identify who these safe, trustworthy people are in your life.

- **ABILITY TO EXPRESS, AND DEAL WITH, EMOTIONS.** It is a normal part of life to feel sad, scared, or anxious when going through bad times. Resilient people can express their emotions in healthy ways instead of keeping them bottled up inside. This is a protective factor in dealing with many of life's challenges, and it lowers the risk of using substances.
- **BEING OPTIMISTIC AND EXCITED ABOUT THE FUTURE.** Optimism can help protect people against anxiety, depression, and substance use. It involves learning to think positively about the future—even when things go wrong. Optimistic people are happier and are better problem solvers.
- **BEING PART OF A SCHOOL CLUB, A SPORTS TEAM, A COMMUNITY PROGRAM LIKE THE CADET / JCR PROGRAM, OR VOLUNTEERING FOR A CAUSE.** A program like the cadet / JCR program allows youth to take safe risks and take on challenges that teach life skills and build self-confidence. All these skills lower the risk of using substances.
- **SCHOOL / ORGANIZATIONAL / PROGRAM / COMMUNITY POLICIES TO REDUCE ABUSE, BULLYING, AND HARASSMENT.** When there are policies and procedures in place to deal with violence, this helps to keep youth safe from harm and reduces the risk of substance use.
- **CULTURE.** Being able to take part in their own culture and traditions protects people from substance use.

9. All of us have our own personal strengths and abilities to help us when going through tough times or challenges in life. It is important to know that there are people who care about you and who can help you.



# Protective Factors Cards

Ability to deal with stress and problem solve	Ability to connect with others
Having a safe and trustworthy person to whom you can reach out for help	Ability to express and deal with emotions
Being optimistic and excited about the future	Being part of a school club, a sports team, a community program (cadet / JCR program), or volunteering for a cause
School / organizational / program / community policies to reduce abuse, bullying, and harassment	Culture



# Activity 3

## Impacts of Substance Use and Addictions

### Estimated Time

15–20 minutes



1. We are going to look at the impacts of substance use and addiction on youth.
2. We will discuss the impacts on three areas of well-being: physical well-being, emotional well-being, and social well-being.



Display the Impacts content, using the presentation slides or the alternative method you have prepared.



The Impact Cards contain the content, so you may decide to read from them instead of displaying the content for the participants.

3. Divide the participants into three groups. Distribute one set of Impact Cards to each group. Also distribute one piece of flip chart paper and felt markers to each group. Explain that the groups will develop a short Public Service Announcement (PSA) about the impacts of substance use and addiction that are listed on their card. The maximum length for their PSA is 30–45 seconds.

Their goal is to teach their audience about the impacts on their card, and to relay the seriousness of substance use and addictions.

The PSAs can be as creative as they want, in order to effectively communicate the impacts (e.g., they can create a song, skit, poem, make a poster, tell a story, etc.).

If they choose to conduct a role play or skit, they will need to focus on one or two key points on their card to ensure their PSA fits the 30- to 45-second time frame. Each group will present their PSA to the larger group.

Give the groups a few minutes to prepare their PSAs. Then, have the groups take turns presenting their PSAs to the larger group.



4. It is important to know all the facts about the impacts of substance use and addictions so you can make healthy and informed choices.



# Impact Cards

## Substance Use: Impacts on Physical Well-Being

- Harm to the brain
- Liver damage
- Blackouts, seizures, and vomiting
- Alcohol poisoning
- Injury or death from drinking and driving
- Injury or death from a drug overdose
- Infections from used needles, such as HIV / AIDS and hepatitis

## Substance Use: Impacts on Emotional Well-Being

- Mental health disorders such as anxiety or depression
- Psychotic episodes that can include hallucinations, hearing voices, and violent and dangerous behaviours
- Unable to use healthy coping strategies to deal with stress and feelings of sadness and anxiety
- Unable to focus on school work or a job due to memory loss, anxiety, and confusion

## Substance Use: Impacts on Social Well-Being and Relationships

- Lying and hiding substance use from family and friends
- Conflicts and fights with family and friends
- Loss of trust with family and friends
- Breakup of dating relationships due to substance use
- Quitting or being expelled from extracurricular activities, sports, or the cadet / JCR program
- Unable to have fun without using substances



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to about substance use or addictions? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend

-  1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.
-  2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.

 This is a four-step model that we use to help a friend. Let us consider how we can help Ashley from our scenario. We are going to review the scenario and help Ashley using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Ashley's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.

 Ashley is 14 years old. Her parents are divorced, and her mom is never around. When her mom is around, she and Ashley constantly fight about her mom's drinking.

Ashley started hanging out with an older friend, Tara, who is 16 years old. Ashley really likes Tara because she treats her like an adult and pays attention to her. Tara asks Ashley to go to an outdoor party on Friday night, and Ashley agrees. She tells her mom that she is sleeping over at Tara's house.

Ashley has stolen a bottle of alcohol from her mom to drink with Tara. Tara's parents are out, so they meet up at Tara's house to get ready. Ashley takes the bottle out of her backpack and starts drinking it straight. Tara laughs and tells her to slow down, but Ashley keeps going. The bottle is almost empty by the time the girls leave the house for the party. This is Ashley's first experience with alcohol. She feels lightheaded, and she stumbles across the snow as they make their way to the party.



At the party, there are lots of people standing around a big bonfire, drinking and partying. Ashley gets separated from Tara when Tara goes off to talk to some friends. Ashley is handed a joint by someone, and she takes a few puffs. She starts to feel nauseous. She heads towards the woods where she throws up.

Tara comes looking for Ashley and finds her passed out in a snow bank. Tara cannot wake Ashley up, and when she tries to pick her up, she is too heavy to move. Tara leaves Ashley to sleep it off for a bit and goes back to the party.

Ashley ends up with alcohol poisoning and must get emergency care. Everyone is talking about it and making fun of Ashley at school. You ask Ashley how she is doing, and she does not want to talk about it. A few weeks later, you see Ashley at another party. She is extremely intoxicated and can barely stand up. She has a much older guy hanging onto her.

3. Have the participants go through the four steps of the Look, Listen, Link, Live<sup>®</sup> model by asking the questions below.



**STEP 1: LOOK.** In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Ashley needs help?

Possible answers could include:

- Ashley ended up with alcohol poisoning and continues to drink so much that she cannot stand up.
- Ashley is also hanging out with a much older guy.



**STEP 2: LISTEN.** In this step, we listen to the person without judgment.

How would you approach Ashley to talk to her? What would you say?

Possible answers could include:

- Approach Ashley, and ask her if she is okay.
- Let her know that you are concerned about her safety because of the amount that she is drinking and that you are there to help.



**STEP 3: LINK.** In this step, we link the person to helping resources.

Where would you link Ashley for help and support?

Possible answers could include:

- Offer to go with Ashley to talk to a counsellor or other safe adult about what is happening at home.
- Let her know you want to make sure she is safe.



**STEP 4: LIVE.** In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Ashley?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.

- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.



4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- If you have friends who are drinking or doing drugs but you do not want to join them, remember that you can say no.
- You and your friends need to look out for each other. Know that you can offer help and support to a friend who is struggling with substance use problems.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Ashley's Story

Ashley is 14 years old. Her parents are divorced, and her mom is never around. When her mom is around, she and Ashley constantly fight about her mom's drinking.

Ashley started hanging out with an older friend, Tara, who is 16 years old. Ashley really likes Tara because she treats her like an adult and pays attention to her. Tara asks Ashley to go to an outdoor party on Friday night, and Ashley agrees. She tells her mom that she is sleeping over at Tara's house.

Ashley has stolen a bottle of alcohol from her mom to drink with Tara. Tara's parents are out, so they meet up at Tara's house to get ready. Ashley takes the bottle out of her backpack and starts drinking it straight. Tara laughs and tells her to slow down, but Ashley keeps going. The bottle is almost empty by the time the girls leave the house for the party. This is Ashley's first experience with alcohol. She feels lightheaded, and she stumbles across the snow as they make their way to the party.

At the party, there are lots of people standing around a big bonfire, drinking and partying. Ashley gets separated from Tara when Tara goes off to talk to some friends. Ashley is handed a joint by someone, and she takes a few puffs. She starts to feel nauseous. She heads towards the woods where she throws up.

Tara comes looking for Ashley and finds her passed out in a snow bank. Tara cannot wake Ashley up, and when she tries to pick her up, she is too heavy to move. Tara leaves Ashley to sleep it off for a bit and goes back to the party.

Ashley ends up with alcohol poisoning and must get emergency care. Everyone is talking about it and making fun of Ashley at school. You ask Ashley how she is doing, and she does not want to talk about it. A few weeks later, you see Ashley at another party. She is extremely intoxicated and can barely stand up. She has a much older guy hanging onto her.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Ashley needs help?
- STEP 2: LISTEN. How would you approach Ashley to talk to her? What would you say?
- STEP 3: LINK. Where would you link Ashley for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Ashley?



## References

- Canadian Centre on Substance Use and Addiction. (2018). Children and youth. Retrieved from <http://www.ccdus.ca/Eng/topics/Children-and-Youth/Pages/default.aspx>
- Canadian Mental Health Association. (2020). Understanding and finding help for substance abuse. Retrieved from <https://ontario.cmha.ca/documents/understanding-and-finding-help-for-substance-abuse/>
- Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.
- Centre for Addiction and Mental Health. (2020). Partying and getting drunk. Retrieved from <https://www.camh.ca/en/health-info/guides-and-publications/partying-and-getting-drunk>
- Healthline Media. (2020). Risk factors for addiction. Retrieved from <https://www.healthline.com/health/addiction/risk-factors#genetics>
- Island Health. (2020). Youth & substance use. Retrieved from <https://www.islandhealth.ca/learn-about-health/substance-use-addiction/youth-substance-use>
- Joint Consortium for School Health. (2009). Addressing substance use in Canadian schools. Retrieved from <https://www.jcsh-cces.ca/upload/JCSH%20Substance%20Use%20Toolkit%20Higher%20Risk%20Youth%20v1.pdf>
- Kelty Mental Health Resource Centre. (2018). Substance use. Retrieved from <https://keltymentalhealth.ca/substance-use>
- Kids Help Phone. (2020). What is substance use? Retrieved from <https://kidshelpphone.ca/get-info/what-substance-use/>
- National Center for Health Research. (2020). Is vaping safer than smoking cigarettes? Retrieved from <http://www.center4research.org/vaping-safer-smoking-cigarettes-2/>
- National Institute on Drug Abuse. (2017). What are inhalants? Retrieved from <https://www.drugabuse.gov/publications/drugfacts/inhalants>
- Next Step Community Solutions. (2014). How drugs & alcohol affect the teenage brain. Retrieved from <http://nextstepcommunitysolutions.com/blog/uncategorized/drugs-alcohol-affect-teenage-brain/>
- RCMP. (2018). Drugs: Use, abuse and addiction—Lesson plan (Grades 9 & 10). Retrieved from <http://www.rcmp-grc.gc.ca/cycp-cpcj/dr-al/lp-pl/index-eng.htm>



LESSON 12

# Self-Harm

Ages 12–15





# Lesson 12. Self-Harm

## Ages

12–15

## Learning Objectives

Cadets and JCRs will be able to:

- Recognize self-harm (Activity 1).
- Develop healthy coping strategies for dealing with stress (Activity 2).
- Demonstrate how to help yourself or a friend (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 10–15 minutes, and time required for the conclusion is 5 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Kids Help Phone
- Community Resources
- Self-Harm
- Ways Youth Self-Harm
- Look, Listen, Link, Live®

Handouts:

- Support Circles
- Safety Plan
- Myth or Fact? Cards
- Sophie's Story



# Lesson Preparation

## Introduction

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Kids Help Phone; and
  - › Community Resources.
- Print required number of copies of handouts:
  - › Support Circles; and
  - › Safety Plan.

## Activity 1. Myths and Facts about Self-Harm

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Self-Harm; and
  - › Ways Youth Self-Harm.
- Gather flip chart paper for each group.
- Gather felt markers for each group.
- Prepare or gather a set of Myth or Fact? Cards for each group.

## Activity 2. Healthy Coping Strategies

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Self-Harm; and
  - › Ways Youth Self-Harm.
- Prepare a piece of flip chart paper displaying the following question written at the top: “What are your stressors?” Post the piece of flip chart paper at the front of the room.
- Gather one piece of unlined 8.5 inch by 11 inch paper for each participant.
- Ensure each participant has a pen or pencil.
- Gather flip chart paper for each group.
- Gather felt markers for each group.

## Activity 3. Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Self-Harm;
  - › Ways Youth Self-Harm; and
  - › Look, Listen, Link, Live<sup>®</sup>.
- Print required number of copies of handouts:
  - › Sophie’s Story.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Kids Help Phone; and
  - › Community Resources.



# Introduction

## Estimated Time

10–15 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else’s experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



Today, we are going to talk about when people hurt themselves on purpose. We call this “self-harm”.

The intention of this lesson is not to have you share the stories of others, but rather to give you some important information so that you may choose to get help, or to help a friend. As youth, your safety and well-being are very important to us.



We want you to know that issues that may seem too big to handle, or like they will never go away, CAN be managed with support.



Participants must have a Support Circles or Safety Plan filled out at the start of this lesson.

1. Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.
2. If the participants filled out a Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to if they were using self-harming behaviours? Allow them time to record any changes.
3. If you are using self-harming behaviours, or if you know someone who is, there are people who can help. Youth can reach out to adults they can count on and trust. Some examples are: caregivers, such as parents, grandparents, foster parents, aunts, or uncles; elders; cadet and JCR leaders; and school personnel, including guidance counsellors. Another important resource is the Kids Help Phone.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



4. We are going to do an activity to look at self-harm.



# Activity 1

## Myths and Facts about Self-Harm

### Estimated Time

15–20 minutes



1. We are going to do an activity find out what you know about self-harm.

Divide the participants into small groups (four or fewer participants per group). Distribute a piece of flip chart paper and felt markers to each group. Have each group write the following questions on their piece of flip chart paper:

- a. How do youth self-harm?
- b. Why do youth self-harm?

2. Give each group time to brainstorm answers to both questions. Then, go around the room and have each group share their answers to the first question: “How do youth self-harm?”



3. Display the Self-Harm content, using the presentation slide or the alternative method you have prepared.



### Self-Harm

“Self-harm” is when a person tries to hurt themselves on purpose. It is a coping strategy used to deal with intense emotions.



4. Display the Ways Youth Self-Harm content, using the presentation slide or the alternative method you have prepared.



### Ways Youth Self-Harm

Common ways that youth harm themselves include:

- cutting themselves;
- scratching themselves;
- biting themselves;
- burning their skin;
- hitting their head against a wall;
- pulling out their own hair; and
- picking at sores on their skin.

5. Have each group share their answers to the second question: “Why do youth self-harm?”



6. Adolescence is a time of change and challenges. Your bodies, the way you think, and your emotions are all changing. One of the biggest challenges during this time is trying to figure out who you are, while at the same time experiencing different pressures and expectations from others.

What are some things that can cause you and your friends to feel stress or pressure?

Possible answers may include:

- school;
- parents;
- siblings;
- violence in the home;
- peer pressure;
- bullying or harassment;
- fights with friends;
- cyberbullying;
- exploring gender identity or sexual orientation;
- dating relationships;
- breakups;
- illness or death in the family;
- physical health problems; and
- mental health struggles, such as depression or anxiety.



All the pressures and issues that we listed can cause youth to feel overwhelmed and have intense feelings that are difficult to handle. Sometimes youth self-harm to get relief from the painful feelings and the stress or pressure that caused them.

7. To help raise awareness and allow us to talk more openly about this important issue, we are going to explore some myths about self-harm and the facts about self-harm.
8. Distribute a set of Myth or Fact? Cards to each group.



Each card displays a statement. Within your group, you need to discuss and decide whether the statement on the card is a myth or a fact.

Have them read statement (a) and discuss within their group whether the statement is a myth or a fact. Then, have each group share their answer and the reason for their conclusion. Use the following speaking notes to supplement the discussion with any points that may have been missed. Repeat this process for each card / statement until you have completed them all.



- a. Self-harming behaviours are not common. MYTH or FACT?

MYTH: Self-harming is more common than we think. Research in this area tells us that almost two out of every ten youth aged 14–21 had hurt themselves on purpose at one time or another. That is about 20 percent of youth. It is just that nobody is talking about it because of the shame surrounding it.

- b. Self-harm is attention-seeking behaviour used to manipulate others. MYTH or FACT?

MYTH: Youth who self-harm are not seeking attention. Most people feel embarrassed and ashamed and want to keep their self-harming behaviours a secret. For some, it can be a way of letting others know they need help.

- c. Only girls use self-harming behaviours. MYTH or FACT?

MYTH: Self-harming behaviours are not restricted to girls or to youth. People who

use self-harming behaviours may be any gender or any age.

- d. People who self-harm are suicidal. MYTH or FACT?

MYTH: Self-harm is a way of coping with stress or painful feelings. It does not mean the person wants to die. Self-harm is an attempt to survive and feel better, whereas suicide is a permanent end to life.

- e. People who use self-harming behaviours have a mental illness. MYTH or FACT?

MYTH: Not everyone who self-harms has a mental illness. However, self-harm can be an indicator of a mental health problem such as depression, eating disorders, or borderline personality disorder. The most important thing is that people get help and treatment.

- f. It is possible to stop self-harming. MYTH or FACT?

FACT: Help is available. There are different treatments and supports available to help youth stop self-harming. One way is helping youth communicate better so they can handle conflicts and get support from others, instead of using self-harm. Another way is helping youth find better ways to deal with stressful situations. Other treatments include professional help from a doctor, mental health counsellor, or psychologist.

9. Ask the participants the following discussion questions:

- a. What are the signs that a person may be self-harming?

Possible answers could include:

- small linear cuts on the forearm, the upper arm, or sometimes the legs;
- words carved into the skin;
- unexplained cuts, scratches, bite marks, or burns that start to appear regularly;
- mood changes, like anxiety or depression;
- changes in school performance, relationships, and communication; or
- struggling to handle day-to-day stresses.

- b. What are some ways we can reduce the shame around self-harm, so youth feel more comfortable asking for help?

Possible answers could include:

- Talk about this openly in school and at cadet / JCR training activities.
- Do not make youth feel ashamed for using self-harm as a coping mechanism.
- Teach youth strategies for dealing with stress, so they can have alternatives to self-harm.



# Myth or Fact? Cards

<b>a.</b>	Self-harming behaviours are not common.
<b>b.</b>	Self-harm is attention-seeking behaviour used to manipulate others.
<b>c.</b>	Only girls use self-harming behaviours.
<b>d.</b>	People who self-harm are suicidal.
<b>e.</b>	People who use self-harming behaviours have a mental illness.
<b>f.</b>	It is possible to stop self-harming.



# Activity 2

## Healthy Coping Strategies

### Estimated Time

15–20 minutes



1. Has anyone ever felt stressed or overwhelmed before?

Give the participants time to answer.



2. Stress is something that happens to all of us. We are going to look at the different stressors in your lives and how you can practice self-care and healthy ways to cope with stress.

3. Distribute one piece of unlined 8.5 inch by 11 inch paper to each participant. Referring to the piece of flip chart paper you posted at the front of the room displaying the question, “What are your stressors?”, have the participants work individually to write down examples of stressors in their lives.

4. Go around the room, and ask for volunteers to share one stressor from their list.

Possible answers could include:

- school;
- exams;
- bullying at school;
- fighting with parents;
- suicide of a friend or a family member;
- having no money; or
- a break-up with a dating partner.



5. Stress from events such as experiencing violence in the home; chronic bullying or harassment at school; ending a relationship with someone you love; conflict with friends or family; having a serious illness; or losing a friend to suicide can lead people to use unhealthy coping strategies to deal with the overwhelming emotions.



6. Display the Self-Harm content, using the presentation slide or the alternative method you have prepared.



### Self-Harm

“Self-harm” is when a person tries to hurt themselves on purpose. It is a coping strategy used to deal with intense emotions.

A person inflicts self-harm to temporarily turn their emotional pain into physical pain. People often say that hurting themselves gives them an immediate sense of relief.



This is also called “non-suicidal self-harm”, as in most cases, youth do this without trying to commit suicide.



7. Display the Ways Youth Self-Harm content, using the presentation slide or the alternative method you have prepared.



## Ways Youth Self-Harm

Common ways that youth harm themselves include:

- cutting themselves;
- scratching themselves;
- biting themselves;
- burning their skin;
- hitting their head against a wall;
- pulling out their own hair; and
- picking at sores on their skin.

8. The relief provided by self-harming behaviours is often short, and the overwhelming feelings generally come back.

9. Divide the participants into small groups (four or fewer participants per group). Distribute one piece of flip chart paper and felt markers to each group.



10. I want to talk about healthy coping strategies. When we get stressed, our different feelings and emotions can be scary and overwhelming. I want you to brainstorm healthy things a person can do to deal with feelings of anxiety and stress instead of using self-harming behaviours.

Allow the groups time to brainstorm and record their healthy coping strategies on the flip chart paper.

11. Go around the room, and ask for groups to share examples from their lists. Use the following list of possible answers to supplement the discussion with any points that may have been missed.

Possible answers could include:

- Talk to a friend or a trusted adult to get support.
- Do breathing exercises.
- Spend time with friends and family.
- Spend time on the land hunting, fishing, and camping.
- Play sports.
- Spend time with pets.
- Sew or bead.
- Exercise or hike.
- Journal.
- Listen to music.
- Take a warm bath or shower.
- Light scented candles.
- Eat your favourite healthy foods.
- Yell into a pillow.
- Rip paper into tiny pieces.
- Play video games.
- Read a good book.
- Look at funny memes.
- Call Kids Help Phone to talk to a counsellor.



12. As youth, your safety and well-being are very important to us.



We want you to know that issues that may seem too big to handle, or like they will never go away, CAN be managed with support. Remember: you do not have to handle this on your own. Reach out to a safe adult whom you trust.



# Activity 3

## Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend

### Estimated Time

15–20 minutes



1. We know that youth reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with self-harming behaviours.



2. Display the Self-Harm content, using the presentation slide or the alternative method you have prepared.



### Self-Harm

“Self-harm” is when a person tries to hurt themselves on purpose. It is a coping strategy used to deal with intense emotions.

A person inflicts self-harm to temporarily turn their emotional pain into physical pain. People often say that hurting themselves gives them an immediate sense of relief.



This is also called “non-suicidal self-harm”, as in most cases, youth do this without trying to commit suicide.



3. Display the Ways Youth Self-Harm content, using the presentation slide or the alternative method you have prepared.



### Ways Youth Self-Harm

Common ways that youth harm themselves include:

- cutting themselves;
- scratching themselves;
- biting themselves;
- burning their skin;
- hitting their head against a wall;
- pulling out their own hair; and
- picking at sores on their skin.



4. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method that you have prepared.



This is a four-step model that we use to help a friend.

Briefly go over the steps.



STEP 1: LOOK. Look for signs of stress. Are they acting different than before? Are they: sad, anxious, angry, alone all the time, drinking or using drugs, taking big risks, or hurting themselves on purpose to cope with intense emotions?

STEP 2: LISTEN. Ask them: “Are you okay?” or, “Can I help you?”

- Be calm: Talk in a calm and caring voice and be prepared to listen. Be honest, and do not feel you have to try and be an expert. Do not be upset if they are not ready to talk. You are a caring friend, and that is what is important.
- Be open: When asking someone if you can help, be open to listening to the person’s experience. Do not make the person feel guilty or ashamed for using self-harm as a coping strategy. Listen to them, and then offer to link them to someone who can help.

STEP 3: LINK. Let them know there are people who can help. Encourage them to talk to a trusted adult, or offer to go with them to talk to someone who can help.

STEP 4: LIVE. Take care of yourself, and find healthy ways to cope. Helping a friend through a difficult situation can take a physical and emotional toll.

5. We are going to look at an example of a young person who is self-harming, and then apply the Look, Listen, Link, Live® concept.



You may distribute copies of the scenario (Sophie’s Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



6. Read the scenario out loud.

Sophie has been dating Steve for two years. They are inseparable. Sophie cannot imagine her life without Steve. Sophie lost her mom last year, and Steve has been her biggest support person.

Sophie found out that Steve has been cheating on her and lying to her. Sophie is devastated, and she ends the relationship.

Sophie suffers in silence and tries to deal with family and school issues as well as the hurt from the breakup. She begins to develop anxiety, and she is struggling to deal with all the intense emotions that keep coming up. She starts cutting herself to deal with the stress.

Cutting is the only thing that brings Sophie relief from all her intense, painful feelings. Sophie feels ashamed about cutting herself. She does not want anyone to find out she is self-harming, so she has been avoiding her friends.

You are friends with Sophie, and you know about the breakup. You know how upset she is and that she has been avoiding you. Sophie has not been coming to cadet / JCR training activities, so you drop by her house one day. You notice that Sophie’s forearms have scratches and cuts all over them.



7. Have the participants turn to the person beside them and brainstorm STEP 1: LOOK.

What are the signs that Sophie is feeling stressed and may be self-harming?

Give the pairs time to discuss. Then, ask for volunteers to share their responses.

Possible answers may include:

- Sophie is devastated about the breakup with Steve.
- Steve was an important support in her life, and she feels very alone.
- She is having anxiety.
- She is avoiding hanging out with friends.
- You see scratches and cuts on her arms.



8. Have the participants find another partner. Then have them brainstorm STEP 2: LISTEN.

What can you say to Sophie?

Give the pairs time to discuss. Then, ask for volunteers to share their responses.

Possible answers may include:

- Ask Sophie if she is okay or if you can do anything to help.
- Let her know that you are there to support her and help her, and that you want her to feel better.
- Listen to Sophie, and let her talk as much as she needs.
- Listen without making judgments or acting disgusted or alarmed if she talks about cutting and hurting herself.
- Let her know that she is important, and that there are people who can help. Ask her if she would be willing to talk to an adult whom she trusts about what she is going through. Let her know you will go with her to talk to someone and support her.



9. Have the participants change partners again. Then have them brainstorm STEP 3: LINK.

Whom can you link Sophie with for help?

Give the pairs time to discuss. Then, ask for volunteers to share their responses.

Possible answers may include:

- a trusted adult: a cadet or JCR leader, a teacher, a mental health counsellor, a doctor, a parent, a grandparent, etc.
- Kids Help Phone; or
- a community help line.



10. Have the participants change partners again. Then have them brainstorm STEP 4: LIVE.

What are some healthy coping strategies that you can share with Sophie to help her feel better? What can you do to take care of yourself?

Give the pairs time to discuss. Then, ask for volunteers to share their responses.

Possible answers could include:

- Write down your feelings in a journal.
- Play your favorite sport or exercise.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, write poetry, or play music.
- Eat healthy.

- Spend time with a pet.
- Yell into a pillow.
- Talk to friends and family to help work through your feelings about the situation.
- Invite Sophie out to do something that will help relieve her stress, like playing video games, exercising, or playing a sport.

# Conclusion

## Estimated Time

5 minutes



- “Self-harm” is a coping strategy used to deal with stress and intense emotions.



It is important to know that issues that seem too big to handle, or like they will never go away, CAN be managed with support.

- Refer the participants to their Support Circles and Safety Plans where they identified safe people they trust and would talk to. Encourage them to keep their Safety Plan in a safe place that is easy to access.



- If you or someone you know is feeling overwhelmed and using self-harming behaviours, there are people who can help. Youth can reach out to adults they can count on and trust. Some examples are: caregivers (such as parents, grandparents, foster parents, aunts or uncles), cadet / JCR leaders, and / or school guidance counsellors. Another important resource is the Kids Help Phone.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.

To conclude this lesson, conduct a self-care activity. Possible activities could include:

- Share some appropriate inspirational or funny videos or memes.
- Play some music.
- Do a breathing or grounding activity.
- Allow participants time to journal or draw.
- Play a game.



# Sophie's Story

Sophie has been dating Steve for two years. They are inseparable. Sophie cannot imagine her life without Steve. Sophie lost her mom last year, and Steve has been her biggest support person.

Sophie found out that Steve has been cheating on her and lying to her. Sophie is devastated, and she ends the relationship.

Sophie suffers in silence and tries to deal with family and school issues as well as the hurt from the breakup. She begins to develop anxiety, and she is struggling to deal with all the intense emotions that keep coming up. She starts cutting herself to deal with the stress.

Cutting is the only thing that brings Sophie relief from all her intense, painful feelings. Sophie feels ashamed about cutting herself. She does not want anyone to find out she is self-harming, so she has been avoiding her friends.

You are friends with Sophie, and you know about the breakup. You know how upset she is and that she has been avoiding you. Sophie has not been coming to cadet / JCR training activities, so you drop by her house one day. You notice that Sophie's forearms have scratches and cuts all over them.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that Sophie is feeling stressed and may be self-harming?
- STEP 2: LISTEN. What can you say to Sophie?
- STEP 3: LINK. Where would you link Sophie for help and support?
- STEP 4: LIVE. What are some healthy coping strategies that you can share with Sophie to help her feel better? What can you do to take care of yourself?



## References

- Canadian Mental Health Association. (2020). Youth and self-injury. Retrieved from [http://www.cmha.ca/mental\\_health/youth-and-self-injury/](http://www.cmha.ca/mental_health/youth-and-self-injury/)
- Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.
- CHEO. (2010). What you need to know about helping children and youth with self-harm behaviours: Information for parents and caregivers. Retrieved from [http://www.cheo.on.ca/uploads/12810\\_Self-Harm.pdf](http://www.cheo.on.ca/uploads/12810_Self-Harm.pdf)
- Crisis Intervention & Suicide Prevention Centre of B.C. (2013). Self-harm. Retrieved from <https://youthinbc.com/youth-issues-2/self-harm/>
- eMentalHealth.ca. (2018). Self-harm behaviours in children and youth: Information for parents and caregivers. Retrieved from <http://www.ementalhealth.ca/Canada/Self-Harm-Behaviours-Children-and-Youth/index.php?m=article&ID=8878>
- Kids Help Phone. (2020). Self-injury: What it is and how to stop. Retrieved from <https://kidshelpphone.ca/get-info/self-injury-what-it-and-how-stop/>
- LifeSIGNS. (2005). Self-injury awareness booklet. Retrieved from <http://www.lifesigns.org.uk/wp-content/uploads/2015/02/lifesigns-si-awareness-book-2nd-edition-revised.pdf>
- Psychreg. (2017). Myths and facts about self-harm. Retrieved from <https://www.psychreg.org/self-harm/>
- TeensHealth from Nemours. (2015). Cutting. Retrieved from <https://kidshealth.org/en/teens/cutting.html>
- U.S. News. (2014). Myths and facts about self-injury. Retrieved from <https://health.usnews.com/health-news/health-wellness/articles/2014/12/26/myths-and-facts-about-self-injury>



LESSON 1

# Healthy Relationships

Ages 15–18





# Lesson 1. Healthy Relationships

## Ages

15–18

## Learning Objectives

Cadets and JCRs will be able to:

- Identify the qualities of a healthy relationship (Activities 1 and 2).
- Discuss power dynamics (Activity 2).
- Identify ways to build self-esteem (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Characteristics of a Healthy Relationship
- Power
- Positive Self-Esteem
- Self-Esteem Tips
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Relationship Quiz Cards
- Relationship Quiz Cards: Answer Key
- Deck of cards
- Building Self-Esteem
- Ethan's Story
- Support Circles
- Safety Plan



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Healthy Relationships Quiz

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Characteristics of a Healthy Relationship.
- Prepare or gather one set of Relationship Quiz Cards.
- Put the Relationship Quiz Cards into a bowl or other container.
- Print a copy of the Relationship Quiz Cards: Answer Key for yourself.

## Activity 2. Power Play

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Characteristics of a Healthy Relationship; and
  - › Power.
- Arrange a deck of cards so you have one card for each participant. Ensure you include an equal number of high cards (king, queen, jack, and ten) and low cards (two, three, four, and five).

## Activity 3. Building Self-Esteem

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Positive Self-Esteem; and
  - › Self-Esteem Tips.
- Print a copy of the Building Self-Esteem handout for each participant.
- Ensure participants have a pen or pencil.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Ethan's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



Healthy relationships are very important in our lives because they help improve our mental and physical well-being. They also help us do better in school, have better friendships, feel more confident, and provide us with the support we need when we are having a bad day. In this lesson, we are going to talk about what makes a relationship healthy.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Ethan and Jordan are hanging out at lunch. Ethan says he is going to skip class in the afternoon, and he wants Jordan to join him. Ethan has been skipping lots of classes lately. He keeps pressuring Jordan to do the same. Jordan gave into the pressure two weeks ago, but when he skipped a class, he missed an important test. Jordan does not want to miss any more school.

When Ethan pressures Jordan to skip class with him again, Jordan decides to be assertive and says that he will not do it. Jordan is worried about Ethan because he has already missed so many classes and might not graduate. Jordan offers to help Ethan with his last assignment if he comes to class. Ethan does not look happy, but he agrees.

Ethan has also been missing his cadet / JCR training activities. You know that he had a falling out with his best friend, and they have not spoken in a month. Ethan and his best friend have been close since kindergarten. They used to do everything together. Ethan shows up at a cadet / JCR training activity and looks depressed and withdrawn. He asks to walk home with you.

Is this a healthy relationship between Ethan and Jordan? Why or why not?



Answer:

There are healthy and unhealthy aspects to Ethan and Jordan's relationship.

Ethan uses peer pressure to get Jordan to do something he does not want to do: skip school.

Jordan was being honest when he told Ethan that he did not think skipping class was a good idea. In healthy relationships, friends are not afraid to communicate their feelings and boundaries. Friends give friends advice and let them know when they are making a mistake or doing something risky. Friends also offer support and help. Healthy communication and support are two important characteristics of a healthy relationship.

We will be doing an activity to further explore and understand healthy relationships.



# Activity 1

## Healthy Relationships Quiz

### Estimated Time

15–20 minutes



1. We are going to do a quiz to find out what you already know about relationships and what makes them healthy or unhealthy.

2. Divide the participants into two groups. Have them stand facing each other, like this:

GROUP 1	GROUP 2
A	E
B	F
C	G
D	H

3. Have one participant select a Relationship Quiz Card from the container and read it. Inform the participants that they have one minute to discuss the question with the person across from them.

4. Once the time is up, have pairs volunteer to share their answers. Use your Relationship Quiz Cards: Answer Key to provide additional information related to the question.

5. For the next round, have everyone in Group 2 shift down one spot so they are facing a different person in Group 1, like this:

GROUP 1	GROUP 2
A	H
B	E
C	F
D	G

6. Continue the same procedure until all the cards have been discussed. Have everyone return to their seats.



7. Healthy relationships require continuous effort and work. Can you think of ways to improve the quality of your relationships?

Allow the participants time to answer.



# Relationship Quiz Cards

What does a healthy relationship mean to you?

Where do we learn our messages about how to be in relationships?

How do social media and technology impact our relationships?

How do you show respect for the personal boundaries of others?

What does “safety” mean for you in a healthy relationship?

How would you help a friend who is in an unhealthy relationship?



# Relationship Quiz Cards: Answer Key

What does a healthy relationship mean to you?

Possible answers could include:



- having a friend you can trust and depend on;
- being able to talk about your feelings with someone;
- not being judged;
- having someone with whom you can hang out and have fun;
- having your personal boundaries respected;
- being taken care of and loved; and
- feeling safe.



Display the Characteristics of a Healthy Relationship content, using the presentation slide or the alternative method you have prepared.



“Respect” means acting in a way that shows you care about someone’s feelings and well-being. When we are in an environment that is respectful, we feel safe and are more likely to be our true, genuine selves.

Having “trust” involves having confidence in someone and knowing that they will be there for you.

“Healthy communication” means each person in a relationship can express their needs, expectations, and boundaries.

“Conflict resolution” is being able to find a peaceful solution to a disagreement in a fair, open, and respectful way.

“Independence” means making choices and decisions outside of a relationship, such as doing an activity even if your friends are not interested in it.

A healthy relationship should be “fun.” You enjoy time together and look forward to hanging out with that person.

Being “supportive” is part of a healthy relationship. Your friends should be able to ask you for help when they need it. You should be able to count on your friends for help when you need it.

In friendships based on “equality”, everyone feels that they have the power to make decisions and freely state their opinions; are safe to share their feelings; and are respected. People feel they can be their genuine, authentic selves.

In a healthy relationship, you should feel comfortable; “safe”; and not threatened by violence, bullying, or harassment.

“Empathy” is the ability to understand and share how someone else is feeling by imagining what it would be like to be in that person’s situation.

“Respecting personal boundaries” involves listening to others and respecting their limits and their expectations for how they want to be treated in a relationship.

# Relationship Quiz Cards: Answer Key

Where do we learn our messages about how to be in relationships?

Possible answers could include:



- media, including movies, TV, video games or magazines;
- our parents; and
- our peers.

The media can be a big influence on what we learn about relationships. Some things we see via media are very unhealthy. In the media, we see the following:

- disrespectful behaviours;
- violence in relationships;
- sexual assault being normalized;
- gender stereotypes about how people should look, dress, or act; and
- use of alcohol and drugs.

How do social media and technology impact our relationships?

Possible answers could include:



- help us communicate with people more easily;
- allow us to stay connected with people all over the world;
- result in less face-to-face communication;
- make cyberbullying possible;
- provide a way to send inappropriate pictures digitally; and
- expose us to attempts to influence our thoughts and opinions.

How do you show respect for the personal boundaries of others?

Possible answers could include:



- listening;
- not pushing or forcing something in a relationship;
- respecting the other person's limits; and
- asking permission first.

What does “safety” mean for you in a healthy relationship?

Possible answers could include:



- you should feel comfortable and safe in your relationships and not threatened by violence, bullying, or harassment.

How would you help a friend who is in an unhealthy relationship?

Possible answers could include:



- offer our support;
- be honest about how we feel, but without judging others;
- listen to someone who is ready to talk; and
- go with someone to talk to a trusted adult.

# Activity 2

## Power Play

### Estimated Time

15–20 minutes



1. Let us review the different characteristics of a healthy relationship, including the characteristics we talked about in the introductory scenario.



Display the Characteristics of a Healthy Relationship content, using the presentation slide or the alternative method you have prepared. Briefly explain each point.



“Respect” means acting in a way that shows you care about someone’s feelings and well-being. When we are in an environment that is respectful, we feel safe and are more likely to be our true, genuine selves.

Having “trust” involves having confidence in someone and knowing that they will be there for you.

“Healthy communication” means each person in a relationship can express their needs, expectations, and boundaries.

“Conflict resolution” is being able to find a peaceful solution to a disagreement in a fair, open, and respectful way.

“Independence” means making choices and decisions outside of a relationship, such as doing an activity even if your friends are not interested in it.

A healthy relationship should be “fun.” You enjoy time together and look forward to hanging out with that person.

Being “supportive” is part of a healthy relationship. Your friends should be able to ask you for help when they need it. You should be able to count on your friends for help when you need it.

In friendships based on “equality”, everyone feels that they have the power to make decisions and freely state their opinions; are safe to share their feelings; and are respected. People feel they can be their genuine, authentic selves.

In a healthy relationship, you should feel comfortable; “safe”; and not threatened by violence, bullying, or harassment.

“Empathy” is the ability to understand and share how someone else is feeling by imagining what it would be like to be in that person’s situation.

“Respecting personal boundaries” involves listening to others and respecting their limits and their expectations for how they want to be treated in a relationship.

2. In this activity, we are going to talk about power and what power looks like in a healthy



relationship.

3. Display the Power content, using the presentation slide or the alternative method you have prepared.



## Power

“Power” is the ability to make something happen. It is about making choices about who you are and what you do.

4. Power can play a role in all our relationships, whether it be within a family, a friendship, a couple, or even in your relationships within the cadet and JCR programs. We ALL have power. In healthy relationships, we must be aware of our own personal power and choose to use it in a positive way.
5. Where do we get our power from? Think about the different positions, skills, and ranks in your programs and the different types of power held by the various levels of officers, adult volunteers, non-commissioned members (NCMs), cadets, and JCRs.

Allow the participants time to respond with two or three answers. Ensure the following key sources of power are covered:

- age;
- size;
- strength;
- rank;
- qualifications and specialized skills;
- position or appointment;
- mentoring role;
- popularity;
- intelligence level;
- athleticism;
- doing a good job;
- likability;
- wealth; and
- family status.



6. Use the following speaking notes to provide more information about sources of power.

“Rank” is a position in the hierarchy of the program. An individual with a higher rank is in charge of a number of responsibilities, while subordinates are expected to respect those of higher authority and carry out orders as they are sent down the chain of command.

“Age” can be a source of power. Older or more experienced cadets / JCRs are sometimes afforded different experiences.

Various “qualifications and specialized skills” allow cadets / JCRs to have responsibility over less experienced or less qualified peers (e.g., leadership roles and delivering training).

“Positions” or “appointments” employ some cadets / JCRs in roles that are unequal to their



peers.

“Mentoring roles” give senior cadets / senior JCRs influence over junior peers.

7. Do you think there is anything wrong with having power in these ways?

Ask for a show of hands (yes or no), before clarifying in the following way:



Answer:

There is nothing wrong with certain individuals having more power or authority than others. The balance of power can also shift at various times and in various circumstances. It is normal for people to have different kinds of power in different ways at different times in life. Having more of a certain type of power only becomes a problem when someone misuses their power to hurt another person.

8. We are going to do an activity to help us understand power dynamics in relationships. We will explore how people use their power to form cliques and groups that exclude others.



Use the deck of playing cards you prepared ahead of time for this activity.

9. I am going to hand out a card to each of you. Do NOT look at your card. When you receive your card, hold it against your forehead with the number facing out. You can look at each other’s cards, but do not discuss with anyone which card they have. The number of high cards—9, 10, Jack, Queen, and King—is equal to the number of low cards—2, 3, 4, and 5.



10. Have everyone stand up and move to an open space in the room. Distribute one card to each participant, ensuring they do not look at their own card.

11. Now that you all have your cards, I want you to imagine that you are attending an event during the final night of summer training or an enhanced training session (ETS). Everyone is talking about the different experiences they had and what they will be doing for the rest of the summer. You can now move around the room and talk with the people around you, keeping your card held to your forehead. While you are interacting, you can talk about anything you like—except the cards or numbers that you have.

12. Your goal in this activity is to interact with people who have high cards and avoid people with low cards, without revealing the value of anyone’s cards. For example, if someone with a low card comes to talk to you, use your power to try to find a realistic way of avoiding the person, excluding the person, or ending the conversation, just as it might happen in a real-life situation.

13. Give participants a few minutes to mingle, allowing enough time for them to make discoveries as the activity progresses. When the time is up, remind them not to look at their cards. There should be two distinct groups that have formed: those with high cards, and those with low cards. Have everyone attempt to form a single line, from the lowest card to the highest card. Once they think they have it right, they may finally look at their cards.



14. Ask the participants the following questions:

- a. Who had the power in this activity? How did you know?

Possible answers could include:

- The participants holding the high cards had the power.
- They knew because participants used their power to exclude, and avoid



interacting with, participants holding the low cards.

- b. What about those without power? How do you think they felt?

Possible answers could include:

- The participants holding the low cards may have felt rejected and not included.
- They may have also formed their own group and supported each other.



- c. Did people use their power in a positive or negative way? How so?

- d. Have you ever noticed excluding behaviour or cliques among your corps / squadron / patrol? Can you give examples?

- e. How does excluding people from a group affect friendships? How does it affect the environment in the cadet / JCR program?

Possible answers could include: some of the members of the group may feel hurt, rejected, and unsafe.



- f. Can you give examples of how you could use your power as a senior cadet / JCR in a positive way with younger cadets / JCRs?

Possible answers could include:

- helping them feel included;
- initiating a conversation with a shy person who is being excluded;
- asking if a cadet / JCR needs help;
- standing up to a cadet / JCR who is bullying others;
- listening and providing support to cadets / JCRs.



15. Power is present in all our relationships. We need to ensure that we are using our power in positive and healthy ways.

# Activity 3

## Building Self-Esteem

### Estimated Time

15–20 minutes



1. In this activity, we are going to look at self-esteem and how it can help us build healthy relationships and resist peer pressure.

Peer relationships and friendships are an important part of healthy relationships. Having healthy connections with our friends and peers can help us feel valued, supported, and better equipped to deal with stressful events that can happen in our lives.

2. We generally want to be liked by our peers, so sometimes we give in to pressure because we are afraid of being rejected by others; because we do not want to risk losing a friend; or, we are afraid of hurting someone's feelings by saying no. We may not understand what is going on or how to get out of the situation, so we might go along with it to fit in.
3. People are more likely to be influenced by their peers and unable to stand up for themselves if they have low self-esteem and lack strong connections to family and community.
4. What can cause a young person to lose confidence in themselves and struggle with feelings of low self-esteem?

Possible answers could include:

- not fitting in;
- issues with body image;
- pressure from social media to have more friends or get more likes;
- being bullied or harassed; and
- violence, drug addiction, or alcoholism in the home.



5. When we feel good about ourselves, we are more likely to take responsibility for our actions, treat others with respect, and care for others. We may also have an easier time resisting peer pressure and standing up for people who are being pressured.



6. Display the Positive Self-Esteem content, using the presentation slide or the alternative method you have prepared.



### Positive Self-Esteem

Positive self-esteem helps us to:

- have the courage to be our own person;
- believe in our values;
- make informed decisions about our lives;
- make the right decisions under pressure;
- interact and build healthy relationships with others;
- handle stress and life's challenges;
- make healthier choices;
- feel confident saying no to peer pressure and unhealthy activities; and

- achieve our full potential.

7. Distribute one Building Self-Esteem handout to each participant. Tell participants that this is a private, individual activity. They will not be asked to share their answers. Give the participants a few minutes to complete the handout.



8. When everyone has completed the handout, display the Self-Esteem Tips content, using the presentation slides or the alternative method you have prepared.



These self-esteem tips may help you when you are feeling low.

### Self-Esteem Tips:

- **EXAMINE HOW YOU TALK TO YOURSELF.** Are you a critic, or are you complimentary? Speak to yourself with the same kindness you would use with a friend, by rewording negative thoughts into more helpful, positive phrases.
- **FOCUS ON WHAT GOES WELL FOR YOU.** It is easy to dwell on what seems to be going wrong. If you are feeling overwhelmed, take a minute to focus on what seems to be going right.
- **VIEW MISTAKES AS LEARNING OPPORTUNITIES.** Everyone makes mistakes: that is how we learn. If you fail at something one time, it does not mean that you will fail every time.
- **REMINDE YOURSELF THAT EVERYONE IS GOOD AT DIFFERENT THINGS.** It is easy to compare ourselves to others. But remember to focus on what you are good at, even as you celebrate other people's strengths.
- **ACCEPT COMPLIMENTS.** Take the time to hear and absorb the nice things people have to say about you. Instead of disagreeing or brushing off kind words, give a sincere, "Thank you."
- **HAVE FUN!** Spend time with people who accept you and who make you feel good about yourself. Do the things that make you laugh and smile.



Optional: Share some appropriate inspirational memes, images, messages, or quotes with the participants to conclude this activity. If you choose to use a meme, ensure you understand its full meaning, since some popular memes have an inappropriate connotation that is not immediately obvious. Knowyourmeme.com can be a useful resource for checking a meme's meaning.

# Building Self-Esteem

“Self-esteem” is made up of the thoughts, feelings and opinions that we have about ourselves. Self-esteem is not bragging; it is feeling good about what makes you, YOU.

Finding ways to remain confident in who we are is one of the best things we can do for ourselves and for others. When we feel good about ourselves, we have an easier time resisting peer pressure, dealing with conflict, and standing up for others when they are being hurt or bullied.

Now, take the time to celebrate who you are. There is no one else like you!

1. Write down two things you like about who you are as a person, such as, “I am good at skateboarding,” or, “I am always friendly to everyone.”

1. \_\_\_\_\_
2. \_\_\_\_\_

2. Describe a helpful thing you have done for someone else. Whether it was big or small, your contribution made a difference!

\_\_\_\_\_

\_\_\_\_\_

3. Write down something about yourself that you are working on improving. For example, “I am working on being a better soccer player,” or, “I am working on learning to control my temper.”

\_\_\_\_\_

\_\_\_\_\_

4. Name two things you could say or do if you were being pressured by a peer to do something you did not feel comfortable doing.

1. \_\_\_\_\_
2. \_\_\_\_\_

5. Name a person you know who makes you feel good about yourself. This can be a family member, friend, teacher, or coach, or anyone else who is supportive, caring, and helps you see the positive in yourself.

\_\_\_\_\_

\_\_\_\_\_



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to about their relationships? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend

-  1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.
-  2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.

 This is a four-step model that we use to help a friend. Let us consider how we could help Ethan from our scenario. We are going to review the scenario and help Ethan using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Ethan's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.

 Ethan and Jordan are hanging out at lunch. Ethan says he is going to skip class in the afternoon, and he wants Jordan to join him. Ethan has been skipping lots of classes lately. He keeps pressuring Jordan to do the same. Jordan gave into the pressure two weeks ago, but when he skipped a class, he missed an important test. Jordan does not want to miss any more school.

When Ethan pressures Jordan to skip class with him again, Jordan decides to be assertive and says that he will not do it. Jordan is worried about Ethan because he has already missed so many classes and might not graduate. Jordan offers to help Ethan with his last assignment if he comes to class. Ethan does not look happy, but he agrees.

Ethan has also been missing his cadet / JCR training activities. You know that he had a falling out with his best friend, and they have not spoken in a month. Ethan and his best



friend have been close since kindergarten. They used to do everything together. Ethan shows up at a cadet / JCR training activity and looks depressed and withdrawn. He asks to walk home with you.

3. Have the participants go through the four steps of the Look, Listen, Link, Live® model by asking the questions below.



**STEP 1: LOOK.** In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Ethan needs help?

Possible answers could include:

- Ethan is skipping classes and is not doing well in school.
- He is missing cadet / JCR training activities.
- He is fighting with his best friend, and he seems sad and withdrawn.



**STEP 2: LISTEN.** In this step, we listen to the person without judgment.

How would you approach Ethan to talk to him? What would you say?

Possible answers could include:

- While you are walking home, you can ask Ethan if he is okay.
- Allow him to talk without badgering him for details or making judgments.
- Ask him how is feeling about his relationship with his best friend and if there is anything you can do to help.



**STEP 3: LINK.** In this step, we link the person to helping resources.

Where would you link Ethan for help and support?

Possible answers could include:

- Reach out to your cadet or JCR leader to speak with Ethan and offer support.
- Connect Ethan with the school counsellor to talk about how he can make up missed classes at school to ensure he graduates.
- The counsellor may also be able to give Ethan some skills to help him resolve the conflict with his best friend.



**STEP 4: LIVE.** In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Ethan?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the

situation.

- Ask Ethan if you can pick him up for the next cadet / JCR training activity.
- Hang out with Ethan, and do something you both enjoy like playing basketball or listening to music.



4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- Healthy relationships are characterized by respect, trust, safety, and good communication.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Ethan's Story

Ethan and Jordan are hanging out at lunch. Ethan says he is going to skip class in the afternoon, and he wants Jordan to join him. Ethan has been skipping lots of classes lately. He keeps pressuring Jordan to do the same. Jordan gave into the pressure two weeks ago, but when he skipped a class, he missed an important test. Jordan does not want to miss any more school.

When Ethan pressures Jordan to skip class with him again, Jordan decides to be assertive and says that he will not do it. Jordan is worried about Ethan because he has already missed so many classes and might not graduate. Jordan offers to help Ethan with his last assignment if he comes to class. Ethan does not look happy, but he agrees.

Ethan has also been missing his cadet / JCR training activities. You know that he had a falling out with his best friend, and they have not spoken in a month. Ethan and his best friend have been close since kindergarten. They used to do everything together. Ethan shows up at a cadet / JCR training activity and looks depressed and withdrawn. He asks to walk home with you.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Ethan needs help?
- STEP 2: LISTEN. How would you approach Ethan to talk to him? What would you say?
- STEP 3: LINK. Where would you connect Ethan for support and help?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Ethan?



## References

Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.

Live Wire Media. (n.d.). Teaching guide: Enhancing self-esteem for grades 5–9. Retrieved from <http://www.goodcharacter.com/BCBC/SelfEsteem.html>

Lopez, V., Chesney–Lind, M., & Foley, J. (2012). Relationship power, control, and dating violence among Latina girls. *Violence Against Women*, 18(6), 681–90.

Nakkula, M.J. & Toshalis, E. (2006). *Understanding youth: Adolescent development for educators*. Cambridge, M.A.: Harvard Education Press.

Pepler, D., Craig, W., Cummings, J., Quigley, D., & Daniels, T. (2012). *Healthy relationships training module*. Kingston, O.N.: PREVNet.

Raising Children. (2020). Peer pressure and influence: Teenagers. Retrieved from <https://raisingchildren.net.au/teens/behaviour/peers-friends-trends/peer-influence>

Raven, B. (2008). The bases of power and the power/interaction model of interpersonal influence. *Analyses of Social Issues & Public Policy*, 8(1), 267–283.

Safe @ School. (2016). Power and identity. Retrieved from <http://www.safeatschool.ca/plm/equity-and-inclusion/racism-sexism-homophobia-social-problems/power-and-identity>

Sensoy, O. & DiAngelo, R. (2011). In Banks, J. (Ed.), *Is everyone really equal: An introduction to key concepts in social justice education*. New York, N.Y.: Teachers College Press.

Tomlinson, P. & Strachan, D. (1996). *Power and ethics in coaching*. Ottawa, O.N.: Coaching Association of Canada.



LESSON 2

# Dating Relationships

Ages 15–18





# Lesson 2. Dating Relationships

## Ages

15–18

## Learning Objectives

Cadets and JCRs will be able to:

- Identify characteristics of healthy and unhealthy dating relationships (Activities 1, 2, and 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Dating Violence Statistics
- Cycle of Violence
- Tips for Healthy Breakups
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Matt's Story
- Support Circles
- Safety Plan



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Is it Caring or Controlling?

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Dating Violence Statistics.
- Prepare and post a sign labelled “Caring” on one side of the room.
- Prepare and post a sign labelled “Controlling” on the opposite side of the room.

## Activity 2. Cycle of Violence

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Cycle of Violence.
- Gather one piece of flip chart paper for each pair.
- Gather felt markers for each pair.

## Activity 3. Tips for Healthy Ways to Break Up

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Tips for Healthy Breakups.
- Gather one piece of flip chart paper for each group.
- Gather felt markers for each group.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Matt’s Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



This lesson covers youth dating relationships. Some of you may be dating, and some of you may not be dating. This information is important for everyone, and you can apply it to your friendships and dating relationships. In this lesson, we will look at what makes a dating relationship healthy and explore personal boundaries in dating relationships.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Matt, a Grade 12 student, and Julia, a Grade 11 student, have been going out with each other for a year. Everything started out great in the relationship, and Matt loved spending time with Julia.

About six months ago, things started to change. Julia started to get jealous. She wanted to know what Matt was doing every waking minute. She did not like him hanging out with his friends or playing hockey. She wanted him to spend all his time with her.

Matt started feeling really stressed. Last week, Julia saw him talking to another girl, and she freaked out. She slapped him across the face and would not stop yelling. Matt tried to end the relationship, but Julia started crying and apologized. Julia said she was sorry and that she only gets jealous because she loves Matt so much.

Matt is in your corps / squadron / patrol. He shows up after having missed the last two training activities. You are excited to see him, as you have not been able to hang out in a while, since he is always with his girlfriend. He does not even say hi to you. He looks really stressed, and he has a bruise on his cheek. Another cadet / JCR starts teasing Matt about the bruise. Matt loses his temper and starts yelling.

Are Julia's actions caring or controlling?

Answer:



Julia is being controlling.

We are going to do an activity that will help you understand healthy and unhealthy aspects of dating relationships.



# Activity 1

## Is it Caring or Controlling?

### Estimated Time

15–20 minutes



1. Everyone has the right to have healthy and safe relationships in all areas of their lives. Unfortunately, this is not the reality for all youth, as you saw in the scenario with Matt and Julia. Violence is a part of many youth dating relationships.

2. What kinds of violence can occur in youth dating relationships?

Allow two or three participants to respond. Record their answers on flip chart paper.



3. Youth dating violence can be a one-time incident, or it may be a pattern of physical, sexual, or emotional violence within a dating relationship. One or both partners may use violence to try to gain and express power and control in the relationship.



4. Display the Dating Violence Statistics content, using the presentation slide or the alternative method you have prepared.



#### Dating Violence Statistics:

- A study showed Canadian youth aged 15 to 24 have the highest risk of experiencing dating violence in their relationships.
- In the same study, 27 percent of youth reported that their girlfriend / boyfriend / partner checked up on them via text 10 or more times per hour.
- An online survey of youth aged 11 to 14 revealed that 62 percent knew friends who were called “stupid” and “ugly” by their boyfriend / girlfriend / partner.

5. We are going to explore the concept of “caring versus controlling” in more depth. “Controlling behaviour” is a type of emotional violence that can happen in relationships. Sometimes controlling behaviour can be confused with caring behaviour, or even love.

Explain that you have posted a sign on one side of the room that says “Caring” and another sign on the opposite side of the room that says “Controlling”. Explain that you will read out five statements. The participants must show whether they think the behaviour in the statement is caring or whether it is controlling by moving to the appropriate sign. After everyone moves, ask volunteers to share the reasons for their choice. Use the following speaking notes to supplement the discussion with any points that may have been missed. Repeat this process until all five statements have been discussed.



The participants will have different views and opinions, depending on whether their dating relationship is casual or serious, short term or long term; whether they are living with their partner; or whether they are dating at all. Encourage them to explore and talk about all these different examples. Everyone will have different experiences. It is important that they share their experiences and hear each others' perspectives.



- a. Your dating partner wants to know the password to one of your social media accounts. Is this caring or controlling?

There is no need to share your password, even if you trust or love the person. This is your private information. Your social media accounts are a public representation of you.

- b. Your dating partner calls or texts you at least once a day to see how your day is going.  
Is this caring or controlling?

Connecting with someone to see how they are doing can be a caring act. However, every person and every relationship is different. It is good to discuss with your partner how much communication you are comfortable with.

- c. Your partner sends multiple texts while you are in class, at work, or at practice. Is this caring or controlling?

For some people this might be okay, while others may feel like they are being checked up on.

- d. Your partner insists on reading your text messages. Is this caring or controlling?

We all have the right to privacy and independence in a relationship. We are all entitled to hold our own thoughts, have our own personal space, and communicate freely with friends and family.

If someone insists on reading your personal messages, they are acting in a controlling way. It is important to respect each other's privacy. By communicating openly, we learn to develop ways to deal with feelings of jealousy and mistrust that can negatively impact our relationships.

- e. Your dating partner wants to spend all their time with you, and they get jealous when you talk to other people. Is this caring or controlling?

Feelings of jealousy can be normal in a relationship. It is how we choose to act on those feelings that can change the situation. If someone uses anger and jealousy to stop you from seeing your friends or family, it is not about love. It is about control.

Relationships can become healthier when we respect each other's freedom and communicate openly.

# Activity 2

## Cycle of Violence

### Estimated Time

15–20 minutes



1. Let us look at how violence can happen in relationships. It can happen one time, and the person can end the relationship. Or violence can happen multiple times in a relationship. Think back to the scenario with Julia and Matt. Do you think that Matt is at risk of Julia using violence again in the relationship?

Allow the participants time to answer.

Answer:



Yes, if Matt and Julia do not get help, and if they stay together, there is a chance it will happen again.

Violence that happens over and over again in a relationship is often referred to as a “cycle of violence”.



2. Explain that the cycle of violence can be characterized by four phases. Display the Cycle of Violence content, using the presentation slides or the alternative method you have prepared.



### Cycle of Violence, PHASE 1: TENSION BUILD-UP.

There is a lot of tension felt in this phase. The person using violence keeps getting angry and triggered by different behaviours or various events.

What are some examples of things that could trigger a person who is abusive to become angry?

Allow the participants time to think. Then, ask them to share their responses.



The arguments can be about money, jealousy over another person, one partner being late or saying the wrong thing, or even what their partner is wearing.

Often, there are a number of small arguments, and the tension keeps building. The other person is walking on eggshells, not knowing when the tension will explode.

What was triggering Julia’s anger and causing Matt to be stressed out?

Answer:





Julia felt jealous and did not want Matt hanging out with his friends or playing hockey.

## Cycle of Violence, PHASE 2: ACT OUT.

In this phase, a violent episode happens. The tension that has built up leads to someone becoming abusive and using physical violence to gain power and control in the relationship.

What was the trigger for the violent episode between Julia and Matt?



Answer:

Julia saw Matt talking to another girl.

## Cycle of Violence, PHASE 3: RATIONALIZE AND JUSTIFY.

Once the violent episode has taken place, the person who used violence will try to find ways to justify their physical violence. They may blame others (e.g., “You were flirting with them!”), or they may make excuses (e.g., “I was drunk!”). The person who used violence tries to shift blame onto others to make themselves feel better about their violent behaviour.

What excuse did Julia use for hitting Matt?



Violence can NEVER be justified or excused.



Answer:

Julia told Matt she gets jealous because she loves him so much.

## Cycle of Violence, PHASE 4: PRETEND NORMAL.

Both the person who used violence and the person who experienced violence pretend that everything is fine in the relationship.

Do you think Matt will accept Julia’s apology and pretend like everything is normal and nothing happened?

Do you see this type of behaviour happen in dating relationships with people you know?

This cycle can take place over short or long periods of time. As a violent relationship continues, the “Pretend Normal” phase can become shorter or can disappear altogether, while the violent episodes can become more frequent and more serious.

Because all relationships are different, physical violence may not look the same in all relationships and may not always occur in these phases.

3. Divide the participants into pairs. Distribute one piece of flip chart paper and felt markers to each pair. Have the pairs brainstorm a list of why someone might stay in an unhealthy or violent dating relationship. Give the pairs a few minutes to complete their task. Then, ask various pairs to share their answers. Use the following speaking notes to supplement the discussion with any points that may have been missed.





A person might stay in an unhealthy or violent dating relationship for many reasons.

- **FEAR.** The person might be afraid of what may happen if they leave the relationship. They might be afraid their partner may hurt themselves or others.

People may also worry that their partner might share secrets about them that could harm their relationships with others. For instance, if a gay person is not yet ready to reveal their sexual orientation to family and friends, an abusive partner may threaten to “out” them by telling everyone.

- **BELIEVING VIOLENCE IS NORMAL.** The person may not know that their relationship is unhealthy. They may even believe that violence is just a normal part of relationships.
- **LOVE.** The person may stay in the relationship because they love their partner. They may want the violence to stop, but not at the cost of the relationship coming to an end.

Some people also associate the actions following a violent episode with love. They become very attached to the hugs, kisses, and promises that it will not happen again, and they believe that this is how you receive love. This can lead someone to stay in an unhealthy relationship with their boyfriend / girlfriend / partner.

- **SOCIAL AND / OR PEER PRESSURE.** The person may be worried about losing their friends or their social status if they leave the relationship.

4. Have you ever known someone who was in an unhealthy relationship and they stayed, despite everyone telling them to end the relationship? This can be frustrating and difficult to understand. It is important that you offer your support and that you encourage the person to get help when they are ready.



# Activity 3

## Tips for Healthy Ways to Break Up

### Estimated Time

15–20 minutes



1. In this activity, we are going to look at healthy ways to end a relationship. Ending a relationship is never easy. It can cause hurt feelings on both sides. The bottom line is that if you do not want to be with your partner, then it is best to end the relationship.
2. A relationship does not have to be unhealthy like the one with Matt and Julia for it to end. Friends can enroll in different schools or universities. Dating partners can grow apart, yet still remain friends.
3. What are the ways people can break up?

Allow two or three participants to respond. Record their answers on flip chart paper.

If they are having a hard time coming up with responses, encourage them to think about how breakups happen on television or in movies.

Possible answers could include:

- face-to-face;
- over the phone;
- via text, Snapchat, Twitter, or Facebook;
- in a note or letter; or
- through a friend.



4. Think about how you would feel if someone were delivering this news to you in some of the ways that were brainstormed. There are certain ways that are healthier and less hurtful than others.
5. Read the following scenario out loud.



Nathan and Chen have been dating for six months, but Nathan has decided he no longer wants to be with Chen. He likes Dylan. He is supposed to watch Chen play hockey later tonight, but he wants to hang out with Dylan instead. He does not call Chen, and he does not show up at his game. Later that night, Nathan posts a photo of him and Dylan on his Instagram story, and he changes his relationship status to “single” on Facebook. He does not answer any of Chen’s texts.

6. Divide the participants into small groups (four or fewer participants per group). Distribute one piece of flip chart paper and felt markers to each group. Have them write “Tips for Healthy Ways to Break Up” at the top of the paper. Have them brainstorm how Nathan could have ended his relationship with Chen in a respectful, healthy way. Then, have them brainstorm other ways to end a relationship in a healthy way. Give the groups a few minutes to complete their task.
7. Go around the room, and invite each group to share one tip.



8. Breaking up in person is the healthiest way to end a relationship, as long as you feel safe to do so. If you are in an unhealthy relationship and you do not feel safe to end the relationship in person, choose a public place to break up, ask a friend to come with you, or have an adult help you.



9. Display the Tips for Healthy Breakups content, using the presentation slide or the alternative method you have prepared.



### Tips for Healthy Breakups:

- Be honest. Break up in a way that respects the other person. Clearly state that the relationship is over, and try to explain why. Understand that the other person is likely to be hurt and may even feel angry.
- Do not use social media to publicly humiliate someone to end a relationship.
- It is okay to feel angry and hurt, but do not act out in anger. Do not take steps to retaliate or find ways to hurt that person. Do not use violence.
- Try to remember that breakups can have a positive side. You can learn about yourself and possibly more about what you want from relationships in the future.
- Talk to a friend about your feelings, and remember that it is okay to cry.
- Keep busy. You may have more free time than you did before. Make plans to meet up with friends or family, or start a new hobby.

# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to about violence in their relationships? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend

-  1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.
-  2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.

 This is a four-step model that we use to help a friend. Let us consider how we can help Matt from our scenario. We are going to review the scenario and help Matt using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Matt's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.

 Matt, a Grade 12 student, and Julia, a Grade 11 student, have been going out with each other for a year. Everything started out great in the relationship, and Matt loved spending time with Julia.

About six months ago, things started to change. Julia started to get jealous. She wanted to know what Matt was doing every waking minute. She did not like him hanging out with his friends or playing hockey. She wanted him to spend all his time with her.

Matt started feeling really stressed. Last week, Julia saw him talking to another girl, and she freaked out. She slapped him across the face and would not stop yelling. Matt tried to end the relationship, but Julia started crying and apologized. Julia said she was sorry and that she only gets jealous because she loves Matt so much.



Matt is in your corps / squadron / patrol. He shows up after having missed the last two training activities. You are excited to see him, as you have not been able to hang out in a while, since he is always with his girlfriend. He does not even say hi to you. He looks really stressed, and he has a bruise on his cheek. Another cadet / JCR starts teasing Matt about the bruise. Matt loses his temper and starts yelling.

3. Have the participants go through the four steps of the Look, Listen, Link, Live® model by asking the questions below.



STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Matt needs help?

Possible answers could include:

- You know Matt has been avoiding hanging out with friends because his girlfriend is jealous.
- Matt is acting differently, and he does not even say hello.
- He has a bruise on his cheek and looks stressed.
- He loses his temper and starts yelling.



STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Matt to talk to him? What would you say?

Possible answers could include:

- Find a way to spend some time alone with Matt.
- Let him know that you are concerned about him as he has missed cadet / JCR training activities and hockey practices and does not hang out with any of his friends anymore.
- Ask him if he is okay.
- Let him know that you are there to listen to him and to support him.
- Privately ask him how he got the bruise on his cheek.



STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Matt for help and support?

Possible answers could include:

- Ask Matt if you can go with him to talk to an adult he trusts about what is happening between him and Julia—perhaps your cadet or JCR leader, an older sibling, a parent, an elder, or a teacher.
- Encourage Matt to get some counselling to deal with his feelings.
- Matt may choose to break up with Julia, or he may decide to stay. As his friend, let him know that you are there to give support in any way you can.



STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Matt?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.

- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Get Matt out to hockey practices and cadet / JCR training activities.
- Invite him to come with you to do activity you both enjoy, like a movie, hiking, or a hunting trip.
- Encourage Matt to keep reaching out and talking to friends and family.



4. To summarize, display the Look, Listen, Link, Live content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- Each of us has a responsibility to practice healthy relationships.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Matt's Story

Matt, a Grade 12 student, and Julia, a Grade 11 student, have been going out with each other for a year. Everything started out great in the relationship, and Matt loved spending time with Julia.

About six months ago, things started to change. Julia started to get jealous. She wanted to know what Matt was doing every waking minute. She did not like him hanging out with his friends or playing hockey. She wanted him to spend all his time with her.

Matt started feeling really stressed. Last week, Julia saw him talking to another girl, and she freaked out. She slapped him across the face and would not stop yelling. Matt tried to end the relationship, but Julia started crying and apologized. Julia said she was sorry and that she only gets jealous because she loves Matt so much.

Matt is in your corps / squadron / patrol. He shows up after having missed the last two training activities. You are excited to see him, as you have not been able to hang out in a while, since he is always with his girlfriend. He does not even say hi to you. He looks really stressed, and he has a bruise on his cheek. Another cadet / JCR starts teasing Matt about the bruise. Matt loses his temper and starts yelling.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that Matt needs help?
- STEP 2: LISTEN. How would you approach Matt to talk to him? What would you say?
- STEP 3: LINK. Where would you link Matt for support or help?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Matt?



## References

Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.

Centers for Disease Control and Prevention. (2020). Teen dating violence. Retrieved from [https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen-dating-violence.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Fintimatepartnerviolence%2Fteen\\_dating\\_violence.html](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen-dating-violence.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Fintimatepartnerviolence%2Fteen_dating_violence.html)

Knox, L., Lomonaco, C., & Alpert, E. (2009). Adolescent relationship violence. In: C. Mitchell & D. Anglin (Eds.), *Intimate partner violence: A health-based perspective* (pp. 511–530). New York, N.Y.: Oxford University Press.

Mahoney, T. (2010). Police-reported dating violence in Canada, 2008. Retrieved from <https://www150.statcan.gc.ca/n1/pub/85-002-x/2010002/article/11242-eng.htm>

National Domestic Violence Hotline. (2017). Am I a good partner? Text only quiz. Retrieved from <https://www.loveisrespect.org/am-i-a-good-partner-quiz/>

Office for the Prevention of Domestic Violence. (n.d.). Teen dating abuse fact sheet. Retrieved from <https://www.ny.gov/sites/ny.gov/files/atoms/files/teen-fact-sheet.pdf>

Statistics Canada. (2008). Police-reported dating violence in Canada, 2008. Retrieved from <https://www150.statcan.gc.ca/n1/pub/85-002-x/2010002/article/11242-eng.htm>

Stop Violence Against Women. (2006). Cycle of violence. Retrieved from <http://www.domesticviolenceinfo.ca/article/cycle-of-violence-189.asp>

Teen Research Unlimited for Liz Claiborne, Inc. (2008). Tween and teen dating violence and abuse study. Retrieved from <https://www.haven-oakland.org/assets/media/pdf/tru-tween-teen-study-feb-081.pdf>



LESSON 3

# Communication

Ages 15–18





# Lesson 3. Communication

## Ages

15–18

## Learning Objectives

Cadets and JCRs will be able to:

- Identify the characteristics of different communication styles (Activities 1, 2, and 3).
- Use “I statements” to communicate assertively (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Styles of Communication
- Assertive Communication Style
- Aggressive Communication Style
- Passive Communication Style
- Passive-Aggressive Communication Style
- “You” Statements
- “You” versus “I” Statements
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Communication Methods Role Play Cards
- Communication Styles Role Play Cards
- What Would You Say? Scenarios
- Zdenka’s Story
- Support Circles
- Safety Plan



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Methods of Communication

- Ensure there are chairs for the participants to sit across from each other in pairs.
- Prepare or gather one set of the Communication Methods Role Play Cards for each pair.

## Activity 2. Styles of Communication

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Styles of Communication;
  - › Assertive Communication Style;
  - › Aggressive Communication Style;
  - › Passive Communication Style; and
  - › Passive-Aggressive Communication Style.
- Prepare or gather one set of the Communication Styles Role Play Cards for each group.

## Activity 3. What Would You Say?

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › “You” Statements; and
  - › “You” versus “I” Statements.
- Print a copy of the What Would You Say? Scenarios handout for each group.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Zdenka’s Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



Let us talk about some of the skills we need in healthy relationships. Effective communication is one of them. In this lesson, we are going to look at how communication is the foundation of a healthy relationship and how it can help in resolving conflict. Assertive communication is the most effective style. It involves expressing your thoughts, feelings, and needs in a direct and respectful manner, while respecting the rights and opinions of others.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Zdenka and Ian had planned to meet at the youth centre on Saturday to do some volunteer work. There was a miscommunication about the time, and Ian thought they were supposed to meet at 4:00 pm, so he shows up an hour late. Zdenka has been waiting impatiently. When Ian arrives, Zdenka looks mad. Ian apologizes for getting the time wrong. Zdenka rolls her eyes and makes sarcastic comments about everything being fine and having all the time in the world to waste waiting for Ian. Zdenka is in a bad mood for the rest of the evening and ignores Ian.

You run into Zdenka later that night, and she gets aggressive and in your face about not coming over to hang out last weekend. You are surprised at Zdenka's reaction, and you try to explain yourself. She bursts into tears and then apologizes. She tells you that she is feeling really stressed with school, working part-time, going to cadet / JCR training activities, and volunteering. She feels like she cannot keep up with it all.

Is this an assertive response to the incident?

Answer:



No. Zdenka is not being assertive. Instead of telling Ian how she feels, she is expressing her disappointment in a passive-aggressive way through her actions and body language.

We are going to do an activity to explore effective ways to communicate in our relationships.



# Activity 1

## Methods of Communication

### Estimated Time

15–20 minutes



1. “Communication” allows us to share what we think, how we feel, what we want, and what we expect.
2. You are going to take part in an experiment involving different methods of communication. We want to test different methods and find out which ones work best.
3. Divide the participants into pairs. Have each pair sit in chairs facing each other.



- You and your partner will take turns being the communicator of the message and being the receiver of the message. You will test four different methods of communication:
- The Mimes will test body language.
  - The Big Talkers will test face-to-face verbal communication.
  - The Texters will test online communication.
  - The Psychics will test telepathy.
4. We will start with Mimes.

Distribute to one person in each pair the Mimes: Body Language Communication Methods Role Play Card. The communicator must not show the message to their partner. They must not talk. They must communicate the message to their partner using only body language. Allow the pairs time to complete their task.



5. Next is Big Talkers.

Distribute to the other person in each pair the Big Talkers: Face-to-Face Verbal Communication Communication Methods Role Play Card. The communicator must not show the message to their partner. The partners are free to talk to each other and use body language. Allow the pairs time to complete their task.



6. The third method is Texters.

Have the participants move their chairs so they are sitting back-to-back with their partner. Switch and distribute to the other person in each pair the Texters: Online Communication Communication Methods Role Play Card. The communicator must not show the message to their partner. They must not talk. They must not look at each other. They must communicate the message to their partner using only texts and emojis. They will need cell phones if they have them, or they can simulate a text conversation by passing a note back and forth over their shoulder. Allow the pairs time to complete the task.



7. The final method is Psychics.

Have the participants move their chairs back to the original position so they are facing each other again. Switch and distribute to the other person in each pair the Psychics: Telepathy Communication Methods Role Play Card. The communicator must not show the message

to their partner. They must not talk. They must not use body language. Allow the pairs time to complete their task.

8. When all four rounds have been completed, go over each method and ask the receiver partners what message they interpreted.
9. Ask the participants the following discussion questions:



- a. Which method of communication was the most effective? Why?

Answer:

Face-to-face, verbal communication (Big Talkers) is the most effective, for the following reasons:

- Both parties can clearly express and respond to both verbal and non-verbal forms of communication (i.e., body language, tone of voice, eye contact, and facial expressions).
- The communicator can clearly state their needs, expectations, and boundaries.
- The receiver can instantly seek clarification and understanding, if needed.
- There is less chance of frustration and misunderstanding.

- b. What made communication by the other methods—Mimes, Texters, and Psychics—less effective?

Possible answers could include:

- inability to clearly express the message verbally;
- greater chance of misunderstanding the message; and
- inability to use non-verbal forms of communication to support the message (facial expressions, body language, and tone of voice).



10. Face-to-face, verbal communication allows each person to express themselves in the clearest possible way. Learning to express yourself, your needs, your expectations, and your boundaries are all necessary communication skills.

11. As senior cadets / JCRs, how can you apply what you learned about effective communication to your interactions with younger cadets / JCRs, cadet / JCR leaders, and your peers?

Possible answers could include:

- Speak directly and assertively to avoid misunderstandings or miscommunication.
- Do not make assumptions.
- Seek clarification.

# Communication Methods Role Play Cards

## MIMES: BODY LANGUAGE

### SECRET MESSAGE

You are upset because you did not do well on a test. You are worried that your parents will be disappointed and / or upset.

### INSTRUCTIONS

- Face your partner.
- Communicate the message to your partner with body language only.
- You must not talk.
- You must remain seated.

## BIG TALKERS: FACE-TO-FACE VERBAL COMMUNICATION

### SECRET MESSAGE

You are upset because you just found out that one of your parents got a new job, so your family has to move. This means that you have to leave your school, friends, and life behind.

### INSTRUCTIONS

- Face your partner.
- Communicate the message to your partner verbally.
- You can talk and use body language.

## TEXTERS: ONLINE COMMUNICATION

### SECRET MESSAGE

You have heard others were spreading rumours about you, and you are really mad.

### INSTRUCTIONS

- Move your chair so that you are back-to-back with your partner and you cannot see each other's faces.
- Communicate back and forth with your partner by using your cell phones to text each other or by writing "text messages" on a piece of paper and passing it over your shoulder.
- You may use text, and you may use emojis.
- You must not talk, make eye contact, or use body language.
- You must remain seated.

## PSYCHICS: TELEPATHY

### SECRET MESSAGE

You just found out you made the school basketball team, and you are so excited.

### INSTRUCTIONS

- Face your partner again.
- Communicate the message to your partner using your mental or telepathic powers.
- You must not talk.
- You must not use body language.
- You must remain seated.



# Activity 2

## Styles of Communication

### Estimated Time

15–20 minutes



1. Good communication skills are very important for healthy relationships and resolving conflict.



2. There are four different styles of communication.

Display the Styles of Communication content, using the presentation slide or the alternative method you have prepared.



### Styles of Communication:

- Assertive
- Aggressive
- Passive
- Passive-aggressive

3. “Styles of communication” describe the way we communicate and how we get our message across using our words and body language.



4. Have the participants brainstorm the common behaviours for each style of communication. For example, aggressive communication is often done with a loud voice or yelling. After each style is discussed, display the corresponding content (Assertive, Aggressive, Passive, and Passive-Aggressive Communication Style), using the presentation slides or the alternative method you have prepared. Use the speaking notes below to supplement the discussion with any points that may have been missed.



### Assertive Communication Style

- You self-confidently and positively say what you think, feel, or want.
- You communicate in a straightforward and non-threatening way.
- You communicate in a respectful way, without violating other people’s rights.

Behaviours include:

- direct eye contact;
- conversational tone of voice;
- clear voice that is not too quiet or too loud; and
- sitting up straight.

### Aggressive Communication Style

- You say what you think, feel, and want in a way that violates the other person’s right to be treated with respect.
- You communicate in a way that ignores other people’s feelings.

- You communicate in a way that can make people feel threatened.

Behaviours include:

- using a loud voice or yelling;
- pointing a finger at the person you are talking to;
- glaring;
- looking down at the person you are talking to;
- invading other people's personal space; and
- name-calling.

## Passive Communication Style

- You do not say what you truly think, feel, or want.

Behaviours include:

- downcast eyes;
- quiet voice;
- hesitation to speak;
- slouching; and
- closed body language.

## Passive-Aggressive Communication Style

- You do not say what you think, feel, or want in a straightforward manner.
- You express frustration or anger through actions, body language, or verbal tone, but without using words.

Behaviours include:

- body language and verbal communication that do not match (e.g., a person says they are okay, but their face looks angry).

5. Divide the participants into groups of five. Assign one person in each group to be the facilitator.

As the facilitator, imagine your best friend has told you a very personal secret and has asked you not to tell ANYONE. You agree, and you tell them that they can trust you. That evening, you share their secret with another friend. Your friend goes back to your best friend and tells them what you have done.

Your best friend is really hurt and confronts you. You start to confess what you did and why.

Now, distribute a different Communication Styles Role Play Card to each of the other four people in the group.

Each of you will play the role of the best friend whose secret was told. Each of your cards has a different style of communication. The facilitator will start by explaining what they did, and then you will take a turn role playing your response using the communication style on your card. You will need to add in the body language and tone of voice when doing your role play.

Have the groups go through the four cards so that each of the four styles of communication gets role played within the group, in response to the facilitator's 'confession'.



6. When the groups have finished all four role plays, have the participants return to their seats. Then, ask for one group to volunteer to role play for the larger group.

7. Ask the participants the following discussion questions:



a. What is the most effective style of communication? Why?

Answer:

Assertive communication is the most effective style. It involves expressing your thoughts, feelings, and needs in a direct and respectful manner, while respecting the rights and opinions of others.

b. Why might we find it difficult to say what we think and feel, directly and assertively, to another person?

Possible answers could include:

- We have never been taught how to communicate assertively.
- We have not had assertive communication modelled for us at home.
- It feels awkward.
- Sometimes, people think of assertive communication being the same as aggressive communication, and they are afraid of hurting the other person's feelings.
- It is hard to speak up to someone in a position of authority over us. This can be very challenging because we are often taught not to question authority figures.
- Saying what we feel and want requires self-confidence.

Communicating assertively does not mean we have to be constantly telling people what we think or feel. Assertive communication is about choosing moments when clear, respectful communication will protect your rights, express your beliefs, or help your relationships with others.

People in positions of power and authority who work with youth need to consider youths' rights and feelings, and to be open to listening to youth.

c. How can assertive communication skills help you as a cadet / JCR?

Possible answers could include:

- Assertive communication helps eliminate intimidation.
- Assertive communication helps prevent messages from being mixed or unclear.
- Assertive communication keeps interactions framed in the positive.
- Assertive communication works equally effectively whether you are communicating with peers, superiors, or subordinates.





# Communication Styles Role Play Cards

## PARTICIPANT 1: AGGRESSIVE

Without your permission, your best friend (the facilitator) has shared a very personal secret with another person. The person they have told has, in turn, told you what happened. Your best friend (the facilitator) is now confessing what they did.

Respond using an AGGRESSIVE communication style. The information below gives you a starting point for what to say, and how to say it.

### INSTRUCTIONS

- Use a loud voice.
- Get in your best friend's personal space.

Your starting line: (Interrupt your best friend) "You are such a jerk! I cannot believe you told someone that. I thought you were my friend!! You are a terrible friend and a horrible person!"

## PARTICIPANT 2: PASSIVE

Without your permission, your best friend (the facilitator) has shared a very personal secret with another person. The person they have told has, in turn, told you what happened. Your best friend (the facilitator) is now confessing what they did.

Respond using a PASSIVE communication style. The information below gives you a starting point for what to say, and how to say it.

### INSTRUCTIONS

- Keep your voice soft.
- Do not make eye contact.
- Slump your shoulders.

Your starting line: "Oh, I kind of wish you did not tell them that, but I guess it is okay. I guess I should have kept it to myself if I did not want anyone to know."

# Communication Styles Role Play Cards

## PARTICIPANT 3: PASSIVE-AGGRESSIVE

Without your permission, your best friend (the facilitator) has shared a very personal secret with another person. The person they have told has, in turn, told you what happened. Your best friend (the facilitator) is now confessing what they did.

Respond using a PASSIVE-AGGRESSIVE communication style. The information below gives you a starting point for what to say, and how to say it.

### INSTRUCTIONS

- Use a sarcastic voice.
- Cross your arms, or face your body away from the person.
- Scowl as if you are angry, or act sulky and pouty.

Your starting line: “Awesome, thanks sooo much for doing that. I am sure they are not going to tell anyone at all. You are sooo trustworthy. I am going to share alllll of my most personal secrets with you from now on.”

## PARTICIPANT 4: ASSERTIVE

Without your permission, your best friend (the facilitator) has shared a very personal secret with another person. The person they have told has, in turn, told you what happened. Your best friend (the facilitator) is now confessing what they did.

Respond using an ASSERTIVE communication style. The information below gives you a starting point for what to say, and how to say it.

### INSTRUCTIONS

- Communicate what you think and feel in a non-threatening way.
- Use a clear voice.
- Make eye contact.

Your starting line: “I am upset that you have betrayed my trust by telling them my secret. I told you those things in confidence and trusted that you would not share that information with anyone. I feel like we need to figure this out so that I can trust you again. Can you come over after school to talk?”

# Activity 3

## What Would You Say?

### Estimated Time

15–20 minutes

-  1. One of the keys to resolving conflict in our relationships is using assertive communication.
-  2. Display the Assertive Communication content, using the presentation slide or the alternative method you have prepared.

### Assertive Communication

“Assertive communication” is when someone confidently says what they think, feel, or want in a straightforward, positive, and non-threatening way that respects the rights and opinions of others.

3. One of the easiest ways to do this is by using “I” statements. An “I” statement involves clearly stating what we think or feel about words or actions the other person said or did.  
  
“I” statements can help eliminate misunderstandings and conflict because the listener is told exactly what they did to upset you and how you are feeling as a result. This makes it much easier to manage the conflict because both parties know what is wrong.
4. Imagine you are having an argument with a friend, and they said some of the following things to you.

-  Display the “You” Statements content, using the presentation slide or the alternative method you have prepared.

### “You” Statements:

- You cannot do that!
  - You are so selfish!
  - Do you hear how crazy you sound?
  - You are so embarrassing!
  - You are wrong!
  - You are making me so mad!
5. How did these statements make you feel? Perhaps you felt angry, hurt, or sad. “You” statements often make people feel defensive. “You” statements get in the way of communicating effectively.
  6. Using “I” statements is a more effective way to communicate.

-  Display the “You” versus “I” Statements content, using the presentation slide or the alternative method you have prepared.



“You” versus “I” Statements:

1. The first part says how you feel.
2. The second part describes what happened (the action, the behaviour).
3. The third part offers a solution to the problem.

7. Now we are going to look at “I” statements.



Read the following “I” statements out loud:

- “I feel frustrated because you took my backpack, and I really needed it this morning. Next time, you could you ask me ahead of time so I could help you find one to use.”
- “I feel overwhelmed right now because I am so busy with school and basketball. Could you help me by taking care of Derick (our little brother) after school?”
- “I have a hard time understanding how you feel when you scream and yell. Could we try talking about this later, when we have both had a chance to think about it?”
- “I feel angry when I hear that you have been talking about me behind my back. If I have done something to upset you, can you please tell me directly so we can try to resolve it?”

8. Learning to use “I” statements and communicating assertively can feel uncomfortable and often unnatural at first. It takes some practice, and it gets easier over time.

9. Divide participants into small groups (four or fewer participants per group). Distribute a copy of the What Would You Say? Scenarios handout to each group. Have each group choose one scenario, and create a positive, assertive response to the conflict. Remind the groups to use “I” statements in their response.

10. Have each group role play the response they came up with, within their group. Then, ask for one group to volunteer to perform their role play in front of all the participants.

11. Ask the participants the following discussion questions:

- 
- a. Was it difficult to come up with a positive, assertive response? Why or why not?
  - b. Do you think the response you came up with would be effective in reducing or resolving the conflict? Why or why not?
  - c. How can you apply what you learned to your participation in the cadet / JCR program?

Possible answers could include:

- Assertive communication helps eliminate intimidation.
- Assertive communication helps prevent messages from being mixed or unclear.
- Assertive communication keeps interactions framed in the positive.
- Assertive communication works equally effectively whether you are communicating with peers, superiors, or subordinates.

# What Would You Say? Scenarios

How can you respond in a positive, assertive way to the following conflicts? Remember to incorporate "I" statements into your response.

1. Your sibling has taken your headphones without asking. This is the second time this week. How can you respond to your sibling?

---

---

---

2. Your friend texts you a nasty rumour about a new person in your corps / squadron / patrol and tells you to pass it on. You just made friends with this new person, and you know the rumour is not true. How can you respond to your friend?

---

---

---

3. Your friend really wants you to go with her to a party at an older youth's house, but you do not know the person, and you do not feel comfortable going. Your friend is making you feel bad for not wanting to go. How do you respond?

---

---

---

4. You have plans to hang out with your friend whom you have not seen all week, and you are very excited. The person breaks the plan with you at the last minute, and you see them out with another friend. How do you respond?

---

---

---



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to about communication issues in their relationships? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend

-  1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.
-  2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.

 This is a four-step model that we use to help a friend. Let us consider how we can help Zdenka from our scenario. We are going to review the scenario and help Zdenka using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Zdenka's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Zdenka and Ian had planned to meet at the youth centre on Saturday to do some volunteer work. There was a miscommunication about the time, and Ian thought they were supposed to meet at 4:00 pm, so he shows up an hour late. Zdenka has been waiting impatiently. When Ian arrives, Zdenka looks mad. Ian apologizes for getting the time wrong. Zdenka rolls her eyes and makes sarcastic comments about everything being fine and having all the time in the world to waste waiting for Ian. Zdenka is in a bad mood for the rest of the evening and ignores Ian.

You run into Zdenka later that night, and she gets aggressive and in your face about not coming over to hang out last weekend. You are surprised at Zdenka's reaction, and you try to explain yourself. She bursts into tears and then apologizes. She tells you that she is feeling really stressed with school, working part-time, going to cadet / JCR training activities, and volunteering. She feels like she cannot keep up with it all.

3. Have the participants go through the four steps of the Look, Listen, Link, Live® model by asking the questions below.



**STEP 1: LOOK.** In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Zdenka needs help?

Possible answers could include:

- She is stressed and angry about Ian being late and about you not hanging out with her.
- She starts crying and tells you that she is feeling overwhelmed with all the stuff going on in her life.
- Zdenka has told you she is feeling stressed and overwhelmed due to her busy schedule.



**STEP 2: LISTEN.** In this step, we listen to the person without judgment.

How would you approach Zdenka to talk to her? What would you say?

Possible answers could include:

- Remain calm and let her tell you how she is feeling and what is going on for her.
- Be a supportive friend and listen.



**STEP 3: LINK.** In this step, we link the person to helping resources.

Where would you link Zdenka for help and support?

Possible answers could include:

- Encourage her to talk to her parents / caregivers about how she is feeling and ask for help with how to manage her schedule.
- She may need to reduce her work or volunteer hours.
- She could also talk to a school counsellor or her cadet / JCR leader to get support.
- Let her know you are there to help.
- Kids Help Phone is a great resource for strategies for handling stress.



**STEP 4: LIVE.** In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Zdenka?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Encourage Zdenka to get out and do things that are fun so that she has balance in



her life and can help reduce her stress.

4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- Effective communication is the foundation of a healthy relationship.
- Assertive communication is the most effective way to communicate. It allows us to express our thoughts, feelings, and needs in a respectful manner.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Zdenka's Story

Zdenka and Ian had planned to meet at the youth centre on Saturday to do some volunteer work. There was a miscommunication about the time, and Ian thought they were supposed to meet at 4:00 pm, so he shows up an hour late. Zdenka has been waiting impatiently. When Ian arrives, Zdenka looks mad. Ian apologizes for getting the time wrong. Zdenka rolls her eyes and makes sarcastic comments about everything being fine and having all the time in the world to waste waiting for Ian. Zdenka is in a bad mood for the rest of the evening and ignores Ian.

You run into Zdenka later that night, and she gets aggressive and in your face about not coming over to hang out last weekend. You are surprised at Zdenka's reaction, and you try to explain yourself. She bursts into tears and then apologizes. She tells you that she is feeling really stressed with school, working part-time, going to cadet / JCR training activities, and volunteering. She feels like she cannot keep up with it all.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Zdenka needs help?
- STEP 2: LISTEN. How would you approach Zdenka to talk to her? What would you say?
- STEP 3: LINK. Where would you link Zdenka for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Zdenka?



## References

Adler, R. & Rodman, G. (2009). *Understanding human communication* (10<sup>th</sup> ed.). New York, N.Y.: Oxford University Press.

Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, *Psychological First Aid Pocket Guide* (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.

Erozkan, A. (2013). The effect of communication skills and interpersonal problem-solving skills on social self-efficacy. *Educational Sciences: Theory & Practice*, 13(2), 739–745.

Hunter-Geboy, C. (1995). *Life planning education: A youth development program*. Washington, D.C.: Advocates for Youth.

Philpott, J. (1983). *The relative contribution to meaning of verbal and nonverbal channels of communication: A meta-analysis* (Unpublished master's thesis). University of Nebraska.

School Tools. (2016). *Analyzing conflict*. Retrieved from <http://www.schooltools.info/analyzing-conflict>

Scott, W. (2008). Communication strategies in early adolescent conflict: An attributional approach. *Conflict Resolution Quarterly*, 25(3), 375–400.



LESSON 4

# Sexual Orientation and Gender Identity

Ages 15–18





# Lesson 4. Sexual Orientation and Gender Identity

---

## Ages

15–18

## Learning Objectives

Cadets and JCRs will be able to:

- Describe the concepts of gender identity, gender expression, sex assigned at birth, and sexual orientation (Introduction).
- Recognize gender stereotypes (Activity 1).
- Take on the role of an ally and support others (Activities 2 and 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 10–15 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Sexual Orientation
- Gender Identity
- Types of Sexual Orientation
- Types of Gender Identity
- What is an Ally?
- I Can Be An Ally
- Four-Step Response
- Look, Listen, Link, Live<sup>®</sup>
- Kids Help Phone
- Community Resources

Handouts:

- Terminology and Definitions Cards
- What Would You Do? Scenarios
- What Would You Do? Scenarios: Answer Key
- I Can Be An Ally

- Gwen's Story
- Support Circles
- Safety Plan

# Lesson Preparation

## Introduction

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Sexual Orientation;
  - › Gender Identity;
  - › Types of Sexual Orientation; and
  - › Types of Gender Identity.
- Gather or prepare a set of Terminology and Definitions Cards for each group.

## Activity 1. Gender Stereotypes

- Prepare one piece of flip chart paper, displaying the three questions from Activity 1, Paragraph 2. Post the piece of flip chart paper at the front of the room.

## Activity 2. What Would You Do?

- Print one copy of the What Would You Do? Scenarios.
- Print one copy of the What Would You Do? Scenarios: Answer Key for yourself.
- Cut out and paste each scenario onto its own piece of flip chart paper. Post the pieces of flip chart paper around the room.
- Gather felt markers for each group.
- Ensure the room is set up for the participants to move around.
- If the room is not conducive to the participants moving around, or if you feel that staying as a large group is a more appropriate way for your participants to learn, you may print a copy of the What Would You Do? Scenarios handout for each participant to complete.
- If using the What Would You Do? Scenarios handout, ensure that participants have a pen or pencil.

## Activity 3. I Can Be An Ally

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › What is an Ally?;
  - › I Can Be An Ally; and
  - › Four-Step Response.
- Print one copy of the I Can Be An Ally handout for each participant.
- Ensure that participants have a pen or pencil.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Gwen's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

10–15 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else’s experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



1. In this lesson, we are going to look at how people identify their gender as male, female, transgender, or another appropriate term suitable for that person. We will also explore sexual orientation and to whom people are attracted. This is all part of our personal identity and helps to make up who we are.



To gauge whether the participants are generally familiar with the terms and content, the facilitator may ask the participants if they have had any prior learning on the topic of sexual orientation or gender identity. This may be new information for some of the participants. Encourage them to ask questions and to seek clarification if they do not understand something that is covered in the lesson.



2. All of us have different beliefs based on how we were raised in our families and based on our religious and cultural beliefs. Some of the information in this lesson may be contrary to what you have been taught or what you believe. We all have the right to our own thoughts and beliefs. However, according to Canadian Human Rights legislation, we do not have the right to discriminate against, exclude, or threaten people based on their sexual orientation, gender identity, or gender expression.
3. Adolescence is a time when youth are developing their own identity and figuring out who they are in the world. Part of this is figuring out with what gender we identify and to whom we are attracted, romantically and sexually.



4. Display the Sexual Orientation content, using the presentation slide or the alternative method you have prepared.



## Sexual Orientation

“Sexual orientation” refers to a person’s feelings of sexual and romantic attraction.

The term “sexual attraction” is sometimes used instead of “sexual orientation” because our relationships are very diverse, and they are always changing. People can be romantically, physically, and sexually attracted to people of any gender, including the same gender as themselves, more than one gender, or no gender at all.



5. Display the Gender Identity content, using the presentation slide or the alternative method you have prepared.



## Gender Identity

“Gender identity” is about how you feel about yourself as male, female, both, in between, or neither.

At birth, we are assigned a sex: male or female. This is based on whether we are born with male or female sexual body parts.

Your sex assigned at birth and your gender identity do not always match. There are numerous possible gender identities in addition to male / boy or female / girl.

Each person determines their own gender identity, and a person’s gender identity can change over time.

6. Based on hearing those two definitions, can anyone tell me the difference between “sexual orientation” and “gender identity”?

Allow the participants time to answer.

Answer:



“Sexual orientation” is about to whom you are attracted, romantically and sexually. For example, consider a person who identifies as a female and is attracted to males. A term used to describe her sexual orientation is “heterosexual”.

“Gender identity” is about how you feel about yourself as male, female, both, in between, or neither. For example, consider a person who was assigned “male” at birth, but identifies as a female. He may identify as transgender.

7. We will be playing a match-up game to explore the terms that describe sexual orientation and gender identity.
8. Divide participants into small groups (no more than four participants per group). Distribute a set of the Terminology and Definitions Cards to each group.



9. The Terminology Cards contain the different terms for sexual orientations and gender identities—important aspects of who we are. The Definitions Cards contain the definitions that match up with each term. In your groups, you will have a few minutes to match each term with its definition. Some of the terms may not be familiar to you, so you may have to guess.



10. When all the groups have completed the activity, display the Types of Sexual Orientation and Types of Gender Identity content, using the presentation slides or the alternative method you have prepared. Go through each term and definition. Ask for a show of hands from each group if they made the correct match.



## Types of Sexual Orientation:

- Heterosexual: A term used to describe a person who is emotionally, physically or sexually attracted to someone of the opposite gender; also referred to as “straight”. For example, a person who identifies as male is attracted to a person who identifies as female.
- Lesbian: A term used to describe a female-identified person who is romantically and



sexually attracted to other females.

- Gay: A term used to describe a male-identified person who is romantically and



“Gay” also refers to a person who is romantically and sexually attracted to people of the same gender. Some people may use the word “homosexual”; however, it is not as commonly used today.



sexually attracted to other males.

- Bisexual: A term used to describe a person who is romantically and sexually attracted to more than one gender.
- Pansexual: A term used to describe a person who is attracted to people for who they are as a person, regardless of their gender.
- Asexual: A term used to describe a person who does not have feelings of sexual attraction for people of any gender.

### Types of Gender Identity:

- Transgender: A term used by people whose gender identity does not match with their sex assigned at birth. For example, they are born a male / boy but feel and identify as a female / girl.
- Cisgender: A term used to describe people whose gender identity matches their sex assigned at birth; for example, a person who is born a male / boy and identifies as, and feels like, a male / boy throughout his life.
- Genderqueer: A term that refers to people who identify outside the conventional gender categories of male or female.
- Two-spirit (2S): A term used by some Indigenous people (First Nations, Inuit, or Métis) to describe individuals who have both a feminine and a masculine spirit living in their body.



11. Ask the participants the following questions:

- a. What was new information for you in this activity?
- b. What did you already know, or what had you heard before?
- c. Is there anything that you do not understand or have questions about?
- d. Why do you think it is important that we understand the different sexual orientations and gender identities with which people may identify?

Possible answers could include:

- Your sexual orientation and gender identity are important parts of who you are, and learning this can help you understand yourself and the world around you.
- The information can help you to be more accepting of others.



# Terminology and Definitions Cards

## Terminology Cards

Heterosexual	Lesbian
Gay	Bisexual
Pansexual	Asexual
Two-spirit (2S)	Transgender
Cisgender	Genderqueer



# Terminology and Definitions Cards

## Definitions Cards

<p>A term used to describe a person who is emotionally, physically, or sexually attracted to someone of the opposite gender; also referred to as “straight”, e.g., a male-identified person is attracted to a female-identified person.</p>	<p>A term someone might use if they are a female-identified person who is romantically and sexually attracted to other females.</p>
<p>A term someone might use if they are a male-identified person who is romantically and sexually attracted to other males.</p>	<p>A term used to describe a person who is romantically and sexually attracted to more than one gender.</p>
<p>A term used to describe a person who is attracted to people for who they are as a person, regardless of their gender.</p>	<p>A term used to describe a person who does not have feelings of sexual attraction for people of any gender.</p>
<p>A term that is used by people whose gender identity does not match up with their sex assigned at birth, e.g., a person is born a male / boy but feels and identifies as a female / girl.</p>	<p>A term used to describe people whose gender identity matches their sex assigned at birth, e.g., a person is born a male / boy and identifies and feels like a male / boy.</p>
<p>A term that refers to people who identify outside the categories of male or female.</p>	<p>A term used by some Indigenous people (First Nations, Inuit, or Métis) to describe individuals who have both a feminine and masculine spirit living in their body.</p>



# Activity 1

## Gender Stereotypes

### Estimated Time

15–20 minutes



1. People can feel pressured to look or act a certain way based on their gender. For example, someone who is born male might feel pressured to act 'strong' and not show any vulnerability. Someone who is born female might feel pressured to look pretty and cook and clean.

These rules about how people who identify as male or female should act are called “gender stereotypes”. These expectations and pressures can make people feel unhappy if they are being told to act in a way that does not match who they really are. We are going to look at some of the issues and beliefs around gender and find out what you think.



2. Divide the participants into pairs. Explain that you will be reading out a series of gender stereotypes. Draw the participants' attention to the three questions on the piece of flip chart paper at the front of the room. Read the questions out loud. Let them know that, for each stereotype you read out, they will discuss the three questions with a partner.
  - a. Does this stereotype still exist today?
  - b. How are people impacted by this stereotype? Give examples.
  - c. What can you do to challenge or bust this stereotype?



3. After you read out each stereotype, give the pairs time to discuss the three questions. Then have the pairs volunteer to share their answers with the larger group. For each new stereotype, have the participants find a new partner before you read the next statement out loud. Repeat this process until you have worked through all the stereotypes, or as time permits. Use the speaking notes below each stereotype to supplement the discussion with any points that may have been missed.

- a. 'Females should be tall and thin.'

The media often represents unrealistic images of girls and women. They are almost always depicted as tall and very thin, yet curvy.

Not all girls and women look like the models or celebrities shown on TV or in magazines. In many instances, photos have been altered or airbrushed.

Girls and women can feel pressured to look thin and 'perfect'. Young girls can develop low self-esteem and eating disorders from trying to live up to unrealistic images they see in the media. Males can also be impacted by these images, believing that their girlfriends should look like the images they see in the media.

- b. 'Males should be strong and not show emotion or vulnerability.'

Boys and men have historically been expected to be 'strong' and not show any emotion. They often grow up believing that crying is a sign of weakness. Adults often encourage boys to keep their emotions inside and 'suck it up'.



Crying is a normal emotional response that should not be associated with weakness, or limited to a particular gender. It is healthy for people to talk about their feelings and to express their emotions.

- c. 'Everybody is either a male / boy or a female / girl.'

Society has supported the misconception that only two genders exist.

There are more than two genders: some people identify as a gender that is not male or female; some identify as more than one gender; and some people do not identify as any gender at all.

- d. 'Boys should only play with boys' toys, such as trucks, and not dolls, which are girls' toys.'

Toys are often gender stereotyped. There are toys packaged in pink for girls, such as Barbies, baby dolls, and kitchen sets. There are toys packaged in blue for boys, such as trucks, blocks, and construction tools. Not all girls want to play with dolls, and not all boys want to play with trucks.

Children should be able to choose the toys they want to play with and not have their choices influenced by gender stereotypes. In recent years, more gender-neutral toys are available for children such as building blocks, art supplies, and science experiments.

- e. 'There are jobs more suited for females, such as nurses and teachers, and there are jobs more suited for males, such as engineers, electricians, or pilots.'

Some people are quick to assume that teachers and nurses are women, and that pilots and engineers are men. Certain jobs have been traditionally regarded as 'women's work' and 'men's work'.

We are seeing a shift towards removing gender stereotypes around career choices. People should work in jobs they think they will be good at and interested in, regardless of their gender.

- f. 'Females should be quiet and polite.'

Gender stereotypes often dictate that girls and women should be quiet and polite. This leads many girls and women to hide their assertiveness and to avoid speaking up.

All people should be allowed to speak up and express themselves freely and assertively.

4. After you have gone through the statements, ask participants the following questions:

- a. Can you think of any other gender stereotypes that exist that we did not talk about?  
b. What happens when people do not fit a gender stereotype?

Possible answers may include:

- People may feel badly. Feeling like they must conform to the stereotype may stop people from expressing who they are or doing things they like.
- People who do not conform to these gender stereotypes are often bullied or





harassed by others for not fitting in or for being different.

- c. How are people who do not identify as a male / boy or a female / girl impacted by these stereotypes?

Possible answers may include: they can be bullied and harassed for breaking stereotypes associated with their sex assigned at birth or the gender they are perceived as being.

# Activity 2

## What Would You Do?

### Estimated Time

15–20 minutes



1. We are going to examine some scenarios with respect to sexual orientation and gender identity that you may encounter in your everyday lives. This will give you a chance to think through how you would handle different situations.
2. Divide the participants into small groups (four or fewer participants per group). Distribute felt markers to each group.



There are four different scenarios posted on flip chart paper around the room. Assign each group a scenario. Have each group stand by their flip chart paper.



If the room is not conducive to participants moving around, or if you feel that staying as a large group is a more appropriate way for your participants to learn, you may distribute a copy of the What Would You Do? Scenarios handout to each participant for them to complete.

3. Have the groups read their scenario together and discuss how they would respond to it. Have them record their ideas on the piece of flip chart paper. Give the groups a few minutes to complete their task. Then, have a volunteer from each group read their scenario out loud and share their ideas for resolving the issue.
4. Open the discussion to all participants. Allow the participants to share their views and ideas on each scenario as a large group. For each scenario, use the speaking notes in the What Would You Do? Scenarios: Answer Key to supplement the discussion with any points that may have been missed.

# What Would You Do? Scenarios

## Scenario 1

Someone new joins your corps / squadron / patrol. You are asked to introduce them to the rest of the group. They come over and introduce themselves as Chris. Chris looks very androgynous (you cannot tell what their gender identity is). You are suddenly worried, as you do not know what pronoun to use when introducing Chris to the rest of the corps / squadron / patrol.

What would you do?

---

---

## Scenario 2

You have been friends with Samuel for the past year and you are both cadets / JCRs. One day Samuel discloses to you that he is gay, and he is worried that he will be ridiculed and harassed by other cadets / JCRs if they find out. He is also worried that you may feel uncomfortable being his friend.

What would you do?

---

---

## Scenario 3

Your friend keeps using the phrase, "That is so gay," to describe everything they talk about. They also regularly use the word "homo" to tease others. You never say anything, but you feel extremely uncomfortable.

What would you do?

---

---

## Scenario 4

A cadet / JCR returns after the summer and tells the group that they are transgender. They would like to be called Jess and use the pronouns they / them / their. Some of the cadets / JCRs look confused, uncomfortable, and unsure of what to say or do.

What would you do?

---

---



# What Would You Do? Scenarios: Answer Key

Share the following answers with the participants.

## Scenario 1



You can do any of the following:

- Introduce yourself using your name and pronouns. “My name is \_\_\_\_\_, and I use the pronouns she / her.”
- Ask Chris, “What pronouns do you use?” Let them know you want to be able to introduce them to others using the correct pronouns. This is a great way to show respect.
- Use Chris’ first name and no pronouns when you introduce them. “Everyone, I would like you to meet Chris.”
- Try and change up how you address people in the group. Instead of always using “guys” and “girls”, say “everyone” or “you all.”

## Scenario 2



You can do any of the following:

- Listen. Be open to listening and hearing what Samuel has to say. Be calm and listen without judgment.
- Affirm. Tell Samuel that it was very brave of him to share that personal information with you. Let him know that you are grateful that he trusted you with the information. Tell him that his sexual orientation will not change the fact that you are friends, and that you want to continue to be friends.
- Link. Ask Samuel if he needs to talk to the cadet / JCR leader so they are aware of the situation and Samuel’s concerns, or if there is another adult they feel comfortable talking to about their feelings.
- Educate. Ask your cadet / JCR leader to review the policies around bullying and harassment with your corps / squadron / patrol as a continual reminder of the rules and expectations.

# What Would You Do? Scenarios: Answer Key

## Scenario 3



You can do any of the following:

- Speak up. Remain calm. Tell your friend that it is not okay for them to use a word that describes someone's identity as a put-down. Tell them they need to stop.
- Educate. Let them know that their anti-gay comments are considered harassment and discrimination and are very hurtful. Tell them that saying, "That is so gay," is offensive to many people and it makes gay people and their families feel badly. Encourage them to think of different ways to say what they mean without insulting others.
- Set an example. Do not use the phrase, "That is so gay," or make anti-gay comments. Speak up when you see it happening. Encourage your friends to do the same.
- Get help. If you are unsure of what to say or do, reach out to an adult and ask for advice.

## Scenario 4



You can do any of the following:

- Welcome Jess back to the group and thank them for sharing the information. Ask them if there is anything you can do to help support them.
- Practice using their new name and pronouns. If you make a mistake, apologize and move on.

# Activity 3

## I Can Be An Ally

### Estimated Time

15–20 minutes



1. People who do not identify as heterosexual or with the sex they were assigned at birth (male or female) are sometimes described by the term “LGBTQ2S”. This is an acronym that stands for “Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, or Two-spirit”.



This acronym varies across different communities, depending on what works best for that community, but the message remains the same. You can contact a local agency that supports LGBTQ2S people and find out what version of the acronym is being used in your community.



2. Learning and using LGBTQ2S terminology accurately and respectfully, as you did in the match-up game, is a positive way to show your support for people who identify as LGBTQ2S.

3. In Canada, our human rights legislation states that people cannot be treated differently or unfairly because of their sexual orientation, gender identity, or gender expression. We all deserve to be treated equally and fairly.

4. Youth have the right to choose which sexual orientation or gender identity is right for them. Unfortunately, not everyone is respectful of a person’s rights regarding their sexual orientation or gender identity. LGBTQ2S youth often experience discrimination and harassment.



5. Display the What Is An Ally? content, using the presentation slide or the alternative method you have prepared.



### What is an Ally?

An “ally” is someone who supports and stands up for the rights and dignity of individuals and identity groups that are different from their own.

For LGBTQ2S communities, an “ally” is a person who stands up and supports LGBTQ2S people.

6. What are some actions we can take to support and stand up for the rights of LGBTQ2S youth?



Ask them to think of their role as senior cadets / JCRs and making the cadet / JCR program a safe space for everyone. Allow the participants time to answer.



7. Display the I Can Be An Ally content, using the presentation slides or the alternative method you have prepared.

## I Can Be An Ally

I can be an ally by:

- using LGBTQ2S terminology correctly and respectfully;
- acknowledging that not everyone identifies as male or female;
- using inclusive language, such as “everyone” instead of “guys” and “girls”, or “they” instead of “he” and “she”;
- paying attention to words that make people feel excluded, and avoiding the use of those words;
- choosing not to take part in name-calling or slurs;
- avoiding the use of labels and stereotypes;
- telling my friends to stop using jokes or names based on stereotypes;
- not assuming that everyone is heterosexual;
- being open to a variety of gender identities and ways that people express themselves;
- including and welcoming people who seem different from me, and becoming informed about things that I see as different; and
- having the courage to intervene when I see harassing and discriminatory behaviours.



8. Display the Four-Step Response content, using the presentation slide or the alternative method you have prepared.

These are some steps we can take to put our words into action and stand up and help others.

### Four-Step Response:

- **STEP 1: INTERVENE.** Stop the comments or behaviour.
- **STEP 2: EDUCATE.** Explain the impact words and actions can have on others.
- **STEP 3: RESPECTFULLY CHALLENGE.** Discuss why the behaviour must stop and why it is wrong. Do this in a safe and respectful way, without yelling or belittling.
- **STEP 4: GIVE HELP AND SUPPORT.** If the behaviour does not stop, ensure the



You may also decide that completing the handout as a large group is a more appropriate way for your participants to learn.

person being targeted is able to safely leave the situation. Go talk to an adult you trust and get help.



9. Divide the participants groups of three. Distribute one copy of the I Can Be An Ally handout to each participant. Have the groups read the handout and fill in the sections with their answers. Give the groups a few minutes to complete the handout. Then, have each group share their response to one of the scenarios.

10. Ask the participants the following discussion questions:

a. Why can it be difficult to stand up and use the Four-Step Response as an ally?



Possible answers may include:

- not feeling safe;
- being unsure what to say or do;
- fear of being targeted next;
- feeling like it is not their problem; and
- the person doing the harassing behaviour is a friend.

b. How can we overcome the barriers to standing up and using the Four-Step Response?

Possible answers may include:

- educating ourselves on the issues;
- practicing assertive communication;
- asking for help from an adult; and
- having other friends stand up with you.



# I Can Be An Ally

An “ally” is someone who supports and stands up for the rights and dignity of individuals and identity groups that are different from their own.

Let us turn our thoughts into action. Read each scenario. Then, complete the steps below about how you could respond.

## Scenario 1

You see two junior cadets / JCRs excluding another cadet / JCR. They are making anti-LGBTQ2S comments and calling him a “homo”. What do you do?

STEP 1: INTERVENE. Stop the comments or behaviour.

I could say: \_\_\_\_\_

STEP 2: EDUCATE. Explain the impact that the words or actions can have on others.

I could say: \_\_\_\_\_

STEP 3: RESPECTFULLY CHALLENGE. Discuss why the behaviour must stop and why it is wrong. Do this in a safe and respectful way, without yelling or belittling.

I could say: \_\_\_\_\_

STEP 4: GIVE HELP AND SUPPORT. If the behaviour does not stop, ensure the person being targeted is able to safely leave the situation. Go to an adult you trust and get help.

I could say: \_\_\_\_\_

## Scenario 2

Jenna is in your squadron and is showing you a picture she posted on Facebook of her new girlfriend when she receives a private message from someone you are both friends with. The person is making jokes about Jenna’s sexual orientation and making sexual comments about Jenna and her girlfriend. What do you do?

STEP 1: INTERVENE. Stop the comments or behaviour.

I could say: \_\_\_\_\_

STEP 2: EDUCATE. Explain the impact that the words or actions can have on others.

I could say: \_\_\_\_\_

STEP 3: RESPECTFULLY CHALLENGE. Discuss why the behaviour must stop and why it is wrong. Do this in a safe and respectful way, without yelling or belittling.

I could say: \_\_\_\_\_

STEP 4: GIVE HELP AND SUPPORT. If the behaviour does not stop, ensure the person being targeted is able to safely leave the situation. Go to an adult you trust and get help.

I could say: \_\_\_\_\_



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded the safe people they would talk to. Are these the same people they would talk to if they were struggling with issues regarding their gender identity or their sexual orientation? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live®: How to Help a Friend

-  1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.
  -  2. Display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.
-  This is a four-step model that we use to help a friend. Let us consider how we could help Gwen. We are going to read a scenario and help Gwen using the Look, Listen, Link, Live® model.

Read the scenario out loud.



You may distribute copies of the scenario (Gwen's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Gwen was assigned a female gender at birth and goes by the pronouns she / her, but she does not feel like a girl. She also does not feel that identifying as male fits her. She considers herself something different, outside of male and female genders. She has come to realize that identifying as non-binary fits best for her. (“Non-binary” is one term used to describe a gender identity that does not fall into one of these two categories: male or female.)

Gwen is being pressured by her family to conform to gender stereotypes and dress like a girl and wear makeup. Her mother keeps buying her clothes that do not express who she is, and Gwen refuses to wear them. Her mother has told her that she is an embarrassment



to the family, and her father barely talks to her.

The stress is starting to wear on Gwen from constantly fighting with her parents. She is trying to be her authentic self, but she is being rejected and hurt by her own family. Her grades have dropped in school, and she is not eating.

You are friends with Gwen and have always been supportive of her and how she identifies. Gwen texts to meet you early before a cadet / JCR training activity begins. She looks sad when she shows up.

3. Have the participants go through the four steps of the Look, Listen, Link, Live® model by asking the questions below.



**STEP 1: LOOK.** In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Gwen needs help?

Possible answers could include:

- Gwen is being pressured by her family to dress and act in a way with which she does not identify.
- Her mom and dad are rejecting her for who she is.
- The stress is impacting her grades at school, and she is not eating



**STEP 2: LISTEN.** In this step, we listen to the person without judgment.

How would you approach Gwen to talk to her? What would you say?

Possible answers could include:

- Agree to meet with Gwen before a cadet / JCR training activity.
- Ask her if she is okay.
- Listen to what she has to say, and offer your support.



**STEP 3: LINK.** In this step, we link the person to helping resources.

Where would you link Gwen for help and support?

Possible answers could include:

- Let Gwen know that you are concerned about her and that you want to get help.
- Gwen has a right to be accepted for who she is. Ask her if there is an adult she trusts to talk to about what is happening with her family.
- What is happening to Gwen is a form of emotional abuse and can be reported to Child Protective Services.
- Gwen could also call or text Kids Help Phone to ask for help.
- Ask Gwen if she is comfortable talking to your cadet or JCR staff to get support.
- Gwen can connect with a counsellor at school to help her talk about her feelings and to help her manage her school work.



**STEP 4: LIVE.** In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Gwen?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Do something positive and fun with Gwen that you both enjoy.
- Encourage her to eat to keep herself healthy.



4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- All youth have the right to determine their sexual orientation and gender identity.
- No one has the right to harass or hurt someone based on their sexual orientation or gender identity.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Gwen's Story

Gwen was assigned a female gender at birth and goes by the pronouns she/her, but she does not feel like a girl. She also does not feel that identifying as male fits her. She considers herself something different, outside of male and female genders. She has come to realize that identifying as non-binary fits best for her. ("Non-binary" is one term used to describe a gender identity that does not fall into one of these two categories: male or female.)

Gwen is being pressured by her family to conform to gender stereotypes and dress like a girl and wear makeup. Her mother keeps buying her clothes that do not express who she is, and Gwen refuses to wear them. Her mother has told her that she is an embarrassment to the family, and her father barely talks to her.

The stress is starting to wear on Gwen from constantly fighting with her parents. She is trying to be her authentic self, but she is being rejected and hurt by her own family. Her grades have dropped in school, and she is not eating.

You are friends with Gwen and have always been supportive of her and how she identifies. Gwen texts to meet you early before a cadet / JCR training activity begins. She looks sad when she shows up.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs you are looking for that tell you Gwen needs help?
- STEP 2: LISTEN. How would you approach Gwen to talk to her? What would you say?
- STEP 3: LINK. Where would you connect Gwen for support and help?
- STEP 4: LIVE. How would you take care of yourself and what suggestions would you have for Gwen?



## References

Alberta Teacher's Association. (2012). What does LGBTQ mean? Retrieved from [http://www.teachers.ab.ca/Publications/ATA Magazine/Volume 92/Number-3/Pages/What-does-LGBTQ-mean.aspx](http://www.teachers.ab.ca/Publications/ATA_Magazine/Volume_92/Number-3/Pages/What-does-LGBTQ-mean.aspx)

Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.

Genovese, M. & Rousell, D. (2011). Safe and caring schools for two spirit youth: A guide for teachers and students. Edmonton, A.B.: Society for Safe & Caring Schools & Communities.

Girl's Best Friend Foundation and Advocates for Youth. (2005). Creating safe space for GLBTQ youth: A toolkit. Washington, D.C.: Advocates for Youth.

Ott, M.Q., Corliss, H.L., Wypij, D., Rosario, M., & Austin, S.B. (2011). Stability and change in self-reported sexual orientation identity in young people: Application of mobility metrics. *Archives of Sexual Behaviour*, 40(3), 519–32.

Pride Education Network. (2018). The gender spectrum 2018. Retrieved from <http://pridenet.ca/wp-content/uploads/GenderSpectrum2018online.pdf>

Public Health Agency of Canada. (2014). Questions and answers: Sexual orientation in schools—What do we know? Retrieved from <https://www.canada.ca/en/public-health/services/infectious-diseases/sexual-health-sexually-transmitted-infections/reports-publications/questions-answers-schools/questions-answers-sexual-schools.html>

Qmunity. (2013). Queer terminology from A–Q. Retrieved from <https://qmunity.ca/resources/queer-glossary/>

Rainbow Resource Centre. (2020). Serving Manitoba's lesbian, gay, bisexual, transgender, two spirit, and queer+ communities. Retrieved from <https://rainbowresourcecentre.org/>

Serano, J. (2013). Excluded: Making feminism and queer movements more inclusive. Berkeley, C.A.: Seal Press.

Sexuality Education Resource Centre Manitoba. (2020). Teen talk—Gender identity. Retrieved from <http://teentalk.ca/learn-about/gender-identity/>

Taylor, C., Peter, T., McMinn, T., Elliot, T., Beldom, S., Ferry, A., & Schachter, K. (2011). Every class in every school: The first national climate survey on homophobia, biphobia, and transphobia in Canadian schools. Toronto, O.N.: Egale Canada Human Rights Trust.

Trans Student Educational Resources. (2017). The gender unicorn. Retrieved from <http://www.transstudent.org/gender>



LESSON 5

# Social Media and Online Sexual Exploitation

Ages 15–18





# Lesson 5. Social Media and Online Sexual Exploitation

## Ages

15–18

## Learning Objectives

Cadets and JCRs will be able to:

- Recognize the positive and negative impacts of social media (Activity 1).
- Determine guidelines for digital consent (Activities 1, 2, and 3).
- Recognize the potential risks of sexting (Activity 2).
- Identify strategies for responding to online sexual exploitation (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 10–15 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Digital Consent
- Why Do Youth Sext?
- Send a Meme Instead
- Sextortion
- Responding to Online Sexual Exploitation
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Sextortion Scenarios
- Sextortion Scenarios: Answer Key
- Mia's Story
- Support Circles
- Safety Plan



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Understanding the Impact of Social Media

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Digital Consent.
- Gather one piece of flip chart paper for each group.
- Gather felt markers for each group.

## Activity 2. Sexting

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Why Do Youth Sext?; and
  - › Send a Meme Instead.
- Gather one piece of unlined 8.5 inch by 11 inch paper for each participant.
- Gather one felt marker for each participant.

## Activity 3. Online Sexual Exploitation

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Sextortion; and
  - › Responding to Online Sexual Exploitation.
- Print one copy of the Sextortion Scenarios handout for each group.
- Print one copy of the Sextortion Scenarios: Answer Key for yourself.
- Gather one piece of flip chart paper for each group.
- Gather felt markers for each group.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Mia's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



Social media is a big part of our daily lives. In this lesson, we are going to explore the positive and negative impacts of social media, with a focus on online sexual exploitation.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Mia spends a lot of time online. She is an aspiring musician, and she posts lots of YouTube videos. Mia has quite a following. She also has an open Instagram account and has over 1000 followers. Mia tries to connect with all her followers who relate to her music, and she often shares personal information and stories with them.

Mark finds Mia easily on Instagram and private messages her. Mark tells her she is talented and very beautiful. He also says that he can relate to some of the personal things she has posted online; he has had similar experiences. Mia feels an instant connection to Mark because he seems to really understand her.

They have been chatting for a few weeks when Mark asks Mia to use her webcam so he can see her in the nude. Mia thinks it is a joke, and she refuses. Mark is serious and persistent. He will not take no for an answer. Mia finally lets him see her half naked in underwear. The next day, Mia opens her email and finds links to several pornography sites and a nude photo of Mark. He also included a webcam screenshot of her in her underwear, which she did not know he had taken. She is shocked, and she feels very uncomfortable. Mia tries to talk to Mark, but he says she is overreacting and that everyone does this.

Mark starts asking for nude photos of Mia, and she keeps refusing. He threatens that if Mia will not send him the photos he wants, he will post the photo of her in her underwear for everyone at her school to see. Mia feels scared.

You are Mia's friend. Mia has been acting very strange lately. She is always on her phone, and when you ask who she is texting, she is very secretive. She looks stressed. One time, you pick up her phone. She grabs it from you and starts yelling at you. You wonder why she has not been posting any of her music videos. You try to hang out with her, but she always has an excuse as to why she is not available. You are worried about her.



What is happening to Mia?

Answer:



Mia is being sexually exploited online. Online sexual exploitation is illegal, and it is important that youth reach out and get help.



We are going to do an activity to further explore online behaviours and their impacts.

# Activity 1

## Understanding the Impact of Social Media

### Estimated Time

15–20 minutes



1. Having a healthy online community can promote a sense of belonging and connection for youth and can help them feel more confident. We also know there is a downside to social media. Youth are having negative experiences, and it is impacting their mental health.
2. Divide the participants into small groups (four or fewer participants per group). Distribute one piece of flip chart paper and felt markers to each group. Have them draw a line down the middle of the paper to create two columns, then label one column “Positive” and the other column “Negative”. Have them brainstorm all the positive aspects of social media for youth in one column and all the negative aspects of social media for youth in the other column. Give the groups a few minutes to complete their task. Then, have each group share points from each of their columns.
3. Use the speaking notes below to supplement their ideas with any points that may have been missed, as well as to generate further discussion on the topic.



Adults often focus on the risks associated with using social media and forget that there can be positive outcomes as well.

Positive aspects of social media for youth include:

- Social media can help strengthen friendships by enabling constant contact and shared experiences.
- Youth can offer support to friends and peers online.
- Youth can make new friends online.
- Social media allows for connection with friends and family who live far away.
- Youth who struggle with making friends and connecting with others face-to-face benefit from online relationships.
- The internet gives youth access to information about mental health, handling stress, relationship problems, and other important topics that they may not be comfortable to ask about in person. This can be life-saving for some youth, especially when they find and access healthy support. Kids Help Phone is a great resource for youth.

Negative aspects of social media for youth include:

- Spending too much time on social media can affect a young person’s mental and physical health. Too much time on social media can contribute to anxiety and depression.
- Less face-to-face interaction can limit the depth of connection with others.
- Less face-to-face interaction can limit the ability to build empathy and compassion.
- The desire for “likes” on social media can lead youth to develop anxiety and depression. This desire can cause young people to worry about their looks, post altered photos, or accept risky social media challenges, in a bid to gain acceptance from others.



- Social media can leave young people feeling insecure from comparing themselves to others. Everything from physical appearance, to number of friends, to hobbies is scrutinized by others on social media.
- Youth can be exposed to cyberbullying; for example, being sent hurtful messages or being threatened or harassed online.
- Youth can be pressured or blackmailed into sending sexual images and having them shared without their consent. We saw this in the scenario with Mia. This is called “sextortion”. Sextortion is a form of online sexual exploitation.
- Youth can become part of online polls that rate the ugliest, dumbest, or hottest person at school.

4. Whether our experience online is positive or negative can depend on digital consent.



Display the Digital Consent content, using the presentation slide or the alternative method you have prepared.



## Digital Consent

“Consent” is when you agree to something. There are many different factors to consider when we talk about sexual consent. Those factors are the same, whether we are talking about sexual consent or digital consent.

5. What type of online actions might require digital consent?

Possible answers might include:

- sharing an intimate image;
- posting information about someone else;
- sharing an embarrassing photo; or
- using someone else’s social media account.



Think back to the scenario about Mia. What examples do you remember of her not giving digital consent?

Possible answers could include:

- Mark took a photo using his webcam without her permission.
- Mark sent Mia pornography without her permission.
- Mark is threatening to share her photo without her consent.

6. Read the following scenarios out loud to the groups. Allow them some time to discuss each question within their groups. Then, discuss each question as a large group.



- a. You are at a cadet / JCR activity with a large group of cadets / JCRs. Your phone starts pinging, and you see that you have been airdropped several memes from people in the room whom you do not know. Your airdrop is open with access to anyone who has a similar phone.

Does having an open airdrop give people permission to share photos to your phone without asking?

Answer:



No, it does not. Having your airdrop open on your phone does not mean you are giving people permission to share photos with you, especially when they have not asked and you do not know them.



- b. Solomon receives a sexual photo of Jane from a friend. He sends it to another friend. Jane finds out, and she feels humiliated.

Did Solomon have consent to forward the photo?

Answer:



No. In Canada, it is against the law to distribute an intimate image of someone without their consent. It is also illegal to create and distribute images of sexual activity or sexual body parts of any person under the age of 18.

- c. Danny falls asleep on the bus, and Jake takes an embarrassing picture of him and posts it on Instagram.

Should Jake have asked for consent?

Answer:



Yes. Consent must be conscious. You cannot consent when you are asleep, intoxicated (drunk or high), or unconscious.

- d. Chris sends Harman a link to a video message that says, “Cool video—check it out!” Harman clicks on the link, and a sexually inappropriate video plays on his screen. Harman gets mad that Chris sent him this video to watch.

Should Chris have asked for consent before sending Harman the video?

Answer:



Yes. Consent must be informed. Harman did not understand what he was consenting to. Had he known, he would have chosen not to open the video.

- e. Meghan and Sam have been dating for a few months. Meghan notices that Sam gets a lot of texts and she worries they might be from other girls. Meghan asks to read the texts, but Sam says no. Meghan gets upset because she thinks Sam is hiding something, so she threatens to break off the relationship unless she is allowed to read the texts. Afraid to lose her, Sam gives in and lets her read them.

Is this consent?

Answer:



No. Agreement does not always equal consent. Consent must be freely given. Sam only agreed because Meghan threatened to end their relationship. People cannot consent if they feel pressured or threatened—they must have the option of saying no.

- f. Judi is visiting Tami to work on a school project. Tami’s parents call her downstairs, and Judi notices a personal email open on Tami’s computer and starts to read it. Tami comes back and gets mad at Judi for reading her personal stuff without asking. Judi does not understand what the problem is because Tami never told her not to.

Should Judi have asked for consent?

Answer:

Yes. Consent must be active, not assumed. Just because someone did not say no does not mean that they said yes. A person must actively agree for it to be consensual.

- g. Isaac asks Lory if he can use her computer to check his email. Lory agrees, but then Isaac also downloads a few videos without asking. Lory gets mad at Isaac, because she is not allowed to download videos.

Should Isaac have asked for Lory's consent before downloading anything?

Answer:

Yes. Consent must be specific. Lory only gave permission for Isaac to use her computer to check email, not to download videos. Even if the actions are related, you still cannot assume that consent for one thing means there is consent for everything.

7. Online activities must take digital consent into account. We must always ask for permission before:
- posting photos or videos of someone else;
  - forwarding or sharing someone else's content; or
  - reading, downloading, or sharing content from someone else's device.

# Activity 2

## Sexting

### Estimated Time

15–20 minutes



1. In this activity, we are going to talk about sexting and how to deal with pressure to send nude photos. “Sexting” is when you send or receive a sexual message, nude picture or video, or a picture or video of sexual activity, using technology.

2. Youth sext for a variety of reasons. What are some reasons why youth might sext?



Allow the participants time to answer. After you have received a few responses, display the Why Do Youth Sext? content, using the presentation slide or the alternative method you have prepared.



### Why Do Youth Sext?

- to show trust and intimacy to their partner;
- to explore sexuality with their partner;
- to show interest in another person;
- to experiment before physical sexual activity;
- to stay connected long distance; or
- to give in to pressure from another person.

3. Sexting requires both consent and trust. Youth who engage in sexting need to think about their own safety, and they need to be aware of the possible risks of sexting.

Divide the participants into pairs. Have them discuss the risks of sexting. Give the pairs a few minutes to discuss. Then, ask for volunteers to share their responses.

Possible answers could include:

- losing control of the message / image and having it shared with others for whom you did not intend it;
- being blackmailed with threats to share the message / image;
- being bullied or harassed by others who received the message / image;
- embarrassment, depression, and anxiety; or
- your parents or family members seeing the message / image.



The biggest risk in sexting is having someone forward or share a sexual photo or video without consent. If someone shares a sexual photo or video with you, NEVER share or forward it on. Sharing sexual images of others can bring unimaginable hurt and harm to the person in the image.



Ensure that participants are aware that in Canada, it is against the law to take, post, or share a nude photo or video of any person without their consent. It is also against the law to create and distribute images of sexual activity or body parts of any person under the age of 18.



You should NEVER feel pressured to sext. In a study, 70% of girls reported that they had experienced at least some degree of pressure or coercion to sext.



4. What are some examples of how you could respond if someone pressured you to send a naked image, and you do not want to?

Possible answers could include:

- Say no.
- Tell a trusted adult.
- Send a meme instead.



5. Display the Send a Meme Instead content, using the presentation slide or the alternative method you have prepared. Go over the different memes that were created in response to being asked for a nude photo.
6. Ask participants to design and create their own meme or image that could be “sent instead” when asked for nudes. Distribute one piece of unlined 8.5 inch by 11 inch paper and a felt marker to each participant. Encourage them to be as creative as possible.
7. Have participants share what they designed with the whole group.
8. For additional resources, please refer to the video and lesson plan from the Canadian Centre for Child Protection Inc., “Sextortion: What Teens Need to Know”, available online at <http://dontgetsextorted.ca/#home>.

# Activity 3

## Online Sexual Exploitation

### Estimated Time

15–20 minutes



1. “Online sexual exploitation” is when one person manipulates another person to get them to do something sexual. It involves blackmailing someone into sending sexual photos or videos, or performing sexual acts over a webcam. Online sexual exploitation is illegal.

2. Sextortion is a form of online sexual exploitation.



Display the Sextortion content, using the presentation slide or the alternative method you have prepared.



### Sextortion

“Sextortion” is when someone threatens to send a sexual image or video of someone to other people if they do not meet certain demands (pay money, send more nude images, or meet them in person).

3. ALL types of online sexual exploitation are illegal, including sextortion. It is also illegal for someone to distribute an intimate image of another person without that person’s consent. If the intimate image involves someone under 18, it is illegal to distribute the image even if there is consent—this is considered the distribution of child pornography.

4. Being blackmailed to share an intimate image without consent can have serious impacts. What do you think some impacts might be for the person being blackmailed?

Possible answers could include:

- feeling unsafe, fearful, isolated, alone, anxious, depressed, sad, or hopeless;
- increased substance use;
- nausea;
- headaches;
- weight loss / weight gain; and
- difficulty sleeping and concentrating.

5. Divide the participants into small groups (four or fewer participants per group). Distribute one copy of the Sextortion Scenario handout to each group. Assign one scenario to each group.



The number of participants will determine the size of the groups and how you choose to assign the scenarios—whether you will need to use them all, or whether you will need to repeat scenarios.

6. Have each group read their scenario together and then decide how they would respond to the questions. Give the groups a few minutes to complete their task.

7. Have the groups read their scenarios out loud and share their responses with the larger group.



8. Display the Responding to Online Sexual Exploitation content, using the presentation slides or the alternative method you have prepared.



## Responding to Online Sexual Exploitation

**STEP 1: STOP.** Immediately stop all communication. Do not respond to threats, no matter how scary the threats may be.

**STEP 2: BLOCK.** Block the exploiter from all your accounts.

**STEP 3: DEACTIVATE.** Deactivate (but do not delete) all the social media accounts that you used to message with the person.

**STEP 4: TALK.** Talk to a safe adult and get support. You do not have to deal with online sexual exploitation on your own. There are people available to help you.

**STEP 5: REPORT.** Contact [Cybertip.ca](http://Cybertip.ca) to report the online sexual exploitation. [Cybertip.ca](http://Cybertip.ca) is a Canadian website for reporting online sexual exploitation. You can also call your local law enforcement agency and speak with an investigator.

If you have been victimized because your image is being shared without permission, [NeedHelpNow.ca](http://NeedHelpNow.ca) can help. This is a Canadian website that can give you information on removing photos and videos from websites.

If you are in immediate danger, contact the police.

# Sextortion Scenarios

## Scenario 1

Kiana was doing homework when she received an anonymous message with a picture attached. Someone had used a picture of Kiana's face and photoshopped it onto a naked body. The person threatened to disseminate the altered photo of Kiana unless she sent money to their account.

What is the issue? What are the potential impacts? What should Kiana do?

---

---

## Scenario 2

Marissa's ex-boyfriend kept a nude image of her from when they were together. Now that they have broken up, Marissa's ex is threatening to share the pic with everyone in her school unless she sends more nudes.

What is the issue? What are the potential impacts? What should Marissa do?

---

---

## Scenario 3

Max has been flirting with James online for a few months. He thought the relationship might progress to the next level, so he sent him a sexual video. It turns out that James is a middle-aged man who is now threatening to distribute the video if Max does not meet him in person. Max is afraid.

What is the issue? What are the potential impacts? What should Max do?

---

---



# Sextortion Scenarios: Answer Key

## Scenario 1

Answer:



This is sextortion. If the photo were disseminated, Kiana might experience impacts such as feeling humiliated. Kiana should tell a trusted adult. She should not respond to the threats or send any money. She should report the threat to [Cybertip.ca](https://www.cybertip.ca).

## Scenario 2

Answer:



This is sextortion. If the photo were disseminated, Marissa might experience impacts such as feeling unsafe and fearful. Marissa should tell a trusted adult. She should not send any more pictures. She should report the threat to [Cybertip.ca](https://www.cybertip.ca).

## Scenario 3

Answer:



This is sextortion. If the video were disseminated, Max might experience impacts such as feeling anxious and isolated. Max should tell a trusted adult. He should not meet James in person. He should report the threat to [Cybertip.ca](https://www.cybertip.ca).



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to if they were being pressured to sext or were being sexually exploited online? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend



1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.



2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.



This is a four-step model that we use to help a friend. Let us consider how we can help Mia from our scenario. We are going to review the scenario and help Mia using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Mia's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Mia spends a lot of time online. She is an aspiring musician, and she posts lots of YouTube videos. Mia has quite a following. She also has an open Instagram account and has over 1000 followers. Mia tries to connect with all her followers who relate to her music, and she often shares personal information and stories with them.

Mark finds Mia easily on Instagram and private messages her. Mark tells her she is talented and very beautiful. He also says that he can relate to some of the personal things she has posted online; he has had similar experiences. Mia feels an instant connection to Mark because he seems to really understand her.

They have been chatting for a few weeks when Mark asks Mia to use her webcam so he can see her in the nude. Mia thinks it is a joke, and she refuses. Mark is serious and persistent. He will not take no for an answer. Mia finally lets him see her half naked in



underwear. The next day, Mia opens her email and finds links to several pornography sites and a nude photo of Mark. He also included a webcam screenshot of her in her underwear, which she did not know he had taken. She is shocked, and she feels very uncomfortable. Mia tries to talk to Mark, but he says she is overreacting and that everyone does this.

Mark starts asking for nude photos of Mia, and she keeps refusing. He threatens that if Mia will not send him the photos he wants, he will post the photo of her in her underwear for everyone at her school to see. Mia feels scared.

You are Mia's friend. Mia has been acting very strange lately. She is always on her phone, and when you ask who she is texting, she is very secretive. She looks stressed. One time, you pick up her phone. She grabs it from you and starts yelling at you. You wonder why she has not been posting any of her music videos. You try to hang out with her, but she always has an excuse as to why she is not available. You are worried about her.

3. Have the participants go through the four steps of the Look, Listen, Link, Live® model by asking the questions below.



**STEP 1: LOOK.** In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Mia needs help?

Possible answers could include:

- Mia is looking stressed and worried.
- She has been isolating herself.
- She is acting differently and is not posting videos of her music.
- She is being secretive about with whom she is texting.



**STEP 2: LISTEN.** In this step, we listen to the person without judgment.

How would you approach Mia to talk to her? What would you say?

Possible answers could include:

- Find time alone with Mia and ask her if she is okay.
- Tell her you are worried about her because she is acting differently and seems to be worried about something.
- Tell her you are here to listen to her and to support her.



**STEP 3: LINK.** In this step, we link the person to helping resources.

Where would you link Mia for help and support?

Possible answers could include:

- Let Mia know she is being sextorted and that you will go with her to an adult she trusts to report what is happening.
- Encourage her to stop all online communication with Mark and not to respond to his threats.
- She can block him from all her social media accounts.
- You can help her report to [Cybertip.ca](https://www.cybertip.ca) or call the local police.



- Encourage her to talk to an adult she trusts to get the support she needs.

STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Mia?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Encourage Mia to keep making music as that is what makes her happy.



4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



NEVER forward a sexual photo or video of someone else. It can cause a lot of harm.



Remember, it is NOT your fault if a photo or video is shared without your consent. This is a violation of your trust.



- Sextortion is a form of online sexual exploitation, and it is illegal.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Mia's Story

Mia spends a lot of time online. She is an aspiring musician, and she posts lots of YouTube videos. Mia has quite a following. She also has an open Instagram account and has over 1000 followers. Mia tries to connect with all her followers who relate to her music, and she often shares personal information and stories with them.

Mark finds Mia easily on Instagram and private messages her. Mark tells her she is talented and very beautiful. He also says that he can relate to some of the personal things she has posted online; he has had similar experiences. Mia feels an instant connection to Mark because he seems to really understand her.

They have been chatting for a few weeks when Mark asks Mia to use her webcam so he can see her in the nude. Mia thinks it is a joke, and she refuses. Mark is serious and persistent. He will not take no for an answer. Mia finally lets him see her half naked in underwear. The next day, Mia opens her email and finds links to several pornography sites and a nude photo of Mark. He also included a webcam screenshot of her in her underwear, which she did not know he had taken. She is shocked, and she feels very uncomfortable. Mia tries to talk to Mark, but he says she is overreacting and that everyone does this.

Mark starts asking for nude photos of Mia, and she keeps refusing. He threatens that if Mia will not send him the photos he wants, he will post the photo of her in her underwear for everyone at her school to see. Mia feels scared.

You are Mia's friend. Mia has been acting very strange lately. She is always on her phone, and when you ask who she is texting, she is very secretive. She looks stressed. One time, you pick up her phone. She grabs it from you and starts yelling at you. You wonder why she has not been posting any of her music videos. You try to hang out with her, but she always has an excuse as to why she is not available. You are worried about her.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Mia needs help?
- STEP 2: LISTEN. How would you approach Mia to talk to her? What would you say?
- STEP 3: LINK. Where would you link Mia for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Mia?



## References

- Canadian Centre for Child Protection. (2018). Don't get sextorted, send a naked mole rat. Retrieved from <http://dontgetsextorted.ca/#home>
- Canadian Centre for Child Protection. (2018). Sextortion. Retrieved from [https://www.cybertip.ca/app/en/internet\\_safety-sexortion](https://www.cybertip.ca/app/en/internet_safety-sexortion)
- Canadian Centre for Child Protection. (2018). Sextortion: What teens need to know. Retrieved from [http://dontgetsextorted.ca/Ctip\\_SextortionLessonPlan\\_en.pdf](http://dontgetsextorted.ca/Ctip_SextortionLessonPlan_en.pdf)
- Canadian Centre for Child Protection. (2018). Sextortion-ed [Video file]. Retrieved from <http://dontgetsextorted.ca/#video>
- Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.
- C.S. Mott's Children's Hospital. (2015). National poll of children's health | Top ten child health problems: More concern for sexting, internet safety (No. 24, 3). MI: C.S. Mott Children's Hospital, University of Michigan Health System.
- Cyber Civil Rights Initiative. (2014). Power in numbers. Retrieved from <http://www.cybercivilrights.org/revange-porn-infographic/>
- Cyberbullying Research Center. (2015). Chances are, your teen has not sexted. Retrieved from <http://cyberbullying.org/chances-are-your-teen-has-not-sexed/>
- Englander, E.K. (2015). Coerced sexting and revenge porn among teens. *Bullying, Teen Aggression and Social Media*, March/April, 19–21.
- Media Smarts. (2016). Online relationships: Respect and consent. Retrieved from [http://mediasmarts.ca/sites/mediasmarts/files/lesson-plans/lesson\\_online\\_relationships\\_respect\\_consent.pdf](http://mediasmarts.ca/sites/mediasmarts/files/lesson-plans/lesson_online_relationships_respect_consent.pdf)
- Willard. (2010). Sexting and youth: Achieving a rational response. *Journal of Social Sciences*, 6(4), 542–562.



LESSON 6

# Physical Assault

Ages 15–18





# Lesson 6. Physical Assault

## Ages

15–18

## Learning Objectives

Cadets and JCRs will be able to:

- Identify the different types of assault (Activity 1).
- Differentiate between roughhouse play and physical assault (Activity 1).
- Describe the impact and consequences of physical assault (Activity 1).
- Describe the negative effects of anger (Activity 2).
- Discuss the occurrence of physical assault in dating relationships (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Physical Assault
- Levels of Physical Assault
- Roughhouse Play versus Physical Assault
- Anger Mountain
- Triggers
- Physical and Emotional Responses
- Explosion
- Recovery
- Logical Thinking
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Physical Assault in Dating Relationships Quiz and Answer Key
- True Sign
- False Sign

- Nasar's Story
- Support Circles
- Safety Plan

Video:

- (Optional) Just Breathe (time: 3:48)  
<https://www.youtube.com/watch?v=RVA2N6tX2cg>

# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Physical Assault

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Physical Assault;
  - › Levels of Physical Assault; and
  - › Roughhouse Play versus Physical Assault.
- Gather one piece of unlined 8.5 inch by 11 inch paper for each pair.
- Ensure participants have a pen or pencil.

## Activity 2. Anger Mountain

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Anger Mountain;
  - › Triggers;
  - › Physical and Emotional Responses;
  - › Explosion;
  - › Recovery; and
  - › Logical Thinking.
- Gather one piece of unlined 8.5 inch by 11 inch paper for each participant.
- Ensure participants have a pen or pencil.
- Optional activity: Gather one piece of flip chart paper and felt markers for each group.
- Optional activity: Set up the video, Just Breathe (time: 3:48), so it is ready to play.

## Activity 3. Physical Assault in Dating Relationships

- Print one copy of the Physical Assault in Dating Relationships Quiz and Answer Key for yourself.
- Print one copy of the True Sign and False Sign for each group.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Nasar's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



Physical assault is a form of violence used in peer and dating relationships. This lesson will help you define physical assault and understand the consequences.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Nick has been bullying Nasar for the entire school year. One day at school, Nick trips Nasar in the hallway. He says it was an accident. Nasar turns and punches Nick, knocking him over.

Nick reports what happened to the principal. Nasar gets suspended from school for three days, and the police get involved.

Nasar does not return to school after the three days are up. You text him, and he says he never wants to go back to school. He is afraid he may get charged with physical assault.

What are some reasons youth get into physical fights?

Answer:



Youth may get into physical fights for the following reasons:

- Their rage has been building all year, and they finally snap.
- The other person did something to make them angry.
- Someone was bullying them, and they wanted it to stop.
- They want to establish power and control.
- They are being bullied or abused, so they lash out and hurt others.
- They do not know how to manage their anger in a safe way.
- They are fearful of people who are different from them, and they feel threatened.

In the scenario, Nasar was being bullied by Nick. Finally, he felt he could not take it anymore, so he retaliated with violence.

We are going to do an activity to further explore physical assault and how it impacts our relationships.



# Activity 1

## Physical Assault

### Estimated Time

15–20 minutes



1. Display the Physical Assault content, using the presentation slide or the alternative method you have prepared.



### Physical Assault

“Physical assault” is the intentional use of force, or threats of force, on another person in an attempt to control behaviour, intimidate, or punish.

2. Can you give examples of the different ways a person can physically assault another person?

Allow time for two or three participants to answer. Record their answers on flip chart paper. Use the following speaking notes to supplement the answers with any examples that may have been missed.



Physical assault can include:

- scratching, punching, biting, or kicking someone;
- throwing something; for example, a cell phone or a book;
- pushing or pulling someone;
- grabbing someone’s clothing;
- using a weapon;
- preventing someone from walking away or leaving; or
- strangulation.

3. Physical assault is a criminal offense under the Criminal Code of Canada. There are three levels of physical assault.



Display the Levels of Physical Assault content, using the presentation slide or the alternative method you have prepared.



### Levels of Physical Assault:

1. Assault is using force or threats of force;
2. Assault with a weapon or causing bodily harm is:
  - a. Use of, or threat of using, a weapon for the purpose of assault; and
  - b. “Bodily harm” is any hurt or injury that interferes with a person’s health or comfort; and
3. Aggravated Assault is an assault that wounds, disfigures, or endangers the life of another person.

4. Are physical assaults between youth common in your school or community? If yes, what



are some of the reasons fighting is happening?

- We are going to look at the difference between roughhouse play or play fighting and physical assault.

Divide the participants into pairs. Distribute one piece of unlined 8.5 inch by 11 inch paper to each pair. Have the pairs create two short scenarios. One will be an incident of two people engaging in roughhouse play. The other will be an incident of physical assault. Ask them to make their scenarios realistic examples that they may have seen in their community. Give the pairs a few minutes to complete their two scenarios.



- Have each pair trade their scenarios with a different pair. Then, have each pair read their new scenarios out loud and explain the difference between the two scenarios.
- Display the Roughhouse Play versus Physical Assault content, using the presentation slide or the alternative method you have prepared. Go over the points.



Roughhouse Play / Play Fighting	Physical Fighting
Happens between friends	Usually happens between people who are not friends
May happen between two people, but often can include more	Usually happens between two people
Equal balance of power	One person has more power than the other
People are smiling and laughing	People are serious and tense
Intent is friendly and positive	Intent is negative and aggressive; there is a desire to inflict injury and hurt the other person

## Roughhouse Play versus Physical Assault

- Can roughhouse play or play fighting get out of hand?



Answer:

Yes. One person can take it further than another person is comfortable with. The person may not be comfortable standing up and asking them to stop. If one person is bigger and stronger they may end up physically hurting the other person.

- What are the impacts or consequences of physical assault?

Allow time for two or three participants to answer. Record their answers on flip chart paper. Use the following speaking notes to supplement the answers with any examples that may have been missed.



Impacts or consequences of physical assault can include:

- physical injuries like cuts, bruises, and broken bones;



- disability;
- poor health;
- anxiety, depression, and isolation;
- problems or loss of time at work or school;
- death;
- being arrested;
- jail time;
- loss of friends and family; and
- loss of ability to travel due to having a criminal record.

10. Physical assault is a criminal offense, and youth can be charged under the Criminal Code of Canada.



11. Ask the participants the following discussion questions:

- a. Do you know the name of the law that deals with youth offenders?

Answer:

The Youth Criminal Justice Act (YCJA) is Canada's law that deals with youth aged 12–17 who have committed crimes such as physical assault. The YCJA is a separate justice system for youth. Since youth have different knowledge and experiences than adults, the YCJA makes sure the consequences are based on both the youth's maturity and the seriousness of the crime they committed.

- b. As a senior cadet / JCR, how would you deal with a situation of two younger cadets / JCRs roughhousing? Would you be able to tell whether it was play fighting or physical assault? What would you say or do to ensure they are in a safe space?

Possible answers could include:

- You could step in and ask them to stop.
- Review the rules and guidelines for acceptable behaviour, which includes not putting our hands on other people.
- Let them know that you want to make sure everybody feels safe in the space.
- Approach a cadet or JCR leader, and ask them to step in and break it up.





# Activity 2

## Anger Mountain

### Estimated Time

15–20 minutes



1. Strong emotions can sometimes lead to negative behaviour. For example, anger can influence someone's decision to use violence and physically assault others. We saw this in the scenario with Nasar and Nick. Nasar got angry and used violence to retaliate. It is important to understand the emotion of anger and how best to manage it.

2. Is anger good or bad?

Allow the participants time to think and answer.



Anger is not a 'bad' emotion. Anger is a normal and often healthy emotion: it is a physical and mental response to a threat or to a harm done in the past. However, if anger is not dealt with in a healthy way, it can have a significant effect on our daily lives, on our relationships, and on our mental well-being. Anger is often a secondary emotion that covers up other feelings such as disappointment, hurt, or frustration.

3. Uncontrolled anger follows a predictable pattern, and because it follows a pattern, it is possible for us to use strategies to manage it.

4. Facilitate a group discussion based on the following points. Start by drawing a horizontal line on flip chart paper.



Optional: Divide the participants into small groups (four or fewer participants per group). Distribute one piece of flip chart paper and felt markers to each group. Have the groups follow along by drawing their own Anger Mountain with you.



You may draw the diagram out on flip chart paper, or you may use the Anger Mountain presentation slides.



5. This line represents a state of balance and calm. People move above and below this line throughout the day, depending on how they feel and on what is happening in their lives.

6. We are going to look at what makes you mad. We call these "triggers". Call out some things that make you mad.

Record the participants' triggers on the left-hand side of the chart along the line. See the example below.



7. Now we will discuss physical and emotional responses to anger. How does your body feel when you are getting angry?

Possible answers may include:

- muscles tense;
- heart rate increases;
- chest tightens;
- breathing is faster; and
- head starts to ache.

What goes through your mind when you are angry?

Possible answers may include:

- reoccurring angry thoughts;
- mind goes blank; and
- focus on arguing or fighting.

Record these physical and emotional responses in order of intensity on an upward slope starting at the line. See the example.



8. When people let their anger get out of control, the line slopes upward in a predictable mountain-like pattern.

Draw and point to the peak of the Anger Mountain. See the example.



This is the crisis point when a person explodes. How does someone usually feel at this point?

Possible answers may include:

- out of control; and
- a release of emotions.



What can happen at this point?

Possible answers may include:

- yelling;
- name-calling;
- threatening;
- slapping;
- hitting;
- kicking; and
- punching.

9. After the explosion, the angry person starts to move into recovery mode. What are your physical and emotional feelings after an explosion?

Draw and point to the descending slope that follows the peak. See the example.

Possible answers may include:

- guilt;
- regret;
- exhaustion;
- relief;
- embarrassment; and
- depression.

10. As our anger climbs up the mountain, our ability to make healthy decisions forms a deep valley called Decision Making Valley.

Draw the opposing valley as shown in the image below.

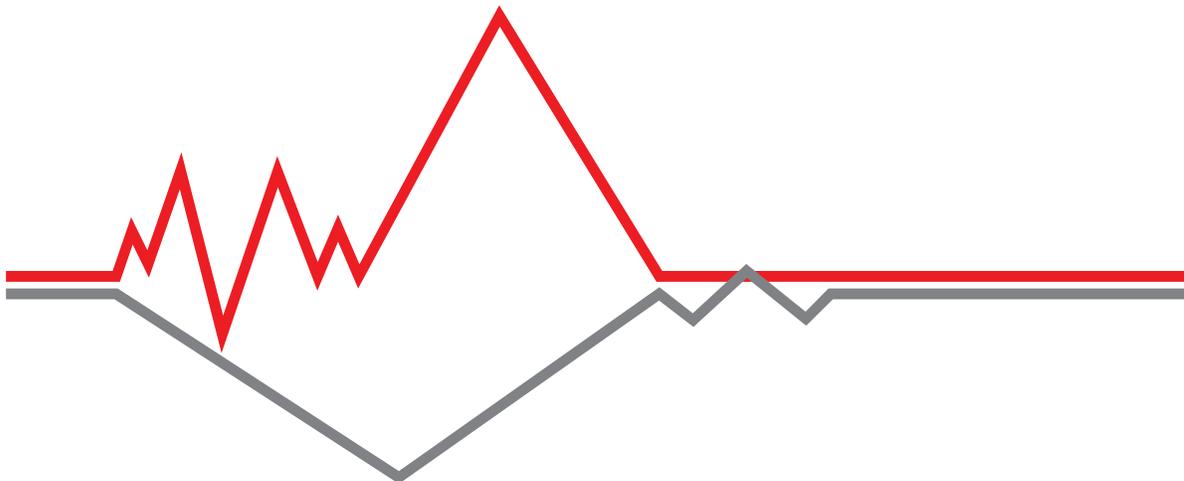


11. As we become angry, our ability to think clearly, respond logically, and make smart decisions decreases. At the top of Anger Mountain, we demonstrate the lowest level of rational thinking. At the peak of the mountain, we find it hard to think about our actions and their consequences. When we come down Anger Mountain, our ability to reason increases again. Not only do we begin to see the consequences of our actions, but we also begin to feel and recognize their effects.

12. When we have a better understanding of what triggers our anger and how our body changes when we are angry, we can recognize the signs. We can take steps to calm down before we reach the point of exploding.



13. Distribute one piece of unlined 8.5 inch by 11 inch paper to each participant. Have participants individually reflect and list their own triggers on the piece of paper. Let them know that they will not have to share their list with anyone else.



14. When the participants have finished listing their triggers, divide the participants into pairs. Have them discuss ways we can calm down when we are feeling angry. Give the pairs a few minutes to complete their discussion. Then, have the pairs share their ideas with the whole group. Record their ideas on flip chart paper. Use the following speaking notes to supplement their ideas with any examples that may have been missed.

Some ways to calm down when we are feeling angry include:

- walking away to allow time to cool down;
- taking deep breaths;
- counting to ten;
- listening to music;
- exercising;
- going somewhere safe and yelling loudly;
- writing in a journal or drawing; and
- shooting hockey pucks.



15. Everyone controls their emotions in different ways. Different strategies work for different people. It is important that we find helpful strategies that work for us. If you cannot find a strategy that works for you, talk to a trusted adult for some ideas.



Optional: If time permits, show the video, Just Breathe (time: 3:48), for calming strategies to deal with anger.



# Activity 3

## Physical Assault in Dating Relationships

### Estimated Time

15–20 minutes



1. Physical assault happens in many youth dating relationships. A recent study showed that as many as one in three teens reported being physically assaulted by an angry partner; for example, being hit, kicked, or choked.

Now we are going to see what you know about physical assault in relationships.

2. Divide the participants into small groups (four or fewer participants per group). Distribute one True Sign and one False Sign to each group. Have your Physical Assault in Dating Relationships Quiz and Answer Key ready for you to use to read the statements. Explain that you will read out a series of statements. For each one, the groups must discuss within their group and decide whether the statement is true or false. Then, they will hold up the sign that represents their answer.
3. Read out each statement, and give the groups time to discuss and make their decision before holding up their sign. Give the groups a chance to share how they reached their decision before you reveal the correct answer. Use the speaking notes in the Physical Assault in Dating Relationships Quiz and Answer Key to supplement the discussion with an explanation of each correct answer.



# Physical Assault in Dating Relationships Quiz and Answer Key



1. A one-time incident of pushing or slapping a person can be considered physical assault.

Answer:



TRUE. Physical assault may include a single episode or repeated episodes. At times, it can take place in a pattern called the “cycle of violence”.

2. Only males use physical assault in relationships, because they are bigger and stronger.

Answer:



FALSE. Both males and females use physical assault in their relationships. However, there are some differences in how they use and experience physical violence:

- Females are more likely to use physical assault in self-defense, both in response to physical assault by their partner and in response to their partner’s efforts to control their behaviour through emotional abuse.
- Females are more likely to experience severe physical violence.
- Physical assault used by males often results in greater and more serious injury than physical assault used by females.

3. Alcohol and drugs are the cause of physical assault in relationships.

Answer:



FALSE. Anger, jealousy, and the desire for power and control are the most common reasons for physical violence in relationships. Alcohol and drugs can be a contributing factor.

4. Physical assault only happens in heterosexual or straight relationships.

Answer:



FALSE. Physical assault can happen in all relationships, regardless of gender or sexual orientation. The dynamics of physical assault in LGBTQ2S relationships are similar to the dynamics of physical assault in straight relationships. However, issues such as finding support or being willing to disclose (especially if the individual is not out) may prevent LGBTQ2S youth from speaking out or getting help.

# Physical Assault in Dating Relationships Quiz and Answer Key



5. One of the reasons that people stay in physically violent relationships is because they love the person.

Answer:



TRUE. A person may stay in a physically violent relationship because of love for their partner. Although people who are being physically assaulted may want the violence to stop, they may not want the relationship to end. They may also stay due to fear, financial dependency, or a false belief that violence is normal.

6. Many individuals provoke physical assault through their actions and behaviour.

Answer:



FALSE. No one asks to be assaulted. No one is responsible if someone physically assaults them.

While assault may be triggered by an external event, it is the OFFENDER'S inability to handle anger, fear, or jealousy, or the OFFENDER'S desire for power or control of the situation, that is responsible for the violence.

Offenders will often try to justify their actions by blaming others, but the blame belongs squarely on the person who used physical violence.

7. Physical assault is against the law, and a youth can be charged with a crime.

Answer:



TRUE. Hitting is not a sign of love or part of a healthy relationship, and youth can face legal consequences. Physical assault is a criminal offence under the Criminal Code of Canada.

True Sign

True



# False Sign





# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to about physical violence in a relationship? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend



1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.



2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.



This is a four-step model that we use to help a friend. Let us consider how we can help Nasar from our scenario. We are going to review the scenario and help Nasar using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Nasar's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Nick has been bullying Nasar for the entire school year. One day at school, Nick trips Nasar in the hallway. He says it was an accident. Nasar turns and punches Nick, knocking him over.

Nick reports what happened to the principal. Nasar gets suspended from school for three days, and the police get involved.

Nasar does not return to school after the three days are up. You text him, and he says he never wants to go back to school. He is afraid he may get charged with physical assault.

3. Have the participants go through the four steps of the Look, Listen, Link, Live® model by asking the questions below.



STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Nasar needs help?

Possible answers could include:

- Nasar is being bullied by Nick.
- He has not returned to school.
- He says that he is afraid of being charged with physical assault.



STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Nasar to talk to him? What would you say?

Possible answers could include:

- Go visit Nasar at his house and ask to talk to him.
- Ask him if he is okay.
- Let him know you are worried about him and you want to help.



STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Nasar for help and support?

Possible answers could include:

- Nasar could call or text Kids Help Phone to talk about the bullying.
- He can connect with the school counsellor to talk about his anger and how the bullying behaviour has made him feel.
- You could offer to go to the principal with Nasar to talk about the ongoing bullying that has been happening to him.



STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Nasar?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Encourage Nasar to get out and hang with his friends so he is not at home alone.



4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- Violence is never acceptable in any relationship.
- It is important to practice healthy ways to deal with anger to prevent violence.
- Violence is a behaviour that involves choice. We can all learn to make healthier choices. By reaching out for help, we can learn to deal with our anger in healthy ways.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Nasar's Story

Nick has been bullying Nasar for the entire school year. One day at school, Nick trips Nasar in the hallway. He says it was an accident. Nasar turns and punches Nick, knocking him over.

Nick reports what happened to the principal. Nasar gets suspended from school for three days, and the police get involved.

Nasar does not return to school after the three days are up. You text him, and he says he never wants to go back to school. He is afraid he may get charged with physical assault.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Nasar needs help?
- STEP 2: LISTEN. How would you approach Nasar to talk to him? What would you say?
- STEP 3: LINK. Where would you link Nasar for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Nasar?



## References

- Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.
- Canadian Red Cross. (2010). Handbook on preventing violence against children. Retrieved from <https://www.redcross.ca/crc/documents/What-We-Do/Violence-Bullying/handbook-preventing-vac-2010-english.pdf>
- Centers for Disease Control and Prevention. (2020). Teen dating violence. Retrieved from [https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen-dating-violence.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Fintimatepartnerviolence%2Fteen\\_dating\\_violence.html](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen-dating-violence.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Fintimatepartnerviolence%2Fteen_dating_violence.html)
- Department of Justice Canada. (2013). The youth criminal justice act: Summary and background. Retrieved from <https://www.justice.gc.ca/eng/cj-jp/yj-jj/tools-outils/pdf/back-hist.pdf>
- Department of Justice Canada. (2015). Youth justice. Retrieved from <https://www.justice.gc.ca/eng/rp-pr/cj-jp/yj-jj/index.html>
- Department of Justice Canada. (2020). Family violence. Retrieved from <https://www.justice.gc.ca/eng/rp-pr/cj-jp/fv-vf/index.html>
- Foshee, V.A., Bauman, K.E., Linder, F., Rice, J., & Wilcher, R. (2007). Typologies of adolescent dating violence: Identifying typologies of adolescent dating violence perpetration. *Journal of Interpersonal Violence, 22*(5), 498–519.
- Giordano, P.C., Soto, D.A., Manning, W.D., & Longmore, M.A. (2010). The characteristics of romantic relationships associated with teen dating violence. *Social Science Research, 39*(6), 863–874.
- Mindful Schools. (2015). Just breathe [Video file]. Retrieved from <https://www.youtube.com/watch?v=RVA2N6tX2cg>
- National Institute of Justice. (2018). Teen dating violence. Retrieved from <https://www.nij.gov/topics/crime/intimate-partner-violence/teen-dating-violence/pages/welcome.aspx>
- RCMP. (2012). The effects of family violence on children—Where does it hurt? Retrieved from <http://www.rcmp-grc.gc.ca/cp-pc/chi-enf-abu-eng.htm>
- Statistics Canada. (2016). Family violence in Canada: A statistical profile 2014. Retrieved from <https://www150.statcan.gc.ca/n1/pub/85-002-x/2016001/article/14303-eng.htm?fpv=2693>



LESSON 7

# Sexual Harassment

Ages 15–18





# Lesson 7. Sexual Harassment

## Ages

15–18

## Learning Objectives

Cadets and JCRs will be able to:

- Describe what behaviours are considered sexual harassment (Activities 1, 2, and 3).
- Differentiate between sexual harassment and flirting (Activity 1).
- Identify how to respond to sexual harassment (Activity 2).
- Explain the difference between impact and intent (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Sexual Harassment
- Flirting versus Sexual Harassment
- Responding to Sexual Harassment
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Flirting or Sexual Harassment? Scenarios
- How to Help a Friend who has been Sexually Harassed
- Ken's Story
- Support Circles
- Safety Plan



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Flirting versus Sexual Harassment

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Sexual Harassment; and
  - › Flirting versus Sexual Harassment.
- Gather one piece of flip chart paper for each group.
- Gather felt markers for each group.
- Print one copy of the Flirting or Sexual Harassment? Scenarios handout for each group.

## Activity 2. Responding to Sexual Harassment

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Responding to Sexual Harassment.
- Print one copy of How to Help a Friend who has been Sexually Harassed for each participant.

## Activity 3. Always, Sometimes, Never

- Prepare three pieces of flip chart paper, one saying, “Always”, one saying, “Sometimes”, and one saying, “Never”. Post the three pieces of flip chart paper around the room.
- Ensure the room is set up for the participants to move around.
- If the room is not conducive to participants moving around, you may hold up each sign and have the participants raise their hands to represent their response.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Ken’s Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else’s experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



Harassment can take many forms—verbal, physical, or sexual. It consists of comments, acts or displays that are mean or hurtful and cause embarrassment and humiliation. In this lesson, we will be looking at one form of harassment called “sexual harassment”.

“Sexual harassment” is any unwelcome verbal, written, or physical conduct of a sexual nature.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Ken is in grade 11. Mitchell is in Grade 12. Ken broke up with Mitchell on Facebook by changing his status to single.

Mitchell is hurt. Since the breakup, Ken has been trying hard to avoid Mitchell at school. Mitchell has been texting Ken non-stop, telling him he wants to talk to him and get back together. Ken keeps telling him to stop texting and to leave him alone. Mitchell ignores him and starts leaving notes in Ken’s locker saying how much he loves and misses Ken and that he wants to be with him forever.

You heard about the breakup, and you stop by Ken’s house to pick him up for hockey practice. He says he is not going. You smell alcohol on his breath. He looks really stressed.

Is this harassment?

Answer:



Yes. This is sexual harassment.

We are going to do an activity to help us better understand sexual harassment.



# Activity 1

## Flirting versus Sexual Harassment

### Estimated Time

15–20 minutes



1. Display the Sexual Harassment content, using the presentation slide or the alternative method you have prepared.



### Sexual Harassment

“Sexual harassment” is any unwelcome verbal, written, or physical conduct of a sexual nature.

Sexual harassment focuses on things like a person’s body parts, sexual identity, sexual orientation, or sexual activity. It involves making someone feel uncomfortable about their body or their sexuality.

2. Can you think of any examples of sexual harassment?

Allow the participants time to answer. Use the following speaking notes to supplement their answers with any points that may have been missed.



Examples of sexual harassment include:

- unwanted touching, including hugging, kissing, and other touching;
- making sexual jokes;
- making comments about someone’s sexuality, sex life, or sexual body parts;
- posting or sharing sexual pictures or messages online;
- spying on someone who is showering or changing;
- pulling someone’s clothing off or down;
- name-calling based on someone’s actual or perceived gender identity or sexual orientation, e.g., “fag” or “dyke”;
- rating people based on how attractive they are;
- spreading sexual rumours about someone, either in person or online;
- pressuring someone for dates or sexual favours; and
- persistent or unwanted contact after the end of a sexual relationship, e.g., unwanted phone calls, emails, texts, notes, visits, following, or watching—these behaviours are considered “stalking”.

3. Sexual attraction and flirting often play a role in the day-to-day exchanges between youth. As such, it is common for sexual harassment to be brushed off as ‘just flirting’ or ‘just a joke’.
4. Divide the participants into small groups (four or fewer participants per group). Distribute one piece of flip chart paper and felt markers to each group. Have them draw a line down the middle of the paper to create two columns, then label one column “Flirting” and the other column “Sexual Harassment”. Distribute one copy of the Flirting or Sexual Harassment? Scenarios handout to each group. Explain that one scenario shows an example of sexual harassment, and the other scenario shows an example of flirting. Using the scenarios as an example, have the groups list the differences between sexual



harassment and flirting on the flip chart paper. Give the groups a few minutes to complete their task. Then, have random groups share their thoughts with the larger group.



5. Flirting can feel fun and exciting, but it is important that we can tell the difference between flirting and sexual harassment so that everyone can feel respected.



6. Display the Flirting vs. Sexual Harassment content, using the presentation slide or the alternative method you have prepared.

## Flirting versus Sexual Harassment

Flirting	Sexual Harassment
Feels good	Feels bad
Welcome	Unwanted
Fun for both people	'Offensive' for one person
Equal power dynamic	About power and control
Enhances self-esteem	Decreases self-esteem
Flatters	Degrades and humiliates
Goes both ways	One-sided
Legal	Illegal

# Flirting or Sexual Harassment? Scenarios

## Scenario 1: Sexual Harassment

Jennifer is walking down the hall at school to get to her next class, when a group of older guys starts rating her and making comments. They block the hall so she cannot get through. One guy says, "Your butt looks good in those tight jeans."

Another guy says, "We hear you are pretty friendly; how about you come to my house and get friendly with me?" Jennifer says nothing, keeps her head down, and pushes through them. She holds her books close to her chest and runs to class.

When she sees her friend in the bathroom after class, Jennifer bursts into tears and tells her about the incident.

## Scenario 2: Flirting

Outside a store, Jade is hanging out and waiting for her friend. Three guys from school walk by and notice Jade. Kevin whistles and says, "Looking good, Jade. What are you doing tonight?"

Jade rolls her eyes, smiles, and says, "Nothing with you, Kevin!" His buddies laugh and go into the store. Jade likes the compliment from Kevin and hangs around to talk to him.

Kevin stays outside and the banter between him and Jade continues back and forth. Jade is giggling when her friend shows up.



# Activity 2

## Responding to Sexual Harassment

### Estimated Time

15–20 minutes



1. We are going to review a scenario that is an example of sexual harassment.
2. Read the following scenario out loud. This is Scenario 1 from the Flirting or Sexual Harassment? Scenarios handout.



Jennifer is walking down the hall at school to get to her next class, when a group of older guys starts rating her and making comments. They block the hall so she cannot get through. One guy says, “Your butt looks good in those tight jeans.”

Another guy says, “We hear you are pretty friendly; how about you come to my house and get friendly with me?” Jennifer says nothing, keeps her head down, and pushes through them. She holds her books close to her chest and runs to class.

When she sees her friend in the bathroom after class, Jennifer bursts into tears and tells her about the incident.

3. If Jennifer felt safe, how could she have responded to the group of guys to let them know their behaviour was wrong and needed to stop? What else could she do in response to the behaviour?

Possible answers could include:

- Tell them to stop.
- Report it to an adult.



4. What are some other steps we can take if we are experiencing sexual harassment?

Allow three or four participants to answer.



5. Display the Responding to Sexual Harassment content, using the presentation slide or the alternative method you have prepared. Use the following speaking notes to go over each point.



### Responding to Sexual Harassment

Know your rights. Sexual harassment is a violation of human rights and can be against the law in some cases. Most organizations, workplaces, and schools have codes of conduct that prohibit sexual harassment.

Speak up. If you can, tell the person to stop. If you feel your safety is not threatened by doing so, state firmly and clearly that you want the behaviour to stop.



Senior cadets / JCRs are expected to speak up to help ensure that everyone can enjoy the program in a safe environment.



To speak up, you can say the following things:

- “The jokes about my sexual orientation have to stop. They are very hurtful. If you will not stop, I am going to report this to \_\_\_\_\_.”
- “I have the right to be in this space without hearing sexual comments about my body. You do not have the right to touch me or say those things to me. I am going to report this.”
- “That may be a joke to you, but I do not think it is funny. It is sexual harassment, and if you do not stop, I will report it to \_\_\_\_\_.”

Keep records of the incidents. Save any letter, emails, or texts you have about the situation. These records will be helpful if you must report the incidents.

Report. If you have tried talking to the person but the behaviour has not stopped, or if you are not comfortable talking to the person, you can report the harassment to an adult you trust.

Call the police. If you are being stalked, threatened with physical harm, or have been harmed physically, call the authorities. These are criminal offenses, and they need to be reported so you can be protected.

6. Distribute one copy of the How to Help a Friend who has been Sexually Harassed handout to each participant. Ask for volunteers to read out one row each, starting at the top: one statement from the “Do” column and the corresponding statement from the “Do Not” column.

# How to Help a Friend who has been Sexually Harassed

If someone tells you that they have been sexually harassed, remember the following:

DO	DO NOT
Believe what they are telling you. It may be difficult for them to talk to you and trust you.	Do not be judgmental.
Listen and pay attention to what they are saying. Let them know that they can talk to you.	Do not tell them what they should do or rush to provide solutions.
Tell them that it is not their fault and that everyone deserves a healthy relationship.	Do not blame them or tell them that what happened to them is their fault. No one ever deserves or asks to be harassed.
Use empathy. Tell the person that you are very sorry this happened to them.	Do not avoid your friend. If you do not know what to do, reach out to someone who can help you.
Ask them what they want to do.	Do not ask too many questions or look for too many details. Let your friend guide the conversation.
Suggest that your friend talk to someone. You can be supportive by helping your friend identify all the available options for getting help.	Do not tell them that you know exactly how they are feeling. Each person's experience is unique.
Know your limits. Recognize when you do not know how to help. Find support to help you.	Do not break your friend's trust by sharing private information with others. Let your friend decide whom they will tell.



# Activity 3

## Always, Sometimes, Never

### Estimated Time

15–20 minutes



1. When one person sexually harasses another with words or actions, it does not matter whether the person may have been joking or did not mean any harm. What matters is that the behaviour made the other person feel bad or humiliated. That is why we say the “impact” of harassment—how it made someone feel—is more important than the “intent”—what the speaker meant by their words or actions.

2. Explain that you have posted three signs around the room that say “Always”, “Sometimes”, and “Never”.



3. I am going to read out a behaviour, and you will have to decide if the behaviour is ALWAYS sexual harassment, SOMETIMES sexual harassment, or NEVER sexual harassment. You will then go and stand in the area of the room that represents your response.



If the room is not conducive to participants moving around, you may hold up signs with the words “Always”, “Sometimes”, and “Never”, and have the participants raise their hands to represent their response.



4. The first behaviour is: Comments about a person’s body, dress, or appearance.

Have the participants demonstrate their response. Have someone standing next to each sign explain the reason for their choice. Ask the participants the following discussion questions:



a. Is it okay to compliment others?

Answer:



The answer is yes. Some compliments and comments are genuine, not offensive. They make the person feel good. For example, saying, “I like your hoodie; that shade of green looks really cool!” is NOT harassment.

However, there is always a risk when we comment on another person’s appearance. Even when our words come from a genuine place of kindness, they can still be misunderstood in a harmful way.

Relationship history, tone, and context may change the perception of a well-



meaning comment.

- b. What would make a comment about your appearance harassment?



Answer:

When the comment is offensive and makes a person feel degraded and uncomfortable, then it is harassment. Also, if you do not know the person making the comment, you might feel uncomfortable. For example, an older student in school that you do not know says, "You look super hot." They may leer or use a tone of voice that might make you feel differently than if your close friend were to say the same thing.

5. The second behaviour is: Telling a sexual joke.



Have the participants demonstrate their response. Again, have someone standing next to each sign explain the reason for their choice. Ask the participants the following discussion questions:

- a. Is it okay to tell jokes?



Answer:

Yes, having a sense of humour is great. Jokes make us laugh and feel good.

- b. Can sexual jokes make some people feel uncomfortable or offended?



Answer:

Yes, sexual jokes can make people uncomfortable, especially if they are making fun of certain groups, including women, gays, lesbians, transgender people, minority groups, etc. Even if you tell a joke and no one feels offended in the group, jokes or comments that degrade another group or promote stereotypes are inappropriate and not acceptable. The jokes we tell might be repeated by those who hear it. Someone outside the group could also overhear the joke and be offended.

As a senior cadet / JCR, it is important that you are role modeling appropriate behaviours by not telling jokes that make others feel uncomfortable or make fun of marginalized communities.

- c. As a senior cadet / JCR, what would you do if you saw a younger cadet / JCR telling an inappropriate joke, and you could see that others in the group were feeling uncomfortable?

Possible answers could include:

- Let the cadet / JCR know that this is a safe space for all, and jokes that make others feel uncomfortable are not acceptable in the cadet / JCR program.
- Check in with the other cadets / JCRs that were made to feel uncomfortable. Ask them if they are okay.
- Report what happened to your cadet or JCR leader so they can follow up.



6. As time permits, you can choose any of the following behaviours for the participants to continue deciding "Always", "Sometimes", or "Never":

- whistling or catcalling someone who is walking down the street or in the hallway at

school;



- giving a rating for a person's appearance on social media; and
- persistently asking someone out for a date after they have declined.

7. Ask the participants the following discussion questions:

- a. We cannot always be certain about the impact of our words or actions. What could we do to minimize the likelihood that we offend or hurt someone?

Possible answers could include:

- Never target specific groups.
- Take time to get to know people better.
- Understand the impact of our words and actions.
- Pay attention to physical cues that indicate someone is feeling uncomfortable or hurt.
- Ask respectful questions when you do not understand something.
- Apologize if you offend someone or hurt their feelings.



- b. How could you respond when someone's comments are considered sexual harassment, but they say, "Lighten up, it was only a joke," or, "I was just flirting," when they are confronted?

Possible answers could include:

- Let the person know that their comment was offensive and hurtful.
- Explain the impact of their words and actions on the targeted group.
- If the person does not stop, then you can report the harassing behaviour to an adult that you trust.



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to about sexual harassment? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend



1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.



2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.



This is a four-step model that we use to help a friend. Let us consider how we can help Ken from our scenario. We are going to review the scenario and help Ken using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Ken's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Ken is in grade 11. Mitchell is in Grade 12. Ken broke up with Mitchell on Facebook by changing his status to single.

Mitchell is hurt. Since the breakup, Ken has been trying hard to avoid Mitchell at school. Mitchell has been texting Ken non-stop, telling him he wants to talk to him and get back together. Ken keeps telling him to stop texting and to leave him alone. Mitchell ignores him and starts leaving notes in Ken's locker saying how much he loves and misses Ken and that he wants to be with him forever.

You heard about the breakup, and you stop by Ken's house to pick him up for hockey practice. He says he is not going. You smell alcohol on his breath. He looks really stressed.

3. Have the participants go through the four steps of the Look, Listen, Link, Live® model by asking the questions below.



STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Ken needs help?

Possible answers could include:

- Ken is being harassed by Mitchell, and he is feeling stressed.
- He may be using alcohol to cope with what is happening in his relationship with Mitchell.



STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Ken to talk to him? What would you say?

Possible answers could include:

- You can let Ken know that you heard about the breakup, and ask him if he is okay.
- Let him know that you are there to listen to him and that you want to help.



STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Ken for help and support?

Possible answers could include:

- Find an adult that Ken trusts, and offer to go with him and talk about what is happening.
- Encourage him to talk to his parents / caregivers so they can support him through the breakup.
- If the behaviour persists, Ken can report it to the police.
- He may also want to talk to a counsellor about his feelings and healthy ways to cope that do not involve alcohol.



STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Ken?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Encourage Ken to reach out and talk to you anytime he needs support.
- Get Ken out for hockey so he is doing things he enjoys.



4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



Sexual harassment CANNOT be brushed off as flirting or just a joke.



- Sexual harassment is a violation of human rights and can be against the law.
- Sexual harassment is about impact and not intent.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Ken's Story

Ken is in grade 11. Mitchell is in Grade 12. Ken broke up with Mitchell on Facebook by changing his status to single.

Mitchell is hurt. Since the breakup, Ken has been trying hard to avoid Mitchell at school. Mitchell has been texting Ken non-stop, telling him he wants to talk to him and get back together. Ken keeps telling him to stop texting and to leave him alone. Mitchell ignores him and starts leaving notes in Ken's locker saying how much he loves and misses Ken and that he wants to be with him forever.

You heard about the breakup, and you stop by Ken's house to pick him up for hockey practice. He says he is not going. You smell alcohol on his breath. He looks really stressed.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Ken needs help?
- STEP 2: LISTEN. How would you approach Ken to talk to him? What would you say?
- STEP 3: LINK. Where would you link Ken for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Ken?



## References

- Canadian Human Rights Commission. (2016). What is harassment? Retrieved from <https://www.chrc-ccdp.gc.ca/eng/content/what-harassment-1>
- Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.
- Chiodo, D., Wolfe, D., Crooks, C., Hughes, R., & Jaffe, P. (2009). Impact of sexual harassment victimization by peers on subsequent adolescent victimization and adjustment: A longitudinal study. *Journal of Adolescent Health, 45*, 246–252.
- Espelage, D., Low, S., Anderson, C., & De La Rue, L. (2014). Bullying, sexual, and dating violence trajectories from early to late adolescence (No. #2011-MU-FX-0022) (Unpublished). Report submitted to the National Institute of Justice Grant.
- Findley, H. & Corbett, R. (2008). *Speak out...act now: A guide to preventing and responding to abuse and harassment for sport clubs and associations*. Ottawa, O.N.: Hockey Canada.
- Hill, C. & Kearl, H. (2011). *Crossing the line: Sexual harassment at school*. Washington, D.C.: American Association of University Women (AAUW).
- Justice Laws Website. (2016). Criminal code. Retrieved from <http://laws-lois.justice.gc.ca/eng/acts/C-46/section-264.html>
- Kids Help Phone. (2020). Sexual harassment: What is it and how to cope. Retrieved from <https://kidshelpphone.ca/get-info/sexual-harassment-what-it-and-how-cope/>
- Ontario Human Rights Commission. (2013). Policy on preventing sexual and gender-based harassment. Retrieved from [http://www.ohrc.on.ca/sites/default/files/policy on preventing sexual and gender-based harassment\\_2013\\_accessible\\_1.pdf](http://www.ohrc.on.ca/sites/default/files/policy%20on%20preventing%20sexual%20and%20gender-based%20harassment_2013_accessible_1.pdf)
- UN Women. (2013). Prohibition of discrimination, harassment, including sexual harassment, and abuse of authority. Retrieved from <http://www.un.org/womenwatch/uncoordination/antiharassment.html>
- Walsh, M., Duffy, J., & Gallagher-Duffy, J. (2007). A more accurate approach to measuring the prevalence of sexual harassment among high school students. *Canadian Journal of Behavioural Science, 39*(2), 110–118.
- Witkowska, E. & Menckel, E. (2005). Perceptions of sexual harassment in Swedish high schools: Experiences and school-environment problems. *European Journal of Public Health, 15*(1), 78–85.
- Yu Li, M., Frieze, I., & Tang, C. (2010). Understanding adolescent peer sexual harassment and abuse: Using the theory of planned behavior. *Sexual Abuse, 22*(2), 157–171.



LESSON 8

# Consent and Sexual Assault

Ages 15–18





# Lesson 8. Consent and Sexual Assault

## Ages

15–18

## Learning Objectives

Cadets and JCRs will be able to:

- Define “consent” (Activities 1, 2, and 3).
- Identify ways to express consent in relationships (Activity 2).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- What is Consent?
- Consent is...
- Age of Consent (Protection)
- When Consent Is Not Possible
- Protection from Exploitation and Abuse of Power
- Close-in-age Exemptions
- Am I Old Enough to Consent?
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Consent Scenario
- Chris’ Story
- Support Circles
- Safety Plan

Video:

- Consent: It’s as Simple as Tea (time: 2:49)  
<https://www.canada.ca/en/department-national-defence/services/benefits-military/conflict-misconduct/operation-honour/understand-prevent-respond/supporting-tools-resources/videos/consent-tea.html>



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. What is Consent?

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › What is Consent?;
  - › Consent is...;
  - › Age of Consent (Protection);
  - › When Consent Is Not Possible;
  - › Protection from Exploitation and Abuse of Power;
  - › Close-in-age Exemptions; and
  - › Am I Old Enough to Consent?
- Gather one piece of flip chart paper for each group.
- Gather one felt marker for each group.
- Print a copy of the Consent Scenario handout for each pair.
- Ensure that participants have a pen or pencil.

## Activity 2. How Do You Demonstrate Consent?

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › What is Consent?
- Prepare one piece of flip chart paper for each group, displaying the title “Consent” on the front and the title “Non-consent” on the back. Below each title, draw two columns by drawing one vertical line down the centre of the paper. Label the left column “Verbal”, and label the right column “Non-verbal”.
- Gather felt markers for each group.

## Activity 3. Tea and Consent Video

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Consent is...
- Set up the video, Consent: It’s as Simple as Tea (time: 2:49), so it is ready to play.
- Gather flip chart paper for each group.
- Gather felt markers for each group.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Chris’ Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



In this lesson, we are going to talk about consent: how to give consent, how to ask for consent, and how to recognize when consent is not happening in our relationships. "Consent" is a voluntary, non-coerced agreement to engage in sexual activity.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Chris goes by the pronoun "they".



Chris really likes Sam. They have been hanging out and having lots of fun. This is Chris' first relationship, and they feel nervous and excited.

Their relationship has been progressing fast, and Chris is starting to feel a bit uncomfortable with the amount of pressure that Sam is putting on them to do more sexually. Chris does not know how to communicate their feelings about this. Chris is afraid the relationship could end if they say something.

One day they are hanging out, and they end up kissing and touching each other. Chris is into it at first, and then they freeze up and start to push Sam away. But Sam continues to kiss and touch Chris, and holds them down.

You see Chris at a cadet / JCR training activity that night. Chris seems quiet and withdrawn. They are not participating in any of the activities, and they leave early.

Did Chris consent to being kissed and touched by Sam?

Answer:



No, Chris did not consent. Chris was into it at first, and then expressed they were not consenting by their body freezing up and pushing Sam away.

We are going to do an activity to look at what consent means in relationships.



# Activity 1

## What Is Consent?

### Estimated Time

15–20 minutes



1. Consent is an important part of healthy relationships. Consent is about listening to, and respecting, the boundaries of others. In the scenario with Chris, we saw that Sam did not listen to, or respect, Chris' sexual boundaries.
2. Divide the participants into small groups (four or fewer participants per group). Distribute one piece of flip chart paper and one felt marker to each group. Have each group write a definition of "consent". It can be in sentence form or in point form. After they have had time to work on their definition, ask for groups to volunteer to share.



3. Display the What is Consent? content, using the presentation slide or the alternative method you have prepared.



### What is Consent?

"Consent" is a voluntary, non-coerced agreement to engage in sexual activity.



For any sexual activity to happen, EVERYONE needs to consent.



4. Display the Consent is... content, using the presentation slide or the alternative method you have prepared. Go over the following points:



### Consent is...

- Consent is affirmative and enthusiastic. It is a positive, enthusiastic response: someone is saying, "Yes!"
- Consent is freely given and non-coerced. We give consent because we want to, not because we are pressured to do so by others.
- Consent is ongoing. Consent is not something that is given once and then assumed afterwards. We must get consent and give consent before any type of sexual activity can happen.
- Consent is 100% reversible. We have the right to change our mind at any time and withdraw our consent.
- Consent is clear-headed. We must be conscious and sober to give consent.

5. In the scenario with Chris and Sam, which of these points were not present?

Answer:



Sam has been pressuring Chris for sexual activity. Chris changed their mind and used non-verbal gestures to show they wanted the sexual activity to stop.



6. It is important to know that there are laws in Canada about consenting to sexual activity. What is the legal age of consent?

Allow the participants time to answer.



7. The legal age of consent in Canada is 16 years old. Children under the age of 12 cannot consent to sexual activity.



Display the Age of Consent (Protection) content, using the presentation slides or the alternative method you have prepared.



### Age of Consent (Protection)

- The “age of consent” is the age when it is legal for a youth to consent to sexual activity.
  - The “age of consent” is also called the “age of protection” because the laws are meant to protect children and youth from being abused by someone who is older or by someone who has more power.
  - In general, the age of consent in Canada is 16 years old.
  - In some relationships, like those where one partner holds a position of power or authority over the other, the age of consent is 18 years old.
  - If the partners are close in age to each other, there can sometimes be exceptions in which people under 16 can consent. For instance, if one person is 16 and the other is 15, consent may be possible as long as there is no imbalance in power.
  - No person can engage in sexual activity with a child under 12 years old, under any circumstance. Children under the age of 12 CANNOT consent to sexual activity.
8. There are situations in which the law says that consent is not possible. Can you give me an example of when a person would not be able to give their consent to sexual activity?

Allow the participants time to answer.

Possible answers could include:

- if the person is intoxicated or passed out;
- if the person is under age; or
- if the other person is a teacher or a superior.



9. Display the When Consent Is Not Possible content, using the presentation slide or the alternative method you have prepared.



### When Consent Is Not Possible:

- Someone tries to say yes for you, e.g., “Your boyfriend / girlfriend said you would have sex with me.”
- Someone abuses a position of trust or authority to get another person to have sex with them. Someone in a position of trust or authority could be a:
  - › babysitter;
  - › teacher;
  - › coach;
  - › another cadet or JCR; or
  - › corps / squadron / patrol staff.
- Someone uses threats or force.
- Someone says no, or does not say yes.
- Someone expresses no through body language or actions.



- Someone is sleeping, unconscious, intoxicated, or high.
- Cadets and JCRs may be in positions of authority over other cadets and JCRs, and in these circumstances, consent cannot be given.

10. Let us focus on one specific circumstance when consent is not legally possible: for all children and youth aged 12–17, consent is not possible if the other person is in a position of trust or authority over them or if the person is exploiting them.



Display the Protection from Exploitation and Abuse of Power content, using the presentation slide or the alternative method you have prepared.



## Protection from Exploitation and Abuse of Power

For all youth aged 12–17, consent is not possible if the other person is:

- in a position of trust or authority over the youth:
  - › babysitter;
  - › teacher;
  - › coach;
  - › another cadet or JCR; or
  - › corps / squadron / patrol staff.
- someone on whom the youth is dependent; or
- in an exploitative relationship with the youth.

Sexual activity in the context of these relationships is illegal. Only a person aged 18 or older is capable of consent in these situations.

Cadets and JCRs may be in positions of authority over other cadets and JCRs, and in these circumstances, consent cannot be given.

11. To protect children and youth from power imbalances, such as a big age difference, there are laws around age differences.



Display the Close-in-Age Exemptions content, using the presentation slide or the alternative method you have prepared.



## Close-in-Age Exemptions

If the person is not in a position of trust or authority over the child or youth, if the child or youth is not dependent on the person, and if the person is not in an exploitative relationship with the child or youth, then these rules apply:

- A 12- or 13-year-old can consent to sexual activity if the partner is less than two years older.
- A 14- or 15-year-old can consent to sexual activity if the partner is less than five years older.
- A 16- or 17-year-old can consent to sexual activity if the partner is old enough to consent with them.



12. Display the Am I Old Enough to Consent? content, using the presentation slide or the alternative method you have prepared.



Let us review when a person is old enough to consent.

Go over the infographic with the participants.



Remember, the laws do not have anything to do with whether a person is ready or willing to engage in sexual activity. Rather, the law exists to protect youth from imbalances in relationships, such as a big age difference or one partner having a position of power over the other.

13. Divide the participants into pairs. Distribute a copy of the Consent Scenario handout to each pair. Have each pair rewrite the scenario between Chris and Sam to show a healthy relationship where Chris' boundaries are respected.
14. Give the pairs time to create their new scenario. Have a few pairs share their new version that reflects a healthy relationship where sexual activity only takes place if both Chris and Sam consent to it.





# Activity 2

## How Do You Demonstrate Consent?

### Estimated Time

15–20 minutes

-  1. We are going to do an activity to help us better understand consent.
-  2. Display the What is Consent? content, using the presentation slide or the alternative method you have prepared.

### What is Consent?

“Consent” is a voluntary, non-coerced agreement to engage in sexual activity.

-  3. How do you know if someone wants to engage in sexual activity? You ask. For example, if someone wants to kiss you, they need to ask if they can kiss you. If you agree and give your consent to being kissed, you would say yes. Sounds simple, right?
4. Divide the participants into small groups (four or fewer participants per group). Distribute to each group one of the pieces of flip chart paper you had prepared ahead of time, entitled “Consent” on the front and entitled “Non-consent” on the back, and each side displaying a “Verbal” and a “Non-verbal” column. Distribute felt markers to each group.
-  5. We know that consent can be a lot more complicated than just saying yes. There are verbal and non-verbal ways of asking for and giving consent. We can use words; we can use gestures and body language; or we can use both words and physical cues. Working in your groups, you are going to come up with some examples.
6. The “Consent” side of the flip chart paper will be for affirmative demonstrations of consent—what a person can say or do to give consent. One column is for verbal examples; the other column is for non-verbal examples. The back side of the flip chart will look at “Non-consent”—what a person might say or do to show that they are NOT giving consent.
7. Start with the “Consent” side. Brainstorm all the verbal and physical ways a person can give their consent. Then, turn the flip chart paper over to the “Non-consent” side. Brainstorm all the verbal and non-verbal cues that show consent is not present.

Give the groups a few minutes to brainstorm. Then, have each group share their examples.

8. The following table provides examples of possible answers:

### Consent

Verbal	Non-Verbal
“Yes, I like that.”	Removing clothing.
“Keep going. Keep doing that.”	Pulling someone closer.
“I want more.”	Leaning in to what is happening.
Asking to go further	Placing their hand somewhere on your body.
Noises that sound pleasurable (accompanied by affirming words)	Smiling and laughing in a positive way.
“Yes, I am totally into this!”	Nodding head yes.

### Non-Consent

Verbal	Non-Verbal
“No!”	Pushing someone away.
“Stop!”	Crying.
“Please slow down.”	Uncomfortable laughter.
“I am not into this anymore, and I need you to stop.”	Freezing up and not moving.
“I am unsure.”	Moving away from someone.
“I do not like what you are doing.”	Muscles tensing up when touched.



9. If anything on either side of the chart is mismatched—for instance, saying one thing while body language is demonstrating another, or vice-versa—this is not adequate consent, and the person needs to check in with their partner to ensure consent is present.
10. We need to be constantly checking in to make sure the signs of consent are there. This also means checking in to see if we detect any possible signs of discomfort and saying, “You seemed into this a moment ago, but now I am not sure if you are. Do you want to stop?”
11. It is our responsibility to ensure we always have consent when engaging in sexual activity. This involves actively communicating with our partner and respecting each other’s personal boundaries.

# Activity 3

## Tea and Consent Video

### Estimated Time

15–20 minutes

1. Ask the participants the following discussion questions:



- a. Why is consent an important part of all our relationships?

Possible answers could include:

- Everyone deserves to be treated with respect in relationships.
- It is important to respect the boundaries of others.
- People should be free to express what they want or what they do not want and to have that respected.
- Sexual activity without consent is sexual assault.



- b. How do you know when someone gives their consent to hug them, kiss them, or touch them?

Possible answers could include:

- They can verbally say yes and give permission.
- They can also use non-verbal cues such as kissing back, nodding their head yes, or pulling the other person closer.



- c. What do you do if consent is unclear?

Possible answers could include:

- Non-verbal clues can be unclear.
- Body language and gestures can mean different things to different people.
- If you are unsure if you have consent, you need to stop what you are doing and have a direct conversation.
- You could ask the person, “Do you want to...”, “Is this okay?”, “Do you want me to keep going?”, or “Do you want me to stop?”



- d. Why do some youth find it difficult to talk about their sexual boundaries with their partner?

Possible answers could include:

- Society does not teach us to speak openly or directly about sex, so it can be uncomfortable and even scary to talk about consent.
- The more we talk about consent, the more comfortable youth will be in expressing their limits and in knowing that they deserve a respectful, healthy relationship.



2. This video from 2015 explains sexual consent using a cup of tea as an analogy for sex. It is a simple way to explain a rather complicated topic.



3. Show the video, Consent: It's as Simple as Tea (time: 2:49).

4. Divide the participants into small groups (four or fewer participants per group). Distribute flip chart paper and felt markers to each group.



Write the rules of consent based on the key messages in the video and on the group discussion.

Give the groups a few minutes to complete their task. Have a few groups stand up and share their messages.



5. Display the Consent is... content, using the presentation slide or the alternative method you have prepared. Go over the following points:



### Consent is...

- Consent is affirmative and enthusiastic. It is a positive, enthusiastic response: someone is saying, “Yes!”
- Consent is freely given and non-coerced. We give consent because we want to, not because we are pressured to do so by others.
- Consent is ongoing. Consent is not something that is given once and then assumed afterwards. We must get consent and give consent before any type of sexual activity can happen.
- Consent is 100% reversible. We have the right to change our mind at any time and withdraw our consent.
- Consent is clear-headed. We must be conscious and sober to give consent.

6. As bystanders, we can all play a role in stopping sexual assault and sexual violence.

Ask participants what they could do as a bystander if they saw someone sexually harassing or sexually assaulting another person. Ask them to share their responses.

7. Share the following points:



- We need to encourage healthy relationships. Healthy relationships are about communication, trust, respecting personal boundaries, and feeling safe from any type of sexual violence.
- We can stand up and speak out when we see others who are behaving inappropriately and not respecting the sexual boundaries of others.
- If someone is telling a sexual joke that is embarrassing or degrading, we can tell them to stop.
- If you see a person at a party who is really intoxicated, step in and make sure they are safe.
- Report all acts of sexual assault to an adult that you trust or the police.

# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to about consent or sexual assault? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend



1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.



2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.



This is a four-step model that we use to help a friend. Let us consider how we can help Chris from our scenario. We are going to review the scenario and help Chris using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Chris' Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Chris really likes Sam. They have been hanging out and having lots of fun. This is Chris' first relationship, and they feel nervous and excited.

Their relationship has been progressing fast, and Chris is starting to feel a bit uncomfortable with the amount of pressure that Sam is putting on them to do more sexually. Chris does not know how to communicate their feelings about this. Chris is afraid the relationship could end if they say something.

One day they are hanging out, and they end up kissing and touching each other. Chris is into it at first, and then they freeze up and start to push Sam away. But Sam continues to kiss and touch Chris, and holds them down.

You see Chris at a cadet / JCR training activity that night. Chris seems quiet and withdrawn. They are not participating in any of the activities, and they leave early.

3. Have the participants go through the four steps of the Look, Listen, Link, Live<sup>®</sup> model by asking the questions below.



STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Chris needs help?

Possible answers could include:

- Chris is quiet and withdrawn at the cadet / JCR training activity and leaves early.



STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Chris to talk to him? What would you say?

Possible answers could include:

- Walk over to Chris and ask if they are okay.
- Ask them what happened, and let them know that you are there to help.



STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Chris for help and support?

Possible answers could include:

- Offer to go with Chris to a cadet or JCR leader (or other safe adult) to report what happened.
- Let them know you want to make sure they are safe.
- Chris can also report what happened to the police.
- Chris can talk to a school counsellor or text Kids Help Phone to get support.



STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Chris?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.



4. To summarize, display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- Consent is about asking for and giving permission before any type of sexual activity.
- Consent is about getting an enthusiastic “Yes!”
- Consent cannot be forced. It must be freely given, without pressure.



Sexual activity without consent is sexual assault. If you have experienced sexual assault, know it is NOT your fault!



- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Chris' Story

Chris really likes Sam. They have been hanging out and having lots of fun. This is Chris' first relationship, and they feel nervous and excited.

Their relationship has been progressing fast, and Chris is starting to feel a bit uncomfortable with the amount of pressure that Sam is putting on them to do more sexually. Chris does not know how to communicate their feelings about this. Chris is afraid the relationship could end if they say something.

One day they are hanging out, and they end up kissing and touching each other. Chris is into it at first, and then they freeze up and start to push Sam away. But Sam continues to kiss and touch Chris, and holds them down.

You see Chris at a cadet / JCR training activity that night. Chris seems quiet and withdrawn. They are not participating in any of the activities, and they leave early.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Chris needs help?
- STEP 2: LISTEN. How would you approach Chris to talk to him? What would you say?
- STEP 3: LINK. Where would you link Chris for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Chris?



## References

- Adams-Curtis, L.E. & Forbes, G.E. (2004). College women's experiences of sexual coercion: A review of cultural, perpetrator, victim and situational variables. *Trauma, violence, & abuse*, 5(2), 91–122.
- Alliance in Action. (2018). Recognizing non-verbal consent: It's not that hard. Retrieved from <https://allianceinaction.org/2018/03/08/recognizing-non-verbal-consent-its-not-that-hard/>
- Blue Seat Studios. (2015). Tea consent [Video file]. Retrieved from <https://www.youtube.com/watch?v=oQbei5JGiT8>
- Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, *Psychological First Aid Pocket Guide* (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.
- Canadian Red Cross. (2010). Handbook on preventing violence against children. Retrieved from <https://www.redcross.ca/crc/documents/What-We-Do/Violence-Bullying/handbook-preventing-vac-2010-english.pdf>
- Dartmouth College. (2020). How do I know if I have consent? Retrieved from <https://www.dartmouth.edu/consent/communication/whendo.html>
- Department of Justice Canada. (2013). Age of consent to sexual activity. Retrieved from <https://www.justice.gc.ca/eng/rp-pr/other-autre/clp/faq.html>
- National Domestic Violence Hotline. (2017). What is consent? Retrieved from <https://www.loveisrespect.org/healthy-relationships/what-consent/>
- Public Legal Education and Information Service of New Brunswick. (2017). Understanding consent to sexual activity. Retrieved from [http://www.legal-info-legale.nb.ca/en/uploads/file/pdfs/No\\_Means\\_No\\_EN.pdf](http://www.legal-info-legale.nb.ca/en/uploads/file/pdfs/No_Means_No_EN.pdf)
- Society of Obstetricians and Gynaecologists of Canada. (2020). Sex & u. Retrieved from <https://www.sexandu.ca/consent/what-is-consent/>
- Women's Legal Education and Action Fund. (2014). The law of consent in sexual assault. Retrieved from <https://www.leaf.ca/the-law-of-consent-in-sexual-assault/>



LESSON 9

# Child Abuse

Ages 15–18





# Lesson 9. Child Abuse

## Ages

15–18

## Learning Objectives

Cadets and JCRs will be able to:

- Identify the types and effects of violence against children and youth (Activities 1, 2, and 3).
- List the seven types of emotional abuse (Activity 2).
- Recognize the impact of violence against children and youth (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Emotional Abuse
- Physical Abuse
- Neglect
- Seven Types of Emotional Abuse
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Emotional Abuse Scenario Cards
- Emotional Abuse Scenario Cards: Answer Key
- Nicole's Story
- Support Circles
- Safety Plan



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Types of Child Abuse

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Emotional Abuse;
  - › Physical Abuse; and
  - › Neglect.
- Prepare three pieces of flip chart paper by writing one type of child abuse at the top of each one: “Emotional Abuse”, “Physical Abuse”, and “Neglect”. Post the three pieces of flip chart paper around the room.
- Gather one felt marker for each group.

## Activity 2. Emotional Abuse Match-Up Game

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Seven Types of Emotional Abuse.
- Prepare seven pieces of flip chart paper by writing one type of emotional abuse and its definition from Activity 2, Paragraph 3, at the top of each piece of paper. Post the seven pieces of flip chart paper around the room.
- Prepare or gather one set of Emotional Abuse Scenario Cards.
- Print one copy of the Emotional Abuse Scenario Cards: Answer Key for yourself.
- Gather tape for each group.

## Activity 3. Impact of Child Abuse

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Emotional Abuse;
  - › Physical Abuse; and
  - › Neglect.
- Gather one piece of flip chart paper for each group.
- Gather felt markers for each group.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Nicole’s Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



This lesson is about violence against children and youth. We are going to talk about the violence, harm, and neglect that can happen when a parent / caregiver or other adult mistreats a child. We refer to this as “child abuse”.



When we use the term “child” in this lesson, we are referring to any person under the age of 19 years. Legally, a “child” is someone who needs protection as defined by provincial and territorial child protection legislation. For example, in B.C., a “child” is defined as anyone under the age of 19; in Quebec, a “child” is defined as anyone under the age of 18; in Nunavut, a “child” is defined as anyone under the age of 16. Consider sharing this information with your participants so that they understand that the term is a legal one and that children are legally entitled to protection.



I will share an example of an abusive situation, and you can tell me what type of abuse you think is occurring: physical abuse, emotional abuse, or neglect.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Nicole's mom constantly tells her that she is too fat and that she needs to lose weight. Nicole's friends say that her mom is wrong and that Nicole should not listen to her. But Nicole still does.

Nicole is experiencing an eating disorder now because she feels guilty for eating.

You are worried about Nicole. She is getting thinner and thinner, and she has dark circles under her eyes. One day, you hear her throwing up in the bathroom at school. Your other friend tells you she does that every day after lunch.

What type of abuse is happening to Nicole?

Answer:



This is emotional abuse. Nicole's mom is insulting her, criticizing her, and mocking her. This constant negative behaviour is making Nicole feel bad about herself.

We are going to do an activity to look at the different types of child abuse.



# Activity 1

## Types of Child Abuse

### Estimated Time

15–20 minutes



1. What happened to Nicole is one type of child abuse. Children and youth can be harmed emotionally, physically, and sexually by adults. When a child or youth is abused, it is NEVER their fault!
2. We are going to talk about three different types of abuse that can happen to children and youth: emotional abuse, physical abuse, and neglect.
3. Divide the participants into three groups. Distribute one felt marker to each group. Have them designate one person in their group as the writer.
4. Explain that you have posted three pieces of flip chart paper around the room, each displaying a different type of abuse at the top. Each group will brainstorm examples of how an adult could harm a child or youth using that type of abuse, and record their examples on the piece of flip chart paper.
5. To begin, assign each group to a piece of flip chart paper. Give them a few minutes to brainstorm and record their examples. Then, have each group stop writing and rotate in a clockwise direction to the next station. They will continue to add examples at their new station.
6. After a few minutes, have each group rotate to the last piece of flip chart paper and continue to record examples. Give the groups one minute to work on the last piece of flip chart paper. Then, have the groups return to their seats and bring their last piece of flip chart paper with them.
7. Display the Emotional Abuse content, using the presentation slide or the alternative method you have prepared.



### Emotional Abuse

“Emotional abuse” is a pattern of behaviour by an adult that can damage the self-esteem of a child. It can take the form of constantly criticizing, insulting, ridiculing, ignoring, threatening, or withholding love and support.

8. Have one or two volunteers from the group with the examples of emotional abuse stand up and read out the list on the flip chart paper.

Possible answers could include:

- name-calling;
- threatening to harm a child or youth or their pet;
- yelling and screaming;
- not letting a child or youth hang out with any friends and isolating them;
- ignoring a child or youth when they need to talk or when they need help; and
- caregivers fighting in front of children or youth, making them feel scared and unsafe.



9. Emotional abuse is extremely harmful. Emotional abuse causes children and youth to feel unworthy, unwanted, and unloved. It also causes children and youth to struggle with overwhelming feelings of helplessness and hopelessness.

The closer the child's or youth's relationship is with the person doing the abuse, the greater the impact the abuse will have. For example, a parent yelling and putting down a child or youth will have a greater impact than a stranger doing these things would have.

Emotional abuse can operate on its own. In addition, it always accompanies every other type of abuse. For example, if a person is being physically abused, they are also being emotionally abused.



10. Display the Physical Abuse content, using the presentation slide or the alternative method you have prepared.



## Physical Abuse

“Physical abuse” happens when an adult injures, or threatens to injure, a child or youth. It can take the form of hitting, beating, burning, or shaking.

Have one or two volunteers from the group with the examples of physical abuse stand up and read out the list on the flip chart paper.

Possible answers could include:

- hitting;
- slapping;
- punching;
- kicking;
- hair-pulling;
- burning;
- shaking;
- biting; and
- choking.



11. Physical abuse is usually connected to physical punishment. Physical abuse and physical punishment are often confused with discipline.

What is the difference between abuse and discipline?

Answer:

Discipline:

- is used by parents to correct a specific misbehaviour: a child or youth knows that if they fail to meet expectations, they will be corrected;
- is intended to educate the child or youth;
- is a situation in which the parent / caregiver maintains their self-control;
- does not involve the use of objects like belts, sticks, or bats;
- does not leave bruises, cuts, or scratches; and
- is a tool to help children and youth learn.

Abuse:

- is often unpredictable, and children or youth may not know what will cause it to happen;
- is intended to instill fear;



- is a situation in which the parent / caregiver loses their self-control;
- can involve emotional abuse and can make a child or youth feel humiliated or degraded;
- can involve physical abuse and leave a child or youth with cuts, bruises, or broken bones; and
- is done out of anger or frustration.



12. Display the Neglect content, using the presentation slide or the alternative method you have prepared.



## Neglect

“Neglect” is when a parent or caregiver does not meet the basic needs of a child or youth, including medical care, education, food, shelter, or other basic needs to ensure a child’s healthy development.

Have one or two volunteers from the group with the examples of neglect stand up and read out the list on the flip chart paper.

Possible answers could include:

- denying basic needs, such as food, clothing, shelter, education, medical care, dental care, safety and supervision, hygiene, exercise, rest, discipline, and fresh air; and
- withholding love and support.



13. It can be hard to detect the signs of neglect in the life of a youth. Sometimes, adults see signs of neglect, but mistakenly assume that they are signs of the youth not caring about their appearance or that the youth is being lazy. Neglected youth struggle in an environment of inadequate nutrition, rest, supervision, and guidance. This can impact their ability to learn, grow, and develop to their full potential.
14. Let us go back to the scenario with Nicole. What do you think the impact of the abuse would be on Nicole? How would it make her feel or act?

Allow the participants time to answer.

Possible answers could include:

- feeling sad, angry, or worthless;
- having low self-esteem;
- developing eating disorders;
- having trouble sleeping;
- failing at school; and
- withdrawing from friends and activities such as the cadet / JCR program.



15. Children and youth have the right to be safe from all forms of abuse and to have their needs met.



# Activity 2

## Emotional Abuse Match-Up Game

### Estimated Time

15–20 minutes



1. We are going to explore emotional abuse in more detail in this activity. Emotional abuse is the cornerstone of all abuse and neglect, since it accompanies all forms of abuse. However, it can also happen by itself. Anytime a child or youth is physically or sexually abused, or when they are neglected, they are also emotionally abused.
2. At times, everyone has experienced being hurt, and at times we have all done or said hurtful things. However, when the hurtful behaviour becomes a pattern, this is “emotional abuse”.



3. Display the Seven Types of Emotional Abuse content, using the presentation slide or the alternative method you have prepared.



### Seven Types of Emotional Abuse

There are seven types of emotional abuse:

- **Rejecting:** When a child or youth is made to feel worthless and not accepted.
- **Degrading:** When a child or youth is insulted, called names, or belittled.
- **Ignoring:** Not “being there” for a child or youth, or responding only when absolutely necessary.
- **Isolating:** Keeping a child or youth apart from others so that they feel alone in the world.
- **Terrorizing:** Causing a child or youth to become very frightened by threats, intimidation, or observing violence between family members.
- **Corrupting:** Encouraging a child or youth to do things that are harmful or illegal.
- **Exploiting:** Using a child or youth to meet adult needs and / or giving them responsibilities that are not appropriate for their age.

What type of emotional abuse was happening to Nicole?

Answer:



Rejecting and degrading.



4. Explain that you have posted seven pieces of flip chart paper around the room, each displaying one of the seven types of emotional abuse, along with its definition. Divide the participants into small groups (four or fewer participants per group). Distribute three different Emotional Abuse Scenario Cards to each group.
5. Your cards give examples of emotional abuse. I would like you to read your three examples, and then walk around the room and match each example of emotional abuse to the type of emotional abuse it represents. You can read the definitions on the pieces of flip



chart paper to help you. Once you have made the match, you will tape your card to its flip chart paper.

6. Some examples may fit with more than one type of emotional abuse. It is common for different types of emotional abuse to be happening at the same time.

Give the groups a few minutes to complete their task.

7. When the cards have all been taped to the pieces of flip chart paper, have each group read out one definition and one example of each type of abuse. Use the speaking notes on your copy of the Emotional Abuse Scenario Cards: Answer Key to supplement the discussion with any points that may have been missed.

# Emotional Abuse Scenario Cards

A mother gets upset and starts yelling and smashing dishes in front of her children.	An adult raises his fist and waves it in the face of an 8-year-old.
"If I hear one more word out of you, I am going to kill your dog!"	"I am going to kill you if you do not shut up!"
"I wish you were never born!"	"The sight of you makes me sick—you are just like your father!"
"You are a waste of skin. You will never amount to anything."	A hockey coach continually yells at a player when they miss a goal, "You are stupid and useless!"
"You are fat and ugly."	"You are worthless."
Children are kept locked in a room.	Children are taken out of school and forced to stay home without any outside contact with friends or family members.
A child is never allowed to eat dinner with other family members. They must eat alone in another room.	Parents constantly give the "silent treatment" to their child and refuse to speak to them.
A student wins an award at school and tries to share their accomplishment with their father. The father refuses to listen and throws the award aside.	A child hurts her arm and needs medical attention. Her mother tells her to stop crying like a baby, and she does not look at the injury.
A 13-year-old is encouraged by an adult to drink and do drugs.	Parents teach their children from a very young age to hate people based upon their skin colour, culture, or religion.
An 11-year-old is used by an adult to deliver packages of drugs to a buyer.	Children are encouraged to perform "break and enters" so that adults can sell the stolen goods.
A 10-year-old is responsible for their younger brothers and sisters and must stay home from school to take care of them.	A 3-year-old tries to take care of his mother who is drunk.
A 9-year-old is told to lie about why her father cannot make it to work.	A 10-year-old has to cover for his father while he is having an affair.



# Emotional Abuse Scenario Cards: Answer Key

## TERRORIZING

- A mother gets upset and starts yelling and smashing dishes in front of her children.
- An adult raises his fist and waves it in the face of an 8-year-old.
- “If I hear one more word out of you, I am going to kill your dog!”
- “I am going to kill you if you do not shut up!”

## REJECTING

- “I wish you were never born!”
- “The sight of you makes me sick—you are just like your father!”
- “You are a waste of skin. You will never amount to anything.”

## DEGRADING

- A hockey coach continually yells at a player when they miss a goal, “You are stupid and useless!”
- “You are fat and ugly.”
- “You are worthless.”

## ISOLATING

- Children are kept locked in a room.
- Children are taken out of school and forced to stay home without any outside contact with friends or family members.
- A child is never allowed to eat dinner with other family members. They must eat alone in another room.

## IGNORING

- Parents constantly give the “silent treatment” to their child and refuse to speak to them.
- A student wins an award at school and tries to share their accomplishment with their father. The father refuses to listen and throws the award aside.
- A child hurts her arm and needs medical attention. Her mother tells her to stop crying like a baby, and she does not look at the injury.

# Emotional Abuse Scenario Cards: Answer Key

## CORRUPTING

- A 13-year-old is encouraged by an adult to drink and do drugs.
- Parents teach their children from a very young age to hate people based upon their skin colour, culture, or religion.
- An 11-year-old is used by an adult to deliver packages of drugs to a buyer.
- Children are encouraged to perform “break and enters” so that adults can sell the stolen goods.

## EXPLOITING

- A 10-year-old is responsible for their younger brothers and sisters and must stay home from school to take care of them.
- A 3-year-old tries to take care of his mother who is drunk.
- A 9-year-old is told to lie about why her father cannot make it to work.
- A 10-year-old has to cover for his father while he is having an affair.

# Activity 3

## Impact of Child Abuse

### Estimated Time

15–20 minutes



1. Violence against children and youth can take many forms. In the scenario with Nicole, we learned that she was being emotionally abused. Adults can hurt children and youth emotionally, physically, or sexually. They can also neglect to provide children and youth the things they need to survive, grow, and reach their full potential. These are all forms of child abuse.
2. Child abuse robs children of their childhood. It impacts their mental and physical health with long-term consequences. We are going to look at some of the impacts of emotional abuse, physical abuse, and neglect.



3. Display the Emotional Abuse, Physical Abuse, and Neglect content, using the presentation slides or the alternative method you have prepared. Review the definitions of these three types of abuse.

4. Divide the participants into three groups. Distribute one piece of flip chart paper and felt markers to each group. Assign each group one of the three types of abuse. Have them write their assigned type of abuse at the top of their piece of flip chart paper.



5. In the middle of the paper, draw the outline of a child or youth with a head and body. It needs to be large, with enough room to write in the middle of the body and around the perimeter.
6. In the middle of the diagram of the body, list how that type of abuse would make a child or youth feel. Each person in the group should write down a feeling word.

Encourage them to think back to the scenario with Nicole and how the abuse was impacting her.



7. On the outside of the body diagram, list how a child or youth might act or behave if they were experiencing that type of abuse. Each person in the group should write down a behaviour.
8. When the groups have completed their task, have each group take turns coming to the front of the room, holding up their diagram, and reading some of the emotional and behavioural impacts of the type of abuse they were assigned.



9. Use the following speaking notes to supplement the discussion with any points that may have been missed.

Emotional impacts of child abuse can include:

- depression;
- anxiety;
- anger;
- sadness;



- feeling worthless and unloved;
- loneliness;
- low self-esteem;
- helplessness;
- inability to trust others;
- confusion;
- shame;
- worrying;
- embarrassment;
- guilt; and
- thoughts of suicide.

Behavioural impacts of child abuse can include:

- eating disorders;
- trouble sleeping;
- withdrawal from friends and activities;
- substance abuse;
- self-harm;
- high-risk behaviours;
- bullying others;
- physical fights;
- running away;
- dropping out of school;
- failure in school;
- lying;
- criminal behaviours; and
- poor peer relationships.

# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to if an adult was hurting them emotionally or physically? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend



1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.



2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.



This is a four-step model that we use to help a friend. Let us consider how we can help Nicole from our scenario. We are going to review the scenario and help Nicole using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Nicole's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Nicole's mom constantly tells her that she is too fat and that she needs to lose weight. Nicole's friends say that her mom is wrong and that Nicole should not listen to her. But Nicole still does.

Nicole is experiencing an eating disorder now because she feels guilty for eating.

You are worried about Nicole. She is getting thinner and thinner, and she has dark circles under her eyes. One day, you hear her throwing up in the bathroom at school. Your other friend tells you she does that every day after lunch.

3. Have the participants go through the four steps of the Look, Listen, Link, Live® model by asking the questions below.



STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Nicole needs help?

Possible answers could include:

- Nicole is getting thinner, has dark circles under her eyes, and she throws up every day after lunch.



STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Nicole to talk to her? What would you say?

Possible answers could include:

- Approach Nicole and ask if she is okay.
- Let her know that you are there to help.
- Tell her you are worried about her as she has been losing weight and you are worried she may have an eating disorder.



STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Nicole for help and support?

Possible answers could include:

- Offer to go with Nicole to talk to the school counsellor.
- Link Nicole with the cadet or JCR leader or another safe adult to report what is happening and get support.
- A report can be made to Child Protective Services to deal with the emotional abuse from Nicole's mother. An adult can make the report, or you and Nicole can make the report.
- Nicole needs to get help for her eating disorder. She can be referred to a counsellor or to an agency that specializes in treating eating disorders.



STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Nicole?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Do some fun things with Nicole that will help boost her self-esteem.



4. Review the four Look, Listen, Link, Live® presentation slides in summary.

## Closing Comments



- Violence against children and youth can have a devastating impact on their emotional, physical, and mental health.
- Adults have a duty to report all types of child abuse, including emotional or physical abuse and neglect. It is required by law that if an adult knows a child is being abused, or even if it is suspected, they must call Child Protective Services and make a report.



Abuse is NEVER a child's fault, and help is available!



- Everyone has the right to be safe, and there are people you can talk to if you know someone has been abused or if you have experienced abuse and need help. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Nicole's Story

Nicole's mom constantly tells her that she is too fat and that she needs to lose weight. Nicole's friends say that her mom is wrong and that Nicole should not listen to her. But Nicole still does.

Nicole is experiencing an eating disorder now because she feels guilty for eating.

You are worried about Nicole. She is getting thinner and thinner, and she has dark circles under her eyes. One day, you hear her throwing up in the bathroom at school. Your other friend tells you she does that every day after lunch.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Nicole needs help?
- STEP 2: LISTEN. How would you approach Nicole to talk to her? What would you say?
- STEP 3: LINK. Where would you link Nicole for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Nicole?



## References

Affifi, T., MacMillan, H., Boyle, M., Taillieu, T., Cheung, K., & Sareen, J. (2014). Child abuse and mental disorders in Canada. *Canadian Medical Association Journal*, 186(9), E324–E332.

Canada's Chief Public Health Officer. (2016). A focus on family violence in Canada. Retrieved from <http://www.healthycanadians.gc.ca/publications/department-ministere/state-public-health-family-violence-2016-etat-sante-publique-violence-familiale/alt/pdf-eng.pdf>

Canadian Child Welfare Research Portal. (2011). Child abuse & neglect. Retrieved from <http://cwrp.ca/child-abuse-neglect>

Canadian Red Cross. (2020). Definitions of child abuse and neglect. Retrieved from <https://www.redcross.ca/how-we-help/violence-bullying-and-abuse-prevention/educators/child-abuse-and-neglect-prevention/definitions-of-child-abuse-and-neglect>

Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, *Psychological First Aid Pocket Guide* (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.

KidsHealth. (2014). Child abuse. Retrieved from <https://kidshealth.org/en/parents/child-abuse.html>

National Society for the Prevention of Cruelty to Children. (2020). Emotional abuse. Retrieved from <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/emotional-abuse/what-is-emotional-abuse/>

Public Health Agency of Canada. (2016). Family violence: How big is the problem in Canada? Retrieved from <https://www.canada.ca/en/public-health/services/health-promotion/stop-family-violence/problem-canada.html>

Statistics Canada. (2016). Family violence in Canada: A statistical profile, 2016. Retrieved from <https://www150.statcan.gc.ca/n1/pub/85-002-x/2018001/article/54893-eng.htm>

Teach Through Love. (2018). Types of emotional abuse. Retrieved from <https://www.teach-through-love.com/types-of-emotional-abuse.html>



LESSON 10

# Sexual Exploitation

Ages 15–18





# Lesson 10. Sexual Exploitation

## Ages

15–18

## Learning Objectives

Cadets and JCRs will be able to:

- Explain how youth are sexually exploited (Activities 1, 2, and 3).
- Protect themselves online (Activity 1).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 10–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Sexual Exploitation
- Types of Sexual Exploitation
- Grooming
- STEP 1: TARGETING
- STEP 2: FRIENDSHIP FORMING
- STEP 3: LOVING RELATIONSHIP
- STEP 4: ABUSIVE RELATIONSHIP
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Andi's Story
- What Is Your Comfort Level?
- Ben's Story
- Support Circles
- Safety Plan



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Sexual Exploitation

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Sexual Exploitation; and
  - › Types of Sexual Exploitation.
- Prepare three pieces of flip chart paper, each displaying one of the questions from Activity 1, Paragraph 5, at the top of the paper. Post the three pieces of flip chart paper around the room.
- Gather felt markers for each group.

## Activity 2. Grooming

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Grooming;
  - › STEP 1: TARGETING;
  - › STEP 2: FRIENDSHIP FORMING;
  - › STEP 3: LOVING RELATIONSHIP; and
  - › STEP 4: ABUSIVE RELATIONSHIP.
- Gather one piece of flip chart paper for each group.
- Gather felt markers for each group.
- Print one copy of Andi's Story for each group.

## Activity 3. What Is Your Comfort Level?

- Print one copy of What Is Your Comfort Level? for each participant.
- Ensure each participant has a pen or pencil.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Ben's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



This lesson is about a type of sexual abuse called “sexual exploitation”.

Unfortunately, there are many youth who are being sexually exploited. Most often, they feel alone and like there is no one to help them. This makes it difficult for children and youth to speak up. It is critical for children and youth to know they are not alone and that there are people who can help.



When we use the term “child” in this lesson, we are referring to any person under the age of 19 years. Legally, a “child” is someone who needs protection as defined by provincial and territorial child protection legislation. For example, in B.C., a “child” is defined as anyone under the age of 19; in Quebec, a “child” is defined as anyone under the age of 18; in Nunavut, a “child” is defined as anyone under the age of 16. Consider sharing this information with your participants so that they understand that the term is a legal one and that children are legally entitled to protection.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Ben is 15 years old and he loves school, but he is struggling at home because his parents drink all the time. Even though it is the middle of October, he decides to run away. Ben ends up sleeping in the park every night for two weeks. Ben realizes it is getting colder out each night, and he is running out of money for food.

One night, Ben is approached by a man who offers him \$20 for food. He accepts it because he is getting hungry. The next night, the same man brings Ben food and another \$20. This time, he says Ben can only have the food and money in exchange for sex. Ben feels scared, but he manages to say no. The man does not take back the food or the money. Instead, he offers Ben a spare room where he can stay and make money—by participating in sexual acts. The man gives Ben his address and says, “If you change your mind, the offer stands.”

Over the next few nights, Ben becomes hungrier, colder, and more desperate. He decides to go to the man's house, hoping he can stay for a few days until he figures out something better.



You notice Ben has not been at school for the past week. You send him a message to meet you at the mall. He shows up looking rough; his clothes are dirty, and his hair is greasy. He seems really on edge and nervous.

What do you think is going to happen to Ben?

Answer:



Ben might be manipulated and exploited into participating in sexual acts in order to get the food and shelter he needs to survive.

We are going to do an activity to increase our understanding of sexual exploitation.

# Activity 1

## Sexual Exploitation

### Estimated Time

15–20 minutes



1. Display the Sexual Exploitation content, using the presentation slide or the alternative method you have prepared.



### Sexual Exploitation

“Sexual exploitation” is the sexual abuse of children and youth through the exchange of sex or sexual acts for drugs, food, shelter, protection, other basics in life, and / or money.

2. We sometimes use the term “sex trade” to refer to sexual exploitation. Children and youth involved in the sex trade are referred to as “sexually exploited children and youth”. Sexual exploitation of children and youth is a crime. It is considered child abuse.



3. Display the Types of Sexual Exploitation content, using the presentation slide or the alternative method you have prepared.



### Types of Sexual Exploitation

There are different types of sexual exploitation:

- children who are forced into selling sex; or
- children who are forced to take sexual pictures / videos of themselves that can be sent over the internet (known as “child sexual abuse images”, formerly called “child pornography”).

4. We will be doing some group work to further explore what sexual exploitation is and the impact it has on children and youth.
5. Divide the participants into three groups. Distribute felt markers to each group. Explain that you have posted three pieces of flip chart paper around the room, each displaying a question about sexual exploitation. Read the questions out loud:



- a. What factors put youth at risk for sexual exploitation?
- b. How are youth lured and groomed by exploiters?
- c. What is the impact of sexual exploitation on children and youth?

6. Assign each group one question. Have the groups brainstorm answers to their question and record their answers on the piece of flip chart paper. Explain that they can ask you if they need help understanding the questions or coming up with answers.
7. Give the groups a few minutes to complete their task. Then, have each group present their answers. Use the following speaking notes to supplement their answers with any points that may have been missed.



a. What factors put youth at risk for sexual exploitation?

All children and youth are vulnerable to sexual exploitation, regardless of their age, gender, culture, how rich or poor they are, or whether they live in a big city or in a rural area.

The following youth are even more at risk for sexual exploitation:

- youth who have been kicked out or who have run away from home;
- youth who have substance abuse issues, or live with someone who does;
- youth who feel they are treated as if they are insignificant because of their culture or their beliefs;
- youth who are LGBTQ2S;
- youth who have experienced emotional, physical, or sexual abuse before;
- youth who have low self-esteem and insecurity; and
- youth who have unsupervised access to the internet.

Let us go back to the scenario with Ben from the start of the lesson.

What factors made Ben vulnerable to sexual exploitation?

Possible answers could include:

- Ben ran away from home and was living outside without any supports.
- His family setting was chaotic.
- He had no food, money, or resources.



b. How are youth lured and groomed by exploiters?

Youth are often targeted at schools, malls, bus stops, recreation centres or coffee shops. Youth can also be lured by people they meet in online settings. This can include chat rooms, social media sites, and online games.

Exploiters use their power to groom youth and gain their trust. Their grooming tactics can include:

- lots of attention and affection;
- compliments such as, “You are the most amazing person I have ever met,” or, “I have never loved anyone as much as I love you”;
- gifts that the youth could never afford themselves; or
- money.

Eventually, exploiters take control of the youth’s life. Youth are then forced to have sex with others and / or to make and distribute sexual images of themselves.

What tactics did the man use to lure and recruit Ben?

Possible answers could include:

- The man knew Ben was vulnerable and desperate.
- Ben was living outside in the cold without food, money, or support.
- He took advantage of Ben’s desperation by offering him gifts of food, money, and a warm place to sleep.



c. What is the impact of sexual exploitation on children and youth?

Possible answers could include:

- shame;
- guilt;
- drug and alcohol addiction;
- sexually transmitted infections;
- emotional, physical, and sexual violence;
- poor mental health; and
- poor physical health.



# Activity 2

## Grooming

### Estimated Time

15–20 minutes



1. Sexual exploitation of children and youth involves exploitive situations and relationships where children and youth are forced into having sex or engaging in sexual acts (including appearing in explicit pictures or videos).

2. Recruiters or exploiters lure and groom youth using various tactics.



Display the Grooming content, using the presentation slide or the alternative method you have prepared, to introduce the four steps of grooming.



### Grooming:

- STEP 1: TARGETING
- STEP 2: FRIENDSHIP FORMING
- STEP 3: LOVING RELATIONSHIP
- STEP 4: ABUSIVE RELATIONSHIP

3. Divide the participants into four groups. Distribute one piece of flip chart paper, felt markers, and one copy of Andi's Story to each group. Have them read the scenario.

4. Assign each group one of the four steps of grooming. Have the groups identify Daniel's grooming behaviours for their assigned step of grooming.

- STEP 1: TARGETING. How did Daniel target Andi?
- STEP 2: FRIENDSHIP FORMING. What tactics did Daniel use to form a friendship?
- STEP 3: LOVING RELATIONSHIP. How did Daniel establish a loving relationship?
- STEP 4: ABUSIVE RELATIONSHIP. What abusive tactics did Daniel use to sexually exploit Andi?

5. Give the groups a few minutes to complete their task. Then, have each group share the grooming behaviours for their assigned step. Ask the larger group to add any other examples they can think of for each step.



6. Debrief the participants' responses by displaying the STEP 1: TARGETING, STEP 2: FRIENDSHIP FORMING, STEP 3: LOVING RELATIONSHIP, and STEP 4: ABUSIVE RELATIONSHIP content, using the presentation slides or the alternative method you have prepared.



### STEP 1: TARGETING:

- Observing the child or youth and gathering information
- Compliments: "I have never met anyone like you"
- Being nice and making the child or youth feel valued
- Giving gifts that the child or youth could not afford
- Gaining trust



## STEP 2: FRIENDSHIP FORMING:

- Making the child or youth feel special
- Intently listening to what the child or youth has to say
- Being there for the child or youth when they need to talk
- Offering to help and protect the child or youth
- Testing out physical contact, e.g., ‘accidentally’ touching them

## STEP 3: LOVING RELATIONSHIP:

- Referring to the child or youth as a girlfriend / boyfriend / partner
- Establishing a sexual relationship
- Lowering inhibitions, e.g., watching porn
- Involving the child or youth in forbidden activities, e.g., drinking and drugs

## STEP 4: ABUSIVE RELATIONSHIP:

- Isolation from family and friends
- Threatening to harm the child or youth or their family members
- Withholding love and affection
- Emotional abuse: making the child or youth feel worthless
- Physical and sexual abuse
- Making the child or youth have sex with other people
- Making the child or youth pose for sexual pictures or videos and posting them online
- Making the child or youth dependent on alcohol and drugs

### 7. Ask the participants the following questions:

- 
- a. Can grooming happen between a cadet / JCR leader and a cadet / JCR? Think about the steps of grooming that we just talked about. What grooming tactics could a leader use to gain the trust of a cadet / JCR to sexually exploit them?

Answer:

Grooming tactics could include:

- 
- paying special attention to the cadet / JCR;
  - communicating personally with the cadet / JCR, outside of the program;
  - meeting up with the cadet / JCR outside of the program;
  - promising to promote the cadet / JCR;
  - allowing the cadet / JCR to go on courses;
  - giving gifts; and
  - establishing a sexual relationship with the cadet / JCR.

- b. What kinds of personal boundaries must adults and leaders adhere to when interacting with you as cadets / JCRs?

Answer:

Adults and leaders must adhere to the following personal boundaries when interacting with you as cadets / JCRs:

- 
- Adults and leaders must establish personal boundaries with cadets / JCRs around personal space and privacy.
  - Adults and leaders must not be alone in a vehicle or in a room with a cadet / JCR.



- Adults and leaders must have clear and professional communication boundaries with cadets / JCRs, e.g., they must not send inappropriate texts, and they must not send personal or inappropriate photos, videos, or GIFs.
- Adults and leaders must keep “adult” conversations between adults.



# Activity 3

## What Is Your Comfort Level?

### Estimated Time

10–15 minutes

1. Sexual exploitation of children and youth involves exploitive situations and relationships where children and youth are forced into having sex or engaging in sexual acts (including appearing in explicit pictures or videos).
2. Exploiters use grooming tactics to manipulate youth to gain their trust. Youth can be pressured and manipulated into believing the person genuinely cares about them.
3. We are going to do an activity that will look at your own comfort levels in different situations that you may encounter in relationships in your life.
4. Divide the participants into pairs. Distribute one copy of the What Is Your Comfort Level? handout to each participant. The handout presents various scenarios. Have the participants place a check in the column to show whether they think the behaviour is acceptable or manipulative, or whether they are unsure about the behaviour.
5. When they have completed the activity, go through each example, and have random groups share their responses.
6. It is never okay for someone to manipulate you or force you into doing things that you are not comfortable with. Exploiters often offer drugs, alcohol, money, items of value, or emotional support for participating in sexual activities. They can also use pressure, guilt, threats, or violence to get what they want. While some of the behaviours from the What Is Your Comfort Level? activity may be part of a healthy relationship, others are definitely not. For example, it is not healthy to be asked to lie, or to hide a relationship from others.
7. Each of us has our own personal boundaries and comfort levels. We need to trust our instincts. If something does not feel right, we need to tell an adult we trust.

Ask the participants the following question:

What kinds of personal boundaries must adults adhere to when interacting with you as cadets / JCRs?

Answer:

- Adults and leaders must adhere to the following personal boundaries when interacting with you as cadets / JCRs:
- Adults and leaders must establish personal boundaries with cadets / JCRs around personal space and privacy.
  - Adults and leaders must not be alone in a vehicle or in a room with a cadet / JCR.
  - Adults and leaders must have clear and professional communication boundaries with cadets / JCRs, e.g., they must not send inappropriate texts, and they must not send personal or inappropriate photos, videos, or GIFs.
  - Adults and leaders must keep “adult” conversations between adults.



# What Is Your Comfort Level?

You meet someone online, and you really like them. You have met them once in person, but you do not know them very well. Please place a check in the column to show whether you think the behaviour is acceptable or manipulative, or whether you are unsure about the behaviour.

SCENARIO	ACCEPTABLE	MANIPULATIVE	UNSURE
Buys you meaningful gifts within an acceptable price range			
Asks you to set up your webcam to chat			
Gives you drugs or alcohol even though you are underage			
Tells you that you that they are in love with you			
Sends you an unsolicited sexual picture			
Asks you sexual questions			
Respects your personal boundaries			
Asks you to lie about your relationship and hide it from others			
Keeps you away from family and friends			
Offers you money or gifts to do something you are not comfortable doing			
Appreciates your friends or family			
Pressures you to send them a sexual or nude photo			
Takes the time to get to know you before becoming affectionate			
Accepts your decisions			
Tells you that they will harm themselves if you stop talking to them or if you end the relationship			
Pressures you into sexual activity			
Guilt trips you and makes you feel sorry for them, so you will do something they want you to do			



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to if they were being sexually exploited and needed help? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend



1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.



2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.



This is a four-step model that we use to help a friend. Let us consider how we can help Ben from our scenario. We are going to review the scenario and help Ben using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Ben's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Ben is 15 years old and he loves school, but he is struggling at home because his parents drink all the time. Even though it is the middle of October, he decides to run away. Ben ends up sleeping in the park every night for two weeks. Ben realizes it is getting colder out each night, and he is running out of money for food.

One night, Ben is approached by a man who offers him \$20 for food. He accepts it because he is getting hungry. The next night, the same man brings Ben food and another \$20. This time, he says Ben can only have the food and money in exchange for sex. Ben feels scared, but he manages to say no. The man does not take back the food or the money. Instead, he offers Ben a spare room where he can stay and make money—by participating in sexual acts. The man gives Ben his address and says, “If you change your mind, the offer stands.”

Over the next few nights, Ben becomes hungrier, colder, and more desperate. He decides to go to the man's house, hoping he can stay for a few days until he figures out something



better.

You notice Ben has not been at school for the past week. You send him a message to meet you at the mall. He shows up looking rough; his clothes are dirty, and his hair is greasy. He seems really on edge and nervous.

3. Have the participants go through the four steps of the Look, Listen, Link, Live<sup>®</sup> model by asking the questions below.



STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Ben needs help?

Possible answers could include:

- Ben missed a week of school, is wearing dirty clothes, and appears to be unbathed.
- Ben is nervous and on edge.



STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Ben to talk to him? What would you say?

Possible answers could include:

- Ask Ben if he is okay.
- Ask him what happened, and let him know that you are there to help.



STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Ben for help and support?

Possible answers could include:

- Offer to go with Ben to a safe adult whom he trusts to report what happened.
- Let him know you want to make sure he is safe. Sexual exploitation is abuse. It must be reported to Child Protective Services or the police. Child Protective Services will provide Ben with resources such as food and shelter and ensure that he is safe.



STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Ben?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.



4. To summarize, display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- The sexual exploitation of children and youth is a crime and a form of sexual abuse.
- People who want to exploit youth use their power to manipulate and control those they target.
- Sexual exploitation involves a grooming process that lures a child or youth away from their support network until they are completely separated from family and friends.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Andi's Story

Andi was 15 when she first met her abuser at a family party. She noticed him watching her, and she was flattered by the attention. She was interested in starting to date someone. When he approached her, he said he was 18, and she was intrigued with the idea of an older guy.

Daniel took her to the movies, bought her expensive clothes, and showered her with attention. When Andi told Daniel all about her problems with her parents, Daniel really listened and always knew just what to say. Andi felt like he was the only one who truly understood her. She started to think her friends were really boring and immature in comparison to Daniel.

Eventually, Daniel got more aggressive, and suggested they smoke weed and watch porn together. They started attending parties, and Daniel introduced Andi as his girlfriend to all his friends. Daniel made Andi feel special and grown up.

One night, after many drinks, Daniel took Andi upstairs and told her he loved her. They ended up having sex, even though Andi was afraid and did not feel ready. Andi went along with it because she did not want Daniel to break up with her.

At first, Andi's parents thought that her newfound social life involved friends from school, but then they caught her and Daniel together. They told Andi that Daniel was actually 23, and that he had a criminal record. Andi did not care, and her relationship with her parents deteriorated. Finally, she decided to run away and live with Daniel in his apartment. He told her he would take care of her and protect her.

When they moved in together, things immediately changed. Daniel said Andi would have to earn her keep if she wanted food and a roof over her head. He forced Andi to have sex with different men that came by the apartment. When she refused, Daniel would hit her and tell her that she was nothing—that without him, she would be on the streets. Ever since the massive blowup with her parents, Andi knew that she had nowhere else to go, and no money to support herself. Andi felt trapped and helpless.



# Ben's Story

Ben is 15 years old and he loves school, but he is struggling at home because his parents drink all the time. Even though it is the middle of October, he decides to run away. Ben ends up sleeping in the park every night for two weeks. Ben realizes it is getting colder out each night, and he is running out of money for food.

One night, Ben is approached by a man who offers him \$20 for food. He accepts it because he is getting hungry. The next night, the same man brings Ben food and another \$20. This time, he says Ben can only have the food and money in exchange for sex. Ben feels scared, but he manages to say no. The man does not take back the food or the money. Instead, he offers Ben a spare room where he can stay and make money—by participating in sexual acts. The man gives Ben his address and says, “If you change your mind, the offer stands.”

Over the next few nights, Ben becomes hungrier, colder, and more desperate. He decides to go to the man's house, hoping he can stay for a few days until he figures out something better.

You notice Ben has not been at school for the past week. You send him a message to meet you at the mall. He shows up looking rough; his clothes are dirty, and his hair is greasy. He seems really on edge and nervous.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Ben needs help?
- STEP 2: LISTEN. How would you approach Ben to talk to him? What would you say?
- STEP 3: LINK. Where would you link Ben for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Ben?



## References

- Canadian Centre for Child Protection. (2014). Keeping teens safe from online sexual exploitation. Retrieved from [https://www.cybertip.ca/pdfs/C3P\\_SaferInternetDay\\_KeepingTeensSafe\\_en.pdf](https://www.cybertip.ca/pdfs/C3P_SaferInternetDay_KeepingTeensSafe_en.pdf)
- Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.
- Chicago Alliance Against Sexual Exploitation. (2011). Ending sexual exploitation: Activities and resources for educators of high school students. Retrieved from <http://media.virbcdn.com/files/b1/FileItem-150112-EducatorsToolkit.pdf>
- Institute of Health Economics. (2010). Sexual exploitation of children and youth over the Internet: A rapid review of the scientific literature. Retrieved from <https://www.ihe.ca/publications/sexual-exploitation-of-children-and-youth-over-the-internet-a-rapid-review-of-the-scientific-literature>
- Justice Institute of British Columbia (JIBC). (2008). Sexual exploitation toolkit. Retrieved from <http://host.jibc.ca/seytoolkit/what.htm>
- Leicestershire County Council. (2014). Young people and sexual exploitation: Resource pack. Retrieved from [https://www.safeguardingsouthend.co.uk/children/cse-resources\\_9\\_812194537.pdf](https://www.safeguardingsouthend.co.uk/children/cse-resources_9_812194537.pdf)
- Ministry of Public Safety and Solicitor General. (2011). Stopping the sexual exploitation of children and youth. Retrieved from <https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/crime-prevention/community-crime-prevention/publications/crime-prev-series2-sexual-exploitation-children-youth.pdf>
- NWG Network. (2018). Definition and types of CSE. Retrieved from <https://www.nwgnetwork.org/definition-types-of-cse/#>
- Victoria State Government. (2018). Child sexual exploitation and grooming. Retrieved from <https://www.education.vic.gov.au/school/teachers/health/childprotection/Pages/expolitationgrooming.aspx>



LESSON 11

# Substance Use and Addiction

Ages 15–18





# Lesson 11. Substance Use and Addiction

---

## Ages

15–18

## Learning Objectives

Cadets and JCRs will be able to:

- Explain why people use substances (Activity 1).
- Describe the impacts of substance use and addiction (Activity 2).
- Reach out to a friend who is struggling with alcohol or drug use (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 3–5 minutes, and time required for the conclusion is 5–10 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Impacts
- Signs of Substance Abuse
- Look, Listen, Link, Live®
- Kids Help Phone
- Community Resources

Handouts:

- Impact Cards
- What Can You Say or Do? Scenario Cards
- Peter's Story
- Support Circles
- Safety Plan



# Lesson Preparation

## Introduction

- Nil.

## Activity 1. Understanding Substance Use and Addiction

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Impacts.
- Gather one piece of unlined 8.5 inch by 11 inch paper for each participant.
- Ensure each participant has a pen or pencil.
- Prepare four pieces of flip chart paper by writing one of the questions from Activity 1, Paragraph 6, on each piece. Post the four pieces of flip chart paper around the room.
- Gather felt markers for each group.

## Activity 2. Impacts of Substance Use and Addiction

- Arrange chairs in a circle.
- Prepare or gather one set of Impact Cards.
- Put the Impact Cards into a bowl or other container.

## Activity 3. What Would You Say or Do?

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Signs of Substance Abuse.
- Prepare or gather one set of What Would You Say or Do? Scenario Cards for each group.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live®;
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Peter's Story;
  - › Support Circles; and
  - › Safety Plan.



# Introduction

## Estimated Time

3–5 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



In this lesson, we are going to talk about substance use and addiction. We recognize that not all youth who experiment with substances will become addicted to them. We want to talk about some of the negative consequences of substance use so you can make healthy and informed choices.

Read the following scenario out loud to the participants to facilitate a quick discussion on the topic.



Peter and his friends have just won their first game of a hockey tournament. The coach tells them to go home and get a good sleep since they must be up early. He wants them to be rested and ready for another win. Peter pulls a bottle out of his bag and says, "It is Friday night! Are you guys ready to party?"

The next morning, you find Peter passed out in his truck and covered in vomit. This is becoming a regular occurrence. You know his parents both drink excessively, and Peter hates being at home.

What are the potential consequences of Peter and his teammates staying out drinking?

Answer:



Potential consequences of Peter and his teammates staying out drinking include:

- They could miss their game in the morning after drinking and staying out late.
- They could get suspended or kicked off the team for breaking rules.
- They could get in trouble from their parents.
- They could feel sick the next day from drinking and not play well.

We are going to do an activity to better understand substance use and addiction.



# Activity 1

## Understanding Substance Use and Addiction

### Estimated Time

15–20 minutes

1. Distribute one piece of unlined 8.5 inch by 11 inch paper to each participant. Explain that you will read out some Reality Check questions for them to anonymously answer on their piece of paper. Ensure they understand that you will be collecting the papers, and they should NOT put their name on their paper.
2. Read out the following Reality Check questions one by one, giving the participants time to write their answers down. When they are done, ask them to give the paper back to you.
  - a. How often do you think your friends and classmates drink alcohol?
  - b. How often do you think your friends and classmates use drugs? What types of drugs do they use?
  - c. How often do you think adults in the community use alcohol and drugs? What types of drugs do they use?
3. Do a quick tally of the answers, and then give a summary of the information collected so that the participants have a good understanding of the amount of drug and alcohol usage around them.
4. We often see alcohol and drug use normalized in the media and made to seem glamorous or cool. Youth are exposed to alcohol and drugs to different degrees:
  - a. You may see your parents using alcohol or marijuana responsibly (especially with the legalization of marijuana in Canada).
  - b. You may have a parent, family member, or friend who is struggling with an alcohol or drug addiction.
  - c. Alcohol or marijuana may be a part of family or community gatherings.
  - d. Alcohol is available in restaurants and increasingly at sport and music events.
  - e. Communities can have serious issues with people abusing alcohol and drugs.
  - f. Your close friends and peers may use alcohol and / or drugs.
5. We recognize that not all youth who experiment with alcohol or drugs will become addicted to them. Yet, we hear tragic stories involving youth and substance use:
  - youth who binge drink and become very ill from alcohol poisoning;
  - youth who overdose on drugs such as fentanyl;
  - youth who die from taking tainted drugs;
  - youth who are permanently disabled from impaired driving accidents; and
  - youth who use alcohol and drugs as a negative coping strategy, to deal with stress or trauma.

It is important to understand the risk factors of alcohol and drug use and the negative impacts on individuals, families, and communities. With knowledge, you can make informed and safe choices.

6. Divide the participants into four groups. Explain that you have posted four sheets of flip chart paper around the room, each displaying one of the following questions. Read the questions out loud.



- a. Why do youth use substances?
- b. What are the potential impacts of substance abuse and addiction?
- c. How are youth impacted by parents or caregivers with addictions?
- d. How can you ensure you are making healthy choices around alcohol and drug use?

Distribute felt markers to each group. Have each group start at a different chart. Give the groups two minutes to answer the question. Then, have the groups rotate in a clockwise direction around the room, and take two minutes to answer the next question. Repeat this process until all groups have answered all four questions. Have the groups return to their seats.

7. Starting at question (a), stand next to each chart and go over the groups' answers. Use the following speaking notes to supplement the discussion with anything that may have been missed.



- a. Why do youth use substances?

Possible answers may include:

- to experiment;
- they are curious;
- it feels good;
- it is fun;
- to deal with boredom;
- they want to fit in with friends;
- peer pressure;
- to deal with stress or trauma;
- to cope with bullying, harassment, child abuse, or relationship violence; and
- to feel more grown up, like an adult.

- b. What are the potential impacts of substance abuse and addiction?



Display the Impacts content, using the presentation slides or the alternative method you have prepared.



## Impacts

Emotional:

- Feel anxious
- Feel depressed
- Have trouble focusing on school / work

Physical:

- Harm to the brain
- Injuries from fights and violence
- Blackouts, hallucinations, seizures, and vomiting
- Alcohol poisoning
- Death from drug overdose
- Death from impaired driving



Relational:

- Hurt relationships or loss of relationships with family and friends
- Loss of trust
- Violence in relationships
- Withdrawal from activities
- Quitting school, sport, or recreational programs

Legal:

- Jail time
- Fines
- Criminal record

c. How are youth impacted by parents or caregivers with addictions?

Possible answers may include:

- emotional and behavioural problems;
- anger issues;
- anxiety or depression;
- feeling powerless and helpless;
- low self-esteem and feeling worthless or unloved;
- at risk of emotional, physical, or sexual abuse;
- feeling overwhelmed and considering suicide;
- engaging in high-risk or criminal behaviour; and
- greater risk of using alcohol and drugs to cope themselves.

d. How can you ensure you are making healthy choices around alcohol and drug use?

Possible answers may include:

- Educate yourself about the effects and consequences of alcohol and drug use.
- Know you can make healthy decisions for yourself that do not involve alcohol and drug use, and still have fun!
- Do not be afraid to say no. Do not let someone else make decisions for you: you do not have to go along with anything that someone is trying to pressure you into.
- Plan ahead when you are going out. Have a safety plan for parties that involve alcohol or drugs. Do you have a safe way to get home? Are you with friends you trust?
- Make sure there is someone you can call if you need help. Refer to your Safety Plan or Support Circles.



# Activity 2

## Impacts of Substance Use and Addiction

### Estimated Time

15–20 minutes

1. Have the participants sit in a circle.



We are going to talk about the potential impacts of substance use and addiction on youth. It is important to acknowledge that not all youth who experiment with alcohol and drugs end up developing addictions. Youth need to be aware of the potential consequences and impacts so that they recognize that substance use can have negative impacts, even without being a heavy user.

2. Pass the container with the Impact Cards around the circle. Ask for volunteers to take a card as it goes around.
3. Have the volunteers read the question on their card out loud. As a large group, discuss how substance use and addiction would impact the situation on their card. Use the following speaking notes to supplement the discussion with any points that may have been missed.

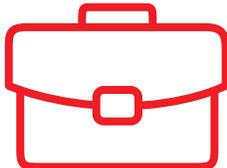


- a. **GRADUATING HIGH SCHOOL.** Substance use and addiction could potentially impact graduating high school in the following ways:
  - absenteeism;
  - low / failing grades;
  - lack of motivation;
  - dropping out of school;
  - not graduating;
  - getting suspended or kicked out for using alcohol or drugs; and
  - not qualifying for acceptance into post-secondary education (due to not completing high school or to having very low grades).
- b. **HAVING MEANINGFUL FRIENDSHIPS.** Substance use and addiction could potentially impact having meaningful friendships in the following ways:
  - involvement with the wrong crowd;
  - lack of trust with friends;
  - damaging friendships;
  - fighting with friends; and
  - ending up losing friends.
- c. **RELATIONSHIPS WITH FAMILY, AND GAINING INDEPENDENCE FROM FAMILY.** Substance use and addiction could potentially impact relationships with family, and gaining independence from family, in the following ways:
  - fighting with parents;
  - family becoming worried;
  - increase in anger;
  - being grounded / having less freedom;
  - being kicked out of the home; and



- having to move back in with your parents because your substance use keeps you from being able to support yourself.
- d. **DATING RELATIONSHIPS.** Substance use and addiction could potentially impact dating relationships in the following ways:
- violence in relationships;
  - inability to stay in a relationship;
  - lack of trust;
  - hurting the other person with the alcohol and drug abuse; and
  - may experience sexual assault.
- e. **GETTING AND KEEPING A JOB.** Substance use and addiction could potentially impact getting and keeping a job in the following ways:
- difficult to get references for a job;
  - poor reputation in the community (so the job will be given to someone else);
  - missing work or showing up late;
  - being fired for smelling of alcohol or drugs; and
  - being intoxicated or high on the job.
- f. **TRAVELLING OUTSIDE THE COUNTRY.** Substance use and addiction could potentially impact travelling outside the country in the following way: if you have been caught using or selling drugs illegally and have a criminal record, you will not be allowed to enter certain countries.
4. Drug and alcohol abuse can impact all aspects of our lives, including our relationships, in very negative ways. Drugs can ruin our chances of getting into post-secondary education, being able to travel out of the country, being accepted into the military, or getting hired for certain jobs.

# Impact Cards

 <p>Graduating high school</p>	 <p>Having meaningful friendships</p>
 <p>Relationships with family, and gaining independence from family</p>	 <p>Dating relationships</p>
 <p>Getting and keeping a job</p>	 <p>Travelling out of the country</p>



# Activity 3

## What Would You Say or Do?

### Estimated Time

15–20 minutes

1. Explain to the group that this activity will focus on how to reach out to a friend who is struggling with alcohol or drug use, or who is pressuring you to use alcohol or drugs.
-  2. Before we start, what are possible ways you think a person abusing substances may respond if we reach out with concern?  
  
Possible responses may include:
  - defensive;
  - accusatory: “You drink or use drugs, too,” “It is not your business,” “You think you are better than me”;
  - anger; and
  - denial or minimizing: “It is not that bad,” “It is not hurting me,” “Everybody does it.”
-  3. When you speak to a friend about concerning behaviour, you need to be prepared for their response. Your friend may react by unleashing negative words or behaviours on you. While this may be hard to experience, it is important to recognize that your friend may not accept your help right away. However, when they are ready, people reach out to those who care about them.
4. Divide the participants into small groups (four or fewer participants per group). Distribute one What Would You Say or Do? Scenario Card to each group. Have the groups read their scenario and decide together how they would respond in the situation. Give the groups a few minutes to complete their task.



The number of participants will determine the size of the groups and how you choose to assign the scenarios—whether you will need to use them all, or whether you will need to repeat scenarios. You can also choose to make up new scenarios.

This activity can also be done as a role play. Have the groups role play their response.

5. Have each group read their scenario aloud to everyone and then share their response.
6. Use the following speaking notes to supplement the responses with any points that may have been missed.
  -  a. One of your friends has started partying a lot and getting wasted and high every weekend. They have quit playing hockey, and they are skipping school. They do not seem to care about your friendship anymore.  
  
What would you say or do in this situation?



Possible answers could include:

- Check in to see what is happening in their life.
- Listen carefully to them.
- Be calm and non-judgmental.
- Ask if there is something you can do to help them.
- Let them know there is support available.
- Be prepared to find help for them.

- b. You are partying in the woods and are ready to leave. You realize that the friend you came with has been drinking all night, and that without them, you have no ride home. They grab their ATV key and say, “Come on!”

What would you say or do in this situation?

Possible answers could include:

- Take the keys from them even if they get angry with you.
- See if you can find another ride for both of you.
- Talk to your friends about the dangers of impaired driving and the importance of staying safe.
- Always make sure you tell someone where you are going when you are partying so someone knows where you are.

- c. Your boyfriend / girlfriend / partner likes to party and drink. They want you to drink and party with them. You like to hang out with them, but you also have exams coming up. You know you need to study. You have a plan to apply for college after graduation, and you are focused on keeping your grades up. Your partner threatens to break up with you if you do not come out partying.

What would you say or do in this situation?

Possible answers could include:

- Let your partner know that school is a priority right now, and you want to stay focused on your goals.
- Let them know you will try and spend as much time with them as you can, but you are going to limit partying and drinking.
- Tell them you want them to respect your decision and that if they cannot be supportive, then it may be best to take a break from your relationship.

- d. Some of your friends party a lot, which includes drinking and smoking pot. You have avoided going to the parties in the past, but you are feeling very curious. You also want to fit in with your peers. One of your friends tells you, “One time will not hurt anything.” You have been feeling unsure, but now you are starting to think, “If everyone else is doing it, why should I not do it, too?”

What would you say or do in this situation?

Possible answers could include:

- Find someone you can talk to (without fear or judgment) about how you are feeling before you decide to try alcohol or drugs.
- You were unsure for a reason. Pay attention to that feeling, and talk about it.

7. What are the signs that a person is abusing a substance or has an addiction?



8. Display the Signs of Substance Abuse content, using the presentation slide or the alternative method you have prepared. Go over the content.



## Signs of Substance Abuse

- Does the person want to cut down or stop using the substance, but cannot?
- Do they spend a lot of time getting, using, or recovering from the substance?
- Do they have cravings and urges to use the substance?
- Do they continue the substance use even though it is causing problems in their relationships?
- Is the substance use stopping them from managing school or work?
- Do they miss sports or cadet / JCR training or other social activities that are important to them due to substance use?
- Do they keep using substances even though it puts them in danger?
- Do they have to keep using more and more of the substance to feel the effects?
- Have they developed withdrawal symptoms such as anxiety, confusion, irritability, or rapid heartbeat?



# What Would You Say or Do? Scenario Cards

<b>a.</b>	One of your friends has started partying a lot and getting wasted and high every weekend. They have quit playing hockey, and they are skipping school. They do not seem to care about your friendship anymore.
<b>b.</b>	You are partying in the woods and are ready to leave. You realize that the friend you came with has been drinking all night, and that without them, you have no ride home. They grab their ATV key and say, "Come on!"
<b>c.</b>	Your boyfriend / girlfriend / partner likes to party and drink. They want you to drink and party with them. You like to hang out with them, but you also have exams coming up. You know you need to study. You have a plan to apply for college after graduation, and you are focused on keeping your grades up. Your partner threatens to break up with you if you do not come out partying.
<b>d.</b>	Some of your friends party a lot, which includes drinking and smoking pot. You have avoided going to the parties in the past, but you are feeling very curious. You also want to fit in with your peers. One of your friends tells you, "One time will not hurt anything." You have been feeling unsure, but now you are starting to think, "If everyone else is doing it, why should I not do it, too?"



# Conclusion

## Estimated Time

5–10 minutes

## Safety Planning

Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.

If the participants filled out the Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to about substance use or addiction? Allow them time to record any changes.

## Intervention: How to Help

### Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend



1. We know that youth will reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with relationship problems.



2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method you have prepared.



This is a four-step model that we use to help a friend. Let us consider how we can help Peter from our scenario. We are going to review the scenario and help Peter using the Look, Listen, Link, Live<sup>®</sup> model.

Read the scenario out loud.



You may distribute copies of the scenario (Peter's Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Peter and his friends have just won their first game of a hockey tournament. The coach tells them to go home and get a good sleep since they must be up early. He wants them to be rested and ready for another win. Peter pulls a bottle out of his bag and says, "It is Friday night! Are you guys ready to party?"

The next morning, you find Peter passed out in his truck and covered in vomit. This is becoming a regular occurrence. You know his parents both drink excessively, and Peter hates being at home.

3. Have the participants go through the four steps of the Look, Listen, Link, Live® model by asking the questions below.



STEP 1: LOOK. In this step, we are looking for signs that a person is upset and in need of help.

What are the signs that tell you Peter needs help?

Possible answers could include:

- Peter is passed out and covered in vomit.
- This happens to Peter on a regular basis.



STEP 2: LISTEN. In this step, we listen to the person without judgment.

How would you approach Peter to talk to him? What would you say?

Possible answers could include:

- Approach Peter and ask him if he is okay.
- Ask him what happened, and let him know that you are here to help.
- Let him know you want to make sure he is safe.



STEP 3: LINK. In this step, we link the person to helping resources.

Where would you link Peter for help and support?

Possible answers could include:

- Offer to go with Peter to talk to a counsellor or other safe adult about what is happening at home.
- An adult can report his parents' drinking to Child Protective Services to ensure Peter is safe and that the family gets the help they need.
- Peter may have developed a substance use problem and may need treatment to deal with the problem.



STEP 4: LIVE. In this step, you take care of yourself and find healthy ways to cope. Helping a friend deal with a difficult situation can take a physical and emotional toll.

How would you take care of yourself, and what suggestions would you have for Peter?

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Encourage Peter to find healthier ways to cope with his family situation by doing things he loves instead of turning to alcohol.



4. To summarize, display the Look, Listen, Link, Live® content, using the presentation slides or the alternative method you have prepared.

## Closing Comments



- If you have friends who are drinking or doing drugs, but you do not want to join them, remember that you can say no.
- You and your friends need to look out for each other. Know that you can offer help and support to a friend who is struggling with alcohol or drug issues.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



# Peter's Story

Peter and his friends have just won their first game of a hockey tournament. The coach tells them to go home and get a good sleep since they must be up early. He wants them to be rested and ready for another win. Peter pulls a bottle out of his bag and says, "It is Friday night! Are you guys ready to party?"

The next morning, you find Peter passed out in his truck and covered in vomit. This is becoming a regular occurrence. You know his parents both drink excessively, and Peter hates being at home.

Using the Look, Listen, Link, Live® model, answer the following questions:

- STEP 1: LOOK. What are the signs that tell you Peter needs help?
- STEP 2: LISTEN. How would you approach Peter to talk to him? What would you say?
- STEP 3: LINK. Where would you link Peter for help and support?
- STEP 4: LIVE. How would you take care of yourself, and what suggestions would you have for Peter?



## References

Canadian Centre on Substance Use and Addiction. (2018). Children and youth. Retrieved from <http://www.ccdus.ca/Eng/topics/Children-and-Youth/Pages/default.aspx>

Canadian Mental Health Association. (2020). Understanding and finding help for substance abuse. Retrieved from <https://ontario.cmha.ca/documents/understanding-and-finding-help-for-substance-abuse/>

Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.

Island Health. (2020). Youth & substance use. Retrieved from <https://www.islandhealth.ca/learn-about-health/substance-use-addiction/youth-substance-use>

Joint Consortium for School Health. (2009). Addressing substance use in Canadian schools. Retrieved from <https://www.jcsh-cces.ca/upload/JCSH%20Substance%20Use%20Toolkit%20Higher%20Risk%20Youth%20v1.pdf>

Kelty Mental Health Resource Centre. (2018). Substance use. Retrieved from <https://kelymentalhealth.ca/substance-use>

National Institute on Drug Abuse. (2016). what to do if your adult friend or loved one has a problem with drugs. Retrieved from <https://www.drugabuse.gov/related-topics/treatment/what-to-do-if-your-adult-friend-or-loved-one-has-problem-drugs>

RCMP. (2018). Drugs: Use, abuse and addiction—Lesson plan (Grades 9 & 10). Retrieved from <http://www.rcmp-grc.gc.ca/cycp-cpcj/dr-al/lp-pl/index-eng.htm>



LESSON 12

# Suicide

Ages 15–18





# Lesson 12. Suicide

## Ages

15–18

## Learning Objectives

Cadets and JCRs will be able to:

- Describe risk factors for suicide (Activity 1).
- Identify the different types of stress (Activity 2).
- Develop healthy coping strategies (Activity 2).
- Demonstrate how to help yourself or a friend (Activity 3).
- Develop a personal safety plan (Activities 1, 2, and 3).



Facilitators have three activities from which to choose in the body of this lesson. Each activity ranges from 15–20 minutes in length. Time required for the introduction is 10–15 minutes, and time required for the conclusion is 5 minutes.

## Learning Tools and Materials



If audiovisual equipment is not available, handouts could be produced from the slides, or the information could be displayed on a flip chart or white board.

Slide deck:

- Kids Help Phone
- Community Resources
- Suicide Clues / Signs
- Types of Stress
- What Are Your Stressors?
- Look, Listen, Link, Live®

Handouts:

- Support Circles
- Safety Plan
- (Option B) Myth or Fact? Cards
- (Option C) Myth or Fact?
- Brett's Story



# Lesson Preparation

## Introduction

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Kids Help Phone; and
  - › Community Resources.
- Fill in the Community Resources presentation slide with local agency numbers and helplines.
- Print required number of copies of handouts:
  - › Support Circles; and
  - › Safety Plan.

## Activity 1. Myths and Facts about Suicide

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Suicide Clues / Signs.
- Choose which activity option you prefer, and prepare for your option:
  - › Option A uses a list of statements you will read out:
    - › Refer to the Myth or Fact? speaking notes within the activity lesson.
  - › Option B uses cards:
    - › Prepare or gather one set of Myth or Fact? Cards.
    - › Prepare a piece of flip chart paper or the board ahead of time with the headings “Myth” and “Fact”.
  - › Option C uses the Myth or Fact? handout that a volunteer will read out:
    - › Print one copy of the Myth or Fact? handout for the volunteer.
    - › Prepare a piece of flip chart paper or the board ahead of time with the headings “Myth” and “Fact”.

## Activity 2. Coping with Stress, Trauma, and Loss

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Types of Stress; and
  - › What Are Your Stressors?
- Prepare a piece of flip chart paper or the board by drawing a bucket of water with a tap at the top and water flowing in. Draw a tap on the side of the bucket with water flowing out.
- Gather one piece of unlined 8.5 inch by 11 inch paper for each participant.
- Ensure participants have a pen or pencil.

## Activity 3. Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Look, Listen, Link, Live<sup>®</sup>;
  - › Suicide Clues / Signs;
  - › Kids Help Phone; and
  - › Community Resources.
  - › If you choose, print a copy of Brett’s Story for each participant to allow them to follow along.

## Conclusion

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - › Kids Help Phone; and
  - › Community Resources.



# Introduction

## Estimated Time

10–15 minutes



Review the following safety guidelines at the start of the lesson:

- Participate as you feel comfortable.
- Maintain confidentiality when discussing someone else's experiences.
- Listen when others are speaking.
- If you are uncomfortable with the topic or discussion, you have permission to leave the room for a break. An adult will check up on you.



Today we are going to talk about how people could hurt themselves, and we will be looking at suicide.

Perhaps you know someone who has considered suicide, died by suicide, or has been impacted by this type of self-harm as a family member or friend.

The intention of this lesson is not to have you share your stories of loss, but rather to give you some important information so that you may choose to get help, or to help a friend.



As youth, your safety and well-being are very important to us. We want you to know that issues that may seem too big to handle, or like they will never go away, CAN be managed with support.



Participants must have a Support Circles or a Safety Plan filled out at the start of this lesson.

1. Distribute a copy of the Support Circles or Safety Plan handout to any participants who did not fill one out prior to the lesson. Have them fill in the required sections.
2. If the participants filled out a Support Circles or Safety Plan handout already, ask them to revisit the section in which they recorded safe people to talk to. Are these the same people they would talk to if they were feeling overwhelmed and helpless or if they were thinking of suicide? Allow them time to record any changes.
3. If you are considering suicide, or if you know someone who is considering suicide, there are people who can help. Youth can reach out to adults they can count on and trust. Some examples are: caregivers, such as parents, grandparents, foster parents, aunts, or uncles; elders; cadet and JCR leaders; and school personnel, including guidance counsellors. Another important resource is the Kids Help Phone.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.



4. We are going to do an activity to help you better understand suicide.

# Activity 1

## Myths and Facts about Suicide

### Estimated Time

15–20 minutes



1. Adolescence is a time of change and challenges. Your body, the way you think, and your emotions are all changing. One of the biggest challenges during this time is trying to figure out who you are, while at the same time experiencing different pressures and expectations from others.
2. What are some things that can cause you and your friends to feel stress or pressure?

Allow two or three participants to answer. Record the answers on flip chart paper.

Possible answers may include:

- school;
- parents;
- siblings;
- violence in the home;
- peer pressure;
- bullying or harassment;
- fights with friends;
- cyberbullying;
- exploring gender identity or sexual orientation;
- dating relationships;
- breakups;
- illness or death in the family;
- physical health problems; and
- mental health struggles, such as depression or anxiety.



3. All the pressures and issues that we listed can cause youth to feel overwhelmed and hopeless at times. Sometimes youth consider suicide as a solution to their painful feelings and the problems that caused them. They may go over thoughts of suicide again and again in their minds, but they may not feel comfortable talking about their thoughts because of the shame that surrounds suicide. This causes them to keep silent and not ask for the help they need.
4. Youth are a huge source of peer support for each other. You are more likely to talk to a friend about your problems than an adult. Therefore, it is very important for you to have knowledge about suicide and feelings of hopelessness, so that you can help yourself and others if suicide is ever being considered.
5. We are going to explore some myths and facts about suicide to help break the silence and allow us to talk more openly about this issue.

6. Follow the option you prepared for ahead of time:

Option A (using the list of statements you will read out):



I will read aloud a series of statements, and you will give a thumbs down if you think the statement is a myth (not true). You will give a thumbs up if you think the statement is a fact (true). You will give a sideways thumb if you are not sure.

Read out each statement below, starting with statement (a). Allow the participants time to indicate their answer. Then, use the speaking notes to provide information about the statement before moving on to statement (b). Repeat this process until all the statements have been discussed and debriefed.

Option B (using the Myth or Fact? Cards and the headings “Myth” and “Fact” written ahead of time on the flip chart or board):



I will distribute some cards with statements on them. You will read your card aloud, and then choose whether it belongs under “Myth” or under “Fact”.

Distribute the Myth or Fact? Cards to random participants. Have each person with a card read the statement aloud and then choose which heading it falls under. Use the following speaking notes to provide information about the statement before having the next person read their card. Repeat this process until all the cards have been discussed and debriefed.

Option C (using list of statements a participant will read out and the headings “Myth” and “Fact” written ahead of time on the flip chart or board):



I will need a volunteer to read out a series of statements. After the volunteer reads each statement, you will decide as a group whether it belongs under “Myth” or under “Fact”.

Provide the volunteer with the Myth or Fact? handout. Have the volunteer start with statement (a). Give the participants time to discuss and determine which heading each statement falls under. Then, use the speaking notes to provide information about the statement before asking the volunteer to move on to statement (b). Repeat this process until all the statements have been discussed and debriefed.



a. Youth rarely think about suicide. MYTH or FACT?

MYTH: We know that a lot of people think about suicide. It is normal to think about life, where one’s life is going, and what to do if it is not going well. If a person is feeling overwhelmed and hopeless about life, ideas of suicide can go through their mind. It can feel like a “way out.” But there is a big difference between just thinking about escaping, and actually planning out how to do it.

b. Talking about suicide will give a young person the idea, or permission, to consider suicide. MYTH or FACT?

MYTH: Talking calmly about suicide, without showing fear or making judgments, can bring relief to someone who is feeling isolated and overwhelmed. Encouraging someone to talk about their suicidal feelings can reduce the risk of a suicide attempt. If you believe that someone is seriously starting to plan how to end their life, it is very important to talk to them and to get help from a trusted adult.



- c. Youth give clues or signs to others about their feelings of suicide. MYTH or FACT?

FACT: Youth will rarely tell someone directly that they are considering suicide, but they will give clues to others.



Display the Suicide Clues / Signs content, using the presentation slide or the alternative method you have prepared.



### Suicide Clues / Signs:

- A sudden change in behaviour
- Withdrawal from family and friends
- Loss of appetite
- Having trouble sleeping
- Sleeping more than usual
- Not interested in anything and feeling hopeless
- Talking about death or dying
- Joking about suicide
- Giving away valued personal possessions
- Feeling really sad
- Going from sad to being suddenly happy and lighthearted
- Saying things like, “I have nothing to live for,” or, “Everyone would be better off without me”
- Death of friend or relative by suicide
- Saying goodbye in a way you have never heard before

- d. Suicidal youth are only seeking attention and trying to manipulate others. MYTH or FACT?

MYTH: This can happen, but it is still important to always take any talk about suicide or any suicide threat seriously. If the person is trying to get attention or manipulate someone, this also tells you that he or she needs to talk to someone and get help. Always take a suicide threat seriously. Tell an older person you trust as soon as you can.

- e. Suicidal youth are in pain and do not always want to end their life. MYTH or FACT?

FACT: Suicidal youth do not want to die—they want their pain to stop. If they feel unable to cope with what is happening to them, suicide can seem like a solution to their problems.

- f. Drug and alcohol use have no impact on whether someone considers suicide. MYTH or FACT?

MYTH: Drug and alcohol use can go hand-in-hand with suicide. People who abuse substances are at a higher risk of suicide. Sometimes people use alcohol or drugs to try to cope with their pain, but using substances can often make their problems worse.



- g. Once a person is intent on suicide, there is no way of stopping them. MYTH or FACT?

MYTH: Suicide can be prevented. People can be helped. A suicide crisis can be relatively short-lived. Suicide is a permanent solution to what is usually a temporary problem. Immediate practical help, such as staying with the person, encouraging them to talk, and helping to find support, can avert the consideration or completion of suicide.



As youth, your safety and well-being are very important to us. We want you to know that issues that may seem too big to handle, or like they will never go away, CAN be managed with support.

# Myth or Fact? Cards

a.	Youth rarely think about suicide.
b.	Talking about suicide will give a young person the idea, or permission, to consider suicide.
c.	Youth give clues or signs to others about their feelings of suicide.
d.	Suicidal youth are only seeking attention and trying to manipulate others.
e.	Suicidal youth are in pain and do not always want to end their life.
f.	Drug and alcohol use have no impact on whether someone considers suicide.
g.	Once a person is intent on suicide, there is no way of stopping them.



# Myth or Fact?

- a. Youth rarely think about suicide. MYTH or FACT?
- b. Talking about suicide will give a young person the idea, or permission, to consider suicide. MYTH or FACT?
- c. Youth give clues or signs to others about their feelings of suicide. MYTH or FACT?
- d. Suicidal youth are only seeking attention and trying to manipulate others. MYTH or FACT?
- e. Suicidal youth are in pain and do not always want to end their life. MYTH or FACT?
- f. Drug and alcohol use have no impact on whether someone considers suicide. MYTH or FACT?
- g. Once a person is intent on suicide, there is no way of stopping them. MYTH or FACT?



# Activity 2

## Coping with Stress, Trauma, and Loss

### Estimated Time

15–20 minutes



1. Has anyone ever felt stressed or overwhelmed before? Stress is something that happens to all of us. There are different types of stress.



2. Display the Types of Stress content, using the presentation slide or the alternative method you have prepared.



### Types of Stress:

- **BASIC STRESS.** This is daily stress we experience every day from school, friends, family, work. This stress is normal, and we can handle it.
- **CUMULATIVE STRESS.** This happens when our daily stress starts to build up over a period of time, and we have so much on our plates that we are not able to deal with it. Cumulative stress can cause many problems for our physical and mental health.
- **TRAUMATIC STRESS.** This is stress from an extreme event or crisis, e.g., suicide, death of a family member, violence in the family, or the loss of a home to fire.

3. Explain that you have drawn a bucket of water with a tap at the top and water flowing in, and a tap on the side of the bucket with water flowing out.

4. Distribute one unlined piece of 8.5 inch by 11 inch paper to each participant. Have them duplicate the drawing.



5. Display the What Are Your Stressors? content, using the presentation slide or the alternative method you have prepared.



6. Our health and well-being are like buckets of water. In your day-to-day life, there are things that fill up your bucket.

Point to the tap with the water flowing in the bucket.



For example: getting enough sleep, eating nutritious food, and having friends. All these things can make you feel healthy and happy.

7. There are also forces that drain your bucket. We call these forces “stress”.

Point to the tap on the side of the bucket with the water flowing out.



On your drawing, beside the tap, I want you to list what those stressors are for you. What causes you to feel stressed, anxious, or overwhelmed?

Give the participants time to brainstorm a list.

8. Go around the room and ask for volunteers to share one point from their list.

Possible answers could include:

- stress from school;
- exams;
- bullying at school;
- fighting with parents;
- suicide of a friend or family member;
- having no money; or
- a breakup with a dating partner.



9. Traumatic stress from events such as violence in the home, chronic bullying, harassment at school, ending a relationship with someone you love, or losing a friend to suicide can make us feel very overwhelmed and hopeless. Some youth may consider suicide as a solution to their problems when they feel overwhelmed or helpless.

10. I want to talk about healthy coping strategies. When we get overwhelmed, our different feelings and emotions can be scary. What can you do to deal with your feelings of anxiety and stress when you are overwhelmed? Write your list at the top of the bucket where the tap has water flowing in. What is going to fill up your bucket?

Give the participants time to brainstorm a list.

11. Go around the room and ask for volunteers to share one point from their list.

Possible answers could include:

- talking to a friend or trusted adult to get support;
- spending time with friends and family;
- spending time in nature, hunting, fishing, or camping;
- playing sports: hockey, basketball, soccer;
- spending time with pets;
- sewing or beading;
- exercising or hiking;
- journaling;
- listening to music;
- eating your favourite healthy foods;
- playing video games;
- reading a good book;
- looking at funny memes; and
- calling Kids Help Phone or a crisis line to talk to a counsellor.



12. It is important to avoid alcohol or drugs when you are feeling stressed or overwhelmed. When you are in shock from experiencing a traumatic event or crisis, alcohol and drugs can be more harmful than usual because your body is already stressed out and trying to calm down. Alcohol and drugs can increase that stress. Coming off alcohol and drugs can also create depression and anxiety.



As youth, your safety and well-being are very important to us. We want you to know that issues that may seem too big to handle, or like they will never go away, CAN be managed with support.

# Activity 3

## Look, Listen, Link, Live<sup>®</sup>: How to Help a Friend

### Estimated Time

15–20 minutes



1. We know that youth reach out to their peers for help before they will talk to an adult. We want to give you information so you can support a friend or peer if they come to you for help with self-harming behaviours.



2. Display the Look, Listen, Link, Live<sup>®</sup> content, using the presentation slides or the alternative method that you have prepared.



This is a four-step model that we use to help a friend whom you think is considering suicide.



3. Using the following speaking notes, go through each point on the slide.

STEP 1: LOOK. Look for clues or signs of hopelessness and possible suicidal thoughts in friends or within yourself. Trust your inner voice—you know your friend.



Display the Suicide Clues / Signs content, using the presentation slide or the alternative method you have prepared.



### Suicide Clues / Signs:

- A sudden change in behaviour
- Withdrawal from family and friends
- Loss of appetite
- Having trouble sleeping
- Sleeping more than usual
- Not interested in anything and feeling hopeless
- Talking about death or dying
- Joking about suicide
- Giving away valued personal possessions
- Feeling really sad
- Going from sad to being suddenly happy and lighthearted
- Saying things like, “I have nothing to live for,” or, “Everyone would be better off without me”
- Death of friend or relative by suicide
- Saying goodbye in a way you have never heard before

STEP 2: LISTEN. Listen to people who are showing signs of suicidal thoughts, and ask them: “Are you okay?” or, “Can I help you?”

- Be calm: Talk in a calm and caring voice and be prepared to listen. Be honest, and do not feel you have to try and be an expert. You are a caring friend, and that is what is important.
- Be open: When asking someone if you can help, be open to listening to the person’s experience. They may tell you that they are considering suicide, or you



may decide to ask them, “You seem really down these days, and last night you posted that you found a way to end everything. Are you talking about suicide?” If they say “yes” or “maybe”, tell them this is important. Listen to them, and then offer to link them with someone who can help.



IF YOU KNOW THAT YOU ARE SHOWING CLUES OR GIVING SIGNS, LISTEN TO YOUR THINKING AND KNOW YOU NEED TO GET HELP.



- You can also ask them if they have a plan.

STEP 3: LINK. Let them know there are people who can help. Encourage them to talk to a trusted adult, or offer to go with them to talk to someone who can help. If they are unable to share their situation with a trusted adult, tell them, “You know what, this is pretty serious that you are thinking of suicide. I have some ideas of where to get help, and we really need



DO NOT KEEP A SECRET ABOUT SUICIDE—TELL SOMEONE YOU TRUST FOR YOURSELF AND FOR YOUR FRIEND. IF THEY WANT TO KEEP IT A SECRET, TELL THEM THAT YOU CANNOT.



to tell someone. You are too important to keep it a secret. I do not want you to get hurt or die. You matter. Let us figure out who we can talk to—I have some ideas; do you?”



Display the Community Resources content, using the presentation slide or the alternative method you have prepared. Review any provincial or local community help lines or resources for suicide.

STEP 4: LIVE. Take care of yourself, and find healthy ways to cope. Helping a friend through a difficult situation can take a physical and emotional toll.

- We are going to look at an example of a youth who is struggling, and then apply the Look,



You may distribute copies of the scenario (Brett’s Story) to allow the participants to follow along, or you may put the scenario on a presentation slide.



Listen, Link, Live® concept.

- Read the scenario out loud.

Brett has been in a relationship with Yvonne for the past year. Recently, he has been thinking that she is no longer happy being with him. He has been trying everything to keep her with him. He cannot imagine his life without her. She is the only one that he has ever told about his hurtful family situation.

One night, Yvonne tells Brett the relationship is over. He is devastated. He thinks his life is now worthless.



You hear about the breakup. You try to reach Brett, but he will not answer his messages, and he does not show up for school. You finally get a confusing text from him telling you goodbye and to leave him alone.

6. Have the participants turn to the person beside them and brainstorm STEP 1: LOOK:

What are the signs that Brett is feeling stressed and may be considering suicide?

Give the pairs time to discuss. Then, ask for volunteers to share their responses.

Possible responses may include:

- Brett is upset about the breakup with Yvonne.
- She was an important support in his life, and he feels very alone.
- He is feeling devastated and worthless.
- He has stopped coming to school.
- He will not see his friends.



7. Have the participants find another partner. Then have them brainstorm STEP 2: LISTEN:

What can you say to Brett?

Give the pairs time to discuss. Then, ask for volunteers to share their responses.

Possible answers may include:

- Ask him if he is okay or if you can do anything to help. You can also let him know that you are there to support and help him.
- You can ask Brett directly if he is thinking about suicide.
- You can listen to Brett and let him talk as much as he needs.
- You can listen without making judgments.
- You can let him know that he is important and that lots of people care about him.



8. Have the participants change partners again. Then have them brainstorm STEP 3: LINK:

Whom can you link Brett with for help?

Give the pairs time to discuss. Then, ask for volunteers to share their responses.

Possible answers may include:

- a trusted adult—this could be a cadet or JCR leader, a teacher, a counsellor, a parent, a grandparent, etc.;
- a provincial/territorial suicide line;
- Aboriginal Crisis Line;
- Kids Help Phone; or
- a community help line.



If they are unable to share their situation with a trusted adult, tell them, “You know what, this is pretty serious that you are thinking of suicide. I have some ideas of where to get help, and we really need to tell someone. You are too important to keep it a secret. I do not want you to get hurt or die. You matter. Let us figure out who we can talk to—I have some ideas; do you?”



9. Have the participants change partners again. Then have them brainstorm STEP 4: LIVE:

What are some healthy coping strategies that you can share with Brett? What are some healthy coping strategies that you use to take care of yourself after dealing with this stressful situation?

Give the pairs time to discuss. Then, ask for volunteers to share their responses.

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite sport or exercise.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.
- Get creative and bead, sew, write poetry, or play music.
- Eat healthy.
- Spend time with a pet.
- Yell into a pillow.
- Talk to friends and family to help work through your feelings about the situation.
- Get Brett out doing things that will help relieve his stress like playing video games, exercising, or playing a sport.



10. Ask the participants the following discussion questions.

- a. Are there any other things you might say or do for a person who is considering suicide?
- b. Could you see yourself applying the Look, Listen, Link, Live<sup>®</sup> model in real life situations? Why or why not?



As youth, your safety and well-being are very important to us. We want you to know that issues that may seem too big to handle, or like they will never go away, CAN be managed with support.

# Conclusion

## Estimated Time

5 minutes



- Life is not always easy. At times, it has a way of pulling the rug out from under our feet and leaving us feeling overwhelmed and anxious.
- We can experience different forms of crises and trauma that can impact our physical and mental health.



It is important to know that issues that seem too big to handle, or like they will never go away, CAN be managed with support.



- If you or someone you know is feeling hopeless or considering suicide, there are people who can help. Youth can reach out to adults they can count on and trust. Some examples are: caregivers (such as parents, grandparents, foster parents, aunts or uncles), cadet or JCR leaders, and / or school guidance counsellors. Another important resource is the Kids Help Phone.
- How to help a friend who may be considering suicide:
  - LISTEN: Ask them: “Are you okay?” or, “Can I help?”
    - Be calm: Talk in a calm and caring voice, and be prepared to listen.
    - Be open: When asking someone if you can help, be open to listening to the person’s experience. They may tell you they are considering suicide, or you may decide to ask them: “You seem really down these days, and last night you posted that you found a way to end everything. Are you talking about suicide?” If they say “yes”, “maybe”, or “I don’t know,” link them to someone who can help and tell them it is very important that they talk to this person.
  - LINK: Encourage your friend to talk to a trusted adult, or offer to go with them to talk to someone. If they are unable to share their situation with a trusted adult, you can help them find other people or organizations that will be able to support them. Most of all, remind your friend that they are important—they matter to you and to others, and you do not want them to get hurt or die.



Never keep a secret about suicide—tell someone you trust. If your friend asks you to keep it to yourself, let them know that you care about them too much to do that. If you believe that your friend is in danger, call 911 or contact the local police, EMS, or hospital.

- Refer the participants to their Support Circles and Safety Plans where they identified safe people they trust and would talk to. Encourage them to keep their Safety Plan in a safe place that is easy to access.



- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.



- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.

To conclude this lesson, conduct a self-care activity. Possible activities could include:

- Share some appropriate inspirational or funny videos or memes.
- Play some music.
- Do a breathing or grounding activity.
- Allow participants time to journal or draw.
- Play a game.

# Brett's Story

Brett has been in a relationship with Yvonne for the past year. Recently, he has been thinking that she is no longer happy being with him. He has been trying everything to keep her with him. He cannot imagine his life without her. She is the only one that he has ever told about his hurtful family situation.

One night, Yvonne tells Brett the relationship is over. He is devastated. He thinks his life is now worthless.

You hear about the breakup. You try to reach Brett, but he will not answer his messages, and he does not show up for school. You finally get a confusing text from him telling you goodbye and to leave him alone.

Using the Look, Listen, Link, Live<sup>®</sup> model, answer the following questions:

- STEP 1: LOOK. What are the signs that Brett is feeling stressed and may be self-harming?
- STEP 2: LISTEN. What can you say to Brett?
- STEP 3: LINK. Where would you link Brett for help and support?
- STEP 4: LIVE. What are some healthy coping strategies that you can share with Brett to help her feel better? What can you do to take care of yourself?



## References

American Psychological Association. (2020). Stress: The different kinds of stress. Retrieved from <https://www.apa.org/helpcenter/stress-kinds>

Canadian Mental Health Association. (2020). Preventing suicide. Retrieved from <https://cmha.ca/mental-health/understanding-mental-illness/preventing-suicide>

Canadian Red Cross. (2020). Look, listen, link, live. In Canadian Red Cross, Psychological First Aid Pocket Guide (pp. 14–20). Ottawa, O.N.: Canadian Red Cross.

Centre for Addiction and Mental Health. (2020). Suicide. Retrieved from <https://www.camh.ca/en/health-info/mental-illness-and-addiction-index/suicide>

Centre for Suicide Prevention. (2015). Teen suicide. Retrieved from <https://www.suicideinfo.ca/resource/updated-expanded-teen-suicide/>

Child Mind Institute. (2020). Teen suicides: What are the risk factors? Retrieved from <https://childmind.org/article/teen-suicides-risk-factors/>

Crisis Centre. (2013). Suicide prevention planning. Retrieved from <https://crisiscentre.bc.ca/suicide-pip-initiative/>

Stanford Children's Health. (2020). Teen suicide. Retrieved from <https://www.stanfordchildrens.org/en/topic/default?id=teen-suicide-90-P02584>

United Nations HR Portal. (2017). Types of stress. Retrieved from [https://hr.un.org/sites/hr.un.org/files/Types%20of%20stress\\_1.pdf](https://hr.un.org/sites/hr.un.org/files/Types%20of%20stress_1.pdf)

