



Shine the Light Educational
Resource 2023
by the London Abused Women's Centre

Every young person is entitled to learn in a safe, caring environment, free from violence and harassment. Healthy relationships do not tolerate abusive, controlling, violent, bullying/harassing, or other inappropriate behaviours.

Government of Ontario, Education and Training

Group activities focused on abuse, sexual exploitation, and trafficking which link to the Ontario Secondary School Curriculum.

Copyright © 2023

The copyright of this publication remains with London Abused Women's Centre from whom permission should be sought before any materials are reproduced. Short sections of text, not to exceed two paragraphs, may be quoted without explicit permission, provided that full acknowledgement of authorship is given.

1 In using the Licensed Materials, the Licensee shall, and shall ensure that each of its employees, agents, contractors and other personnel shall:

1.1 only use the Licensed Materials for the purpose of educating about healthy relationships, consent and increasing awareness of violence against women and girls;

1.2 only use the Licensed Materials to aid conversations with colleagues and participants in the course of fulfilling the purpose of educating about healthy relationships, consent and increasing awareness of violence against women and girls;

1.3 not alter the Licensed Materials in any way;

1.4 not remove the name of the Licensor from the Licensed Materials nor attempt to pass off the Licensed Materials as being the work of the Licensee or any other person;



Table of Contents

Why should our learning environments be Trauma Informed?	3
Relationships	4
Enjoy, Choose, Consequences (E.C.C.)	6
Road to Romance	10
Youth Power & Control Wheel	35
Jordan's Story – Sexual Abuse	37
Decision Making and Negotiating	44
Who Can I Talk to?	51
Laura's Diary - Grooming	54
The Grooming Line	61
Aggressive, Assertive, Passive or Manipulative	62
Sharing Sexual Images and Its Consequences	83
Consent, Equality and Respect	86
Navigating Consent	91
Non-Verbal Consent	92
Sexual Exploitation and Trafficking	93
Appendix	98
Consent and the Law	99
Important Points about Sexual Consent	99
Important Points about Sexual Assault	100
Sexting and the Law	101
How to Respond to Sexual Assault/ Exploitation/ Trafficking Disclosures	102
Glossary of Terms	103
Booking LAWC Speakers	109



In its 2008 report, *Shaping a Culture of Respect in Our Schools: Promoting Safe and Healthy Relationships*, the Safe Schools Action Team confirmed “that the most effective way to enable all young persons to learn about healthy and respectful relationships is through the school curriculum”. In health education, the study of healthy relationships includes learning about the effects and the prevention of all types of violence and bullying/harassment, whether face-to-face or online¹

Why should our learning environments be Trauma Informed?

As the content discussed in this resource is not hypothetical, but rather reflects the lived experiences of many young people, it is important to build your classroom climate on a trauma-informed foundation.

In Canada, the Childhood Incidence Study helps us understand how many of our children have experienced maltreatment: based on investigated cases, nearly half of all confirmed cases of child maltreatment involve exposure to domestic violence, followed by neglect, emotional maltreatment, physical and sexual abuse.²

Trauma is the experience of, and response to, an event or events that threaten the person’s safety, life, or integrity, and overwhelms their ability to cope. It’s more than everyday stress and includes responses such as shock, terror, shame, and powerlessness. Trauma can re-wire the brain and our bodies, making us unable to regulate stress hormones, which can lead to hyper arousal and acting out or complete withdrawal.

These traumatic experiences can happen once like in the instance of a car accident or many times as with sexual abuse or intimate partner violence. They can also affect entire groups as a result of war, colonialism, or pandemics. Systemic racism, sexism, able-ism and other forms of discrimination, poverty and insecure housing are all forms of structural violence that exacerbate health and social inequities.

Read [here](#) for more information on Trauma Informed Learning Environments.

When people are treated with respect and compassion, with attention paid to ensuring an emotionally, physically and culturally safe environment, they feel more confident, more able to handle their challenges and this is related to improved health outcomes.

¹ Adapted from *The Ontario Curriculum Grades 9 to 12: Health and Physical Education* accessed on July 12, 2023
www.ontario.ca/edu

² <https://phecanada.ca/connecting/blog/trauma-and-violence-informed-teaching-why-it-critically-important-and-how-we-can-do> accessed on July 31, 2023



<p>Relationships</p> <ul style="list-style-type: none"> ➤ Relationships ➤ Assertiveness ➤ Negotiation and Consent ➤ Abuse, Sexual Exploitation and Sex Trafficking 	<p>Demonstrate an understanding of the skills and strategies needed to build healthy social relationships</p> <p>Describe the characteristics of healthy and unhealthy relationships (e.g., healthy relationships: trust, mutual support, clear limits and boundaries, humour, honesty; unhealthy relationships: mistrust, jealousy, isolation, control, tension)</p> <p>Identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions (e.g., assertiveness training, anti-bullying programs, strategies for developing empathy)</p> <p>Identify characteristics of healthy relationships (e.g., equality, independence, trust, empathy, loyalty, respect, intimacy, honour, recognition of the other’s value, open communication, stability, confidence, altruism)</p> <p>Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies)</p> <p>Apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality</p> <p>Distinguish between needs and wants, and identify needs, wants, values, and goals that may develop during adolescence</p> <p>Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising)</p>
---	--



	<p>behaviour, coercive behaviour, inappropriate sexual behaviour)</p> <p>Demonstrate an understanding of the benefits and risks of using electronic communication technologies</p> <p>Analyse ways in which social and cultural factors, including portrayals in the media, shape people's ideas about relationships</p>
--	--

Enjoy, Choose, Consequences (E.C.C.)

Time: 40 min

Curriculum Link(s): The *Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities - Exploring Family Studies Gr. 9-10 (HIF10/20) B2.2* - Describe the characteristics of healthy and unhealthy relationships (e.g., healthy relationships: trust, mutual support, clear limits and boundaries, humour, honesty; unhealthy relationships: mistrust, jealousy, isolation, control, tension)

Learning Outcomes:

- Participants will be introduced to a definition of sexual health and a strategy for decision making to minimise risk.

Resources Required for Lesson:

ECC concept originated by Milly Carmichael

Option: View [What Makes a Relationship Healthy?](#) (2:15)

NOTE: Please watch before showing young people to assess suitability for the individuals with whom you will be working

Beginning:

- Outline session and learning outcomes
- Set ground rules, rewards and sanctions

Main Activities:

According to the World Health Organization¹¹, sexual health is:

“... a state of physical, emotional, mental and social well-being in relation to sexuality, and not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all people must be respected, protected and fulfilled”.

That is a very long definition that is hard to remember and hard to understand.

1. Ask participants, “What does it mean to be Sexually Healthy?”

The easiest way to remember what being sexually healthy is, is to break it down into the ECC.

Def’n: Enjoy the sex you Choose to have and the Consequences.

The criteria to see if you are making a sexually healthy decision are these 3 questions:

Am I enjoying it?

Am I choosing it?



Am I going to be OK with what happens afterwards?

If the answer to all 3 questions is “YES” you can be pretty sure that it is going to be a sexually healthy thing to do; your partner(s) must also be able to answer “YES” to all 3 questions too. If control over those elements is ever taken away from you, then it is a criminal offence and needs to be treated as such.

2. Explain the scenario to the participants.

“Let’s apply the ECC to choosing a behaviour that has nothing to do with sex. Imagine for your friend’s birthday, they had decided to go rock climbing with a group of friends and you are included. You have never been rock climbing before, but you know some of the people going.”

3. Brainstorm with the group the answers to the following questions:
What would guarantee your enjoyment of rock climbing?

- Being safe.
- Being with someone that knows what they are doing.
- Feeling that however far I choose to go up the wall, I will be cheered on/supported/not belittled.

What would make you feel safe to climb the wall?

- Wearing safety equipment that protects my health (e.g., helmet, a harness that fits, climbing ropes that are not damaged, crash mats on the floor, chalk and chalk bag).
- Having a belayer (person that holds the climbing rope in the event of a climbing fall) that is paying attention and will listen to me.

What are the characteristics I would want in someone that was belaying me when I was on the climbing wall?

- Watching my non-verbal body language to know if I’m feeling confident or struggling.
- They ask me directly if I am ok with what is happening.
- They ask me if the tension in the rope is too much or not enough.
- If I say I want more tension or less, they listen and respond.
- They ask if I want to keep going.
- If I decide to change my mind, even if I had previously said I wanted to go to the top and ring the bell, they don’t make me feel stupid or guilty. They respect what I’ve said and support me to do whatever feels comfortable. It may be stopping to take a breath before I decide what I want to do. It might be encouraging me to stay exactly where I am and enjoy the view. It may be that they help be come down the wall as quickly as possible so I can feel safe again and ask me what I need to feel ok.
- They want me to enjoy the experience without feeling pressured, scared or uncomfortable.

What would help me know I was **choosing to go rock climbing for myself and not to please others?**

- I can choose to not go rock climbing at all.
- I can choose just to go bouldering, but not climb.
- I can choose to set my own limits for how high I want to go, who I will trust to belay me, the route I want to take (as long as it is safe) and how long I want to do it.
- I can change my mind about any of my limits without being manipulated, socially isolated, or ridiculed.
- I am not doing it because someone has already paid for me to go climbing and I don't want to disappoint them.
- I am not doing it because I don't want anyone to think that I'm afraid or childish.
- I am not doing it because it is my friend's birthday and I don't want to disappoint them or for them to think I am no fun
- I am not doing out of fear that I won't be invited the next time the group wants to do something.
- I am not taking risks that put myself or someone else at risk because I am showing off or feel like I'm invincible.

What would make you feel ok about the possible **consequences of going rock climbing?**

- I need to know how to keep safe.
- I would need to know what could go wrong (e.g., slip off the wall, clip might not be secured, rope could break, my belayer might trip while I'm climbing)
- If something did go wrong, how badly could I or someone else be hurt? (from different heights you could break bones or have a concussion, someone might fall on you, you might trip over a rope that is on the ground)

• What precautions can we take now that we know what could go wrong, and how people could be effected/hurt?

- All safety equipment checked/inspected by an appropriately qualified person in accordance with Facility Inspection Record
- Only qualified people will be belayers. Use safety gear as instructed.
- Staff to monitor and remove trip hazards
- Staff would know about any pre-existing health conditions you might have to tailor your experience to your specific needs.

If I do everything I can to stay safe but, I still get hurt or hurt someone else, what can we do? Where can we go for help?

- Staff will be First Aid certified, cell/phones will be in working order so that 911 could be called if necessary
- I understand all the risks, know how to keep myself safe as well as others, and will seek help if I need it.

How does this parallel decisions about any risk behaviours (eating too much chocolate at Easter, getting in a car with someone that has been drinking alcohol, stealing something, having sex)?

Notes to Teacher/ Leader:

Remember to highlight that the sex you choose to have, might be no sex at all, or it might be sex with just yourself (masturbation). Those are valid choices that you can **enjoy, choose** for yourself free from coercion, and you can feel ok about the **consequences** because you know the risks and how to mitigate them and you have the option to choose for yourself.

~~Sex~~ Enjoy the
behaviour you
choose, and the
consequences

Road to Romance

Time: 45 min

Curriculum Link(s):

The *Ontario Curriculum Grades 9 to 12: Health and Physical Education - Healthy Active Living Education Gr. 12 (PPL40) C1.3* - Demonstrate an understanding of how relationships develop through various stages, and describe the skills and strategies needed to maintain a satisfactory relationship as the relationship evolves (e.g., communication and interpersonal skills, adaptive and coping skills, conflict resolution strategies)

Learning Outcomes:

- Participants will discuss the role of communication and negotiation in intimate relationships
- Participants will determine various stages in intimate relationships
- Participants will explore the variance in individual's choices of behaviour and communicating their limits

Resources Required for Lesson:

- Road to Romance Cards

Beginning:

- Outline session and learning outcomes
- Set ground rules, rewards and sanctions

Main Activities:

1. Tell young people that the leaders/ teachers are Martians that have just landed on Earth. Their mission is to have a **healthy dating relationship** on Earth that is based on equality, respect and consent. There may even be some misinformation included, because the Martians may have gotten information wrong.
2. Give the entire group of young people the cards, 3 or 4 at a time.
3. The participants need to put the cards in order from the beginning stages of a relationship to the later stages.
4. There is a *STOP* card that they may want to place in the chain of events if they feel that a relationship should end due to an unhealthy/ abusive/exploitive behaviour being in the steps (e.g. ask you to have sex with other people). There is also a *Not Sure. Need to Think Card* that asks them pause and consider if they are choosing behaviours that put them at risk of unplanned pregnancy, STI transmission, non-consensual contact, or police involvement.
5. When they have completed the task, they need to explain to the Martian Leaders the Road to Romance and if there were any cards that should not be in the pathway (may be exploitive, acts of abuse/ exploitation or unhealthy) or ones that they think should be added.



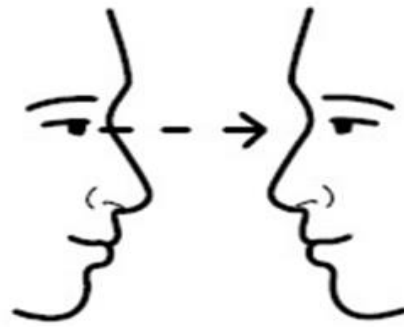
Notes to Teacher/ Leader:

I will often put out some easier/ funnier cards to start the activity (e.g., you can fart in front of them, you get excited, you kiss them) and ask them to arrange them in order of occurrence in their opinion. You may need to remind them we are trying to build a healthy relationship, not a hook up. There are some that should not be part of a healthy relationship, and those cards can just be set aside. There will likely be disagreement about things (e.g., if they should be introduced to family or friends first). This is an opportunity to ask about how they would handle dating someone that due to their values and beliefs required them to have parent/carer approval before dating. They could also consider how they would manage if when they asked if touching under clothes was OK, their partner wanted to play the *STOP* card or the *Not Sure. Need to Think Card*. How would they react if a partner had a zero-tolerance for drugs or alcohol?

There are cards within the activity associated with abuse/ exploitation/ trafficking. When those cards come up, ask participants if receiving expensive gifts or having someone pay for them to stay at a hotel is a red flag for them. How could they handle these situations? To whom could they turn to for support and services?

As an extension activity, you could ask them to build another order of behaviours that would depict an exploitive sex trafficking situation and the order in which it might occur.





Eye to eye contact



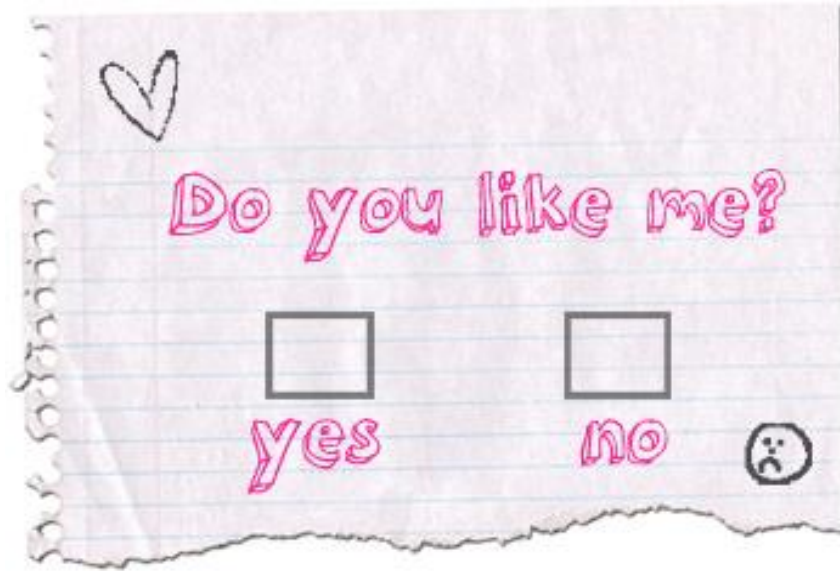
Feel attraction



Talk face to face



Add the person to social media



Ask if they want to hang out



Meet your family



Hold hands



Hugging



Kissing



Making out



Meet your friends



Get excited



Trust them enough to talk about things that make you feel worried, sad, hurt, embarrassed, is a secret or a surprise, or are things that make you sexually excited



Talk about your limits
(with sex, alcohol, drugs, violence or weapons)



Touch on top of clothes



Talk about safer sex and STI testing



Talk about birth control/ contraception



Talk about what you would do if there was an unplanned pregnancy



Have STI testing done



Get birth control, condoms and dams



Touch under clothes



Have oral sex



Have sex



Get drunk



Pays for you to go to nice restaurants or
stay in hotels



Get high



You feel comfortable to fart in front of them



Messaging each other



Shares photos or video of their naked body (genitals, breasts or buttocks)



Making sure that you have alcohol or drugs before you go to a party



Gives gifts (phone, clothes etc.)
when it's not your birthday



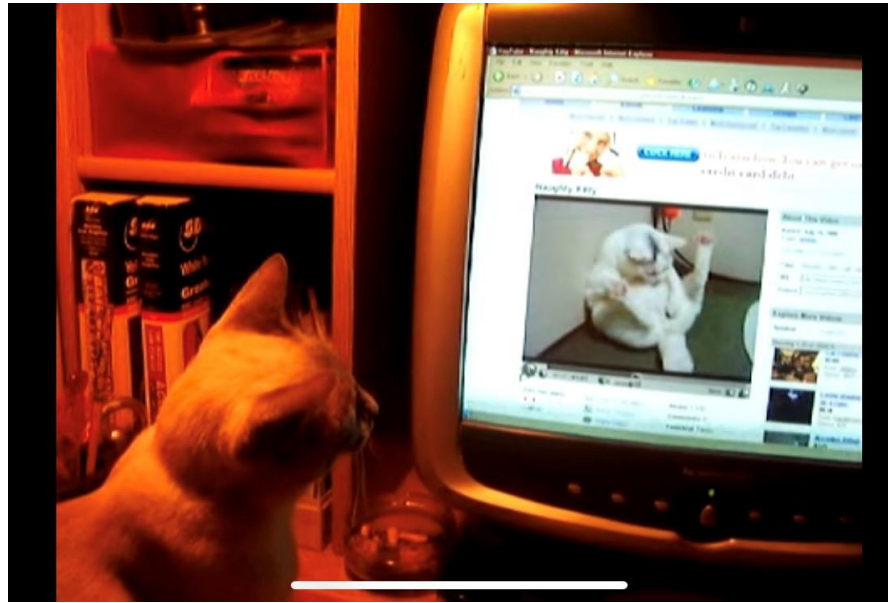
Asks you to have sex with other people



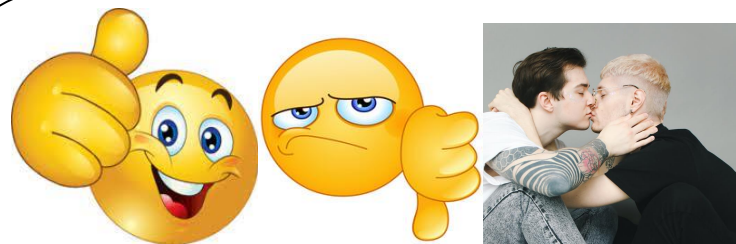
Not Sure. Need to Think.

1. Am I using something so there won't be a pregnancy?
2. Am I using something so I won't get a disease?
3. Do I want to keep going? Do I feel I have a choice?
4. Does the other person want to keep going?
5. Would I get in trouble with the police if we kept going?

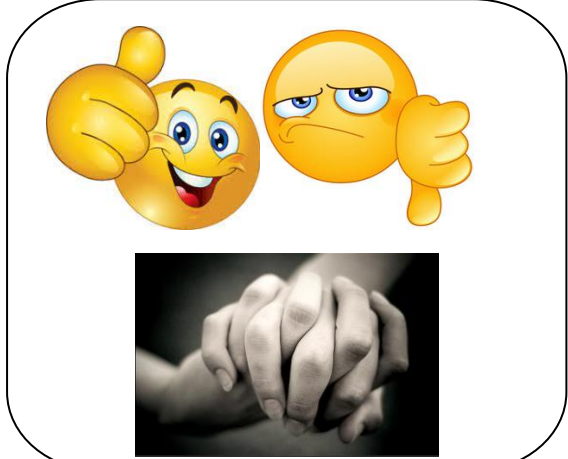




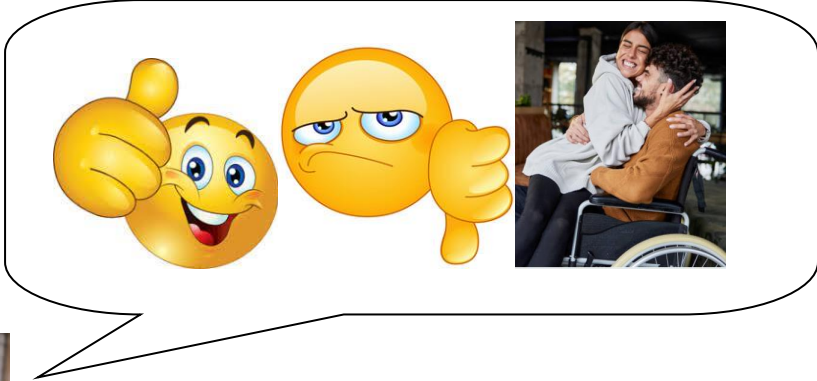
You watch porn together



Ask if it is OK to kiss



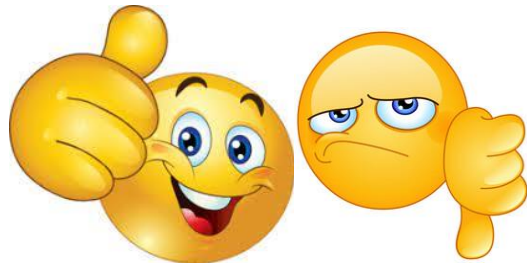
Ask if it is OK to hold hands



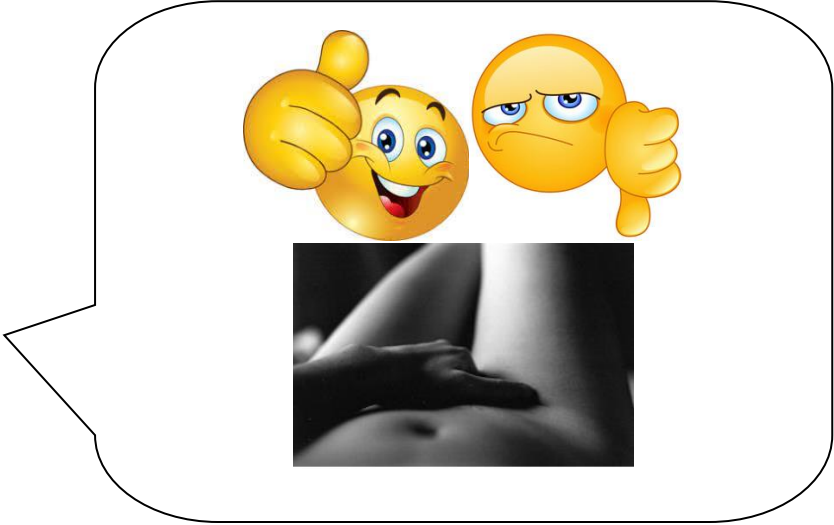
Ask if it is OK to hug



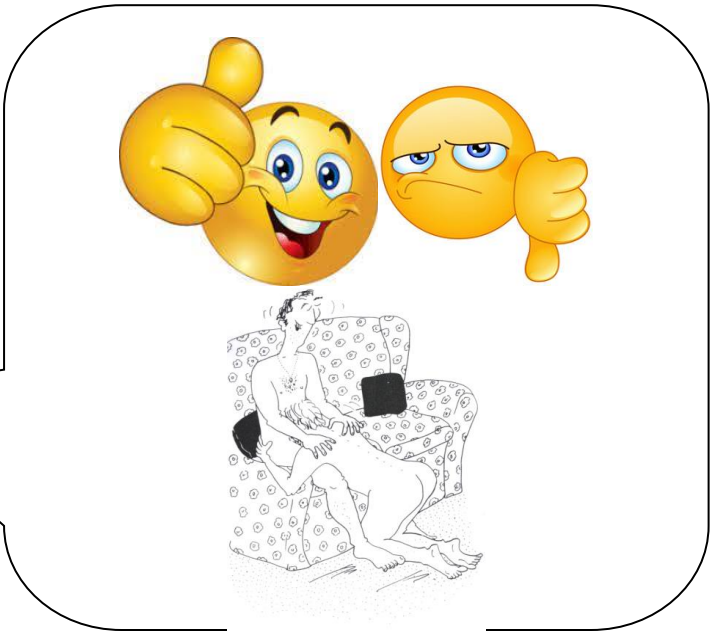
Ask if it is ok to make out



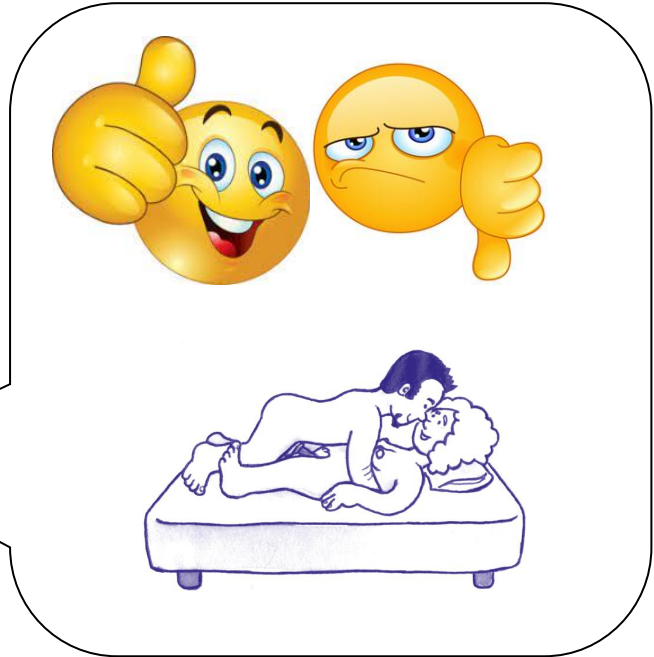
Ask if it is OK to touch on top of clothes



Ask if it is ok to touch under clothes



Ask if they want oral sex



Ask if it is ok to have sex



The other person loves you

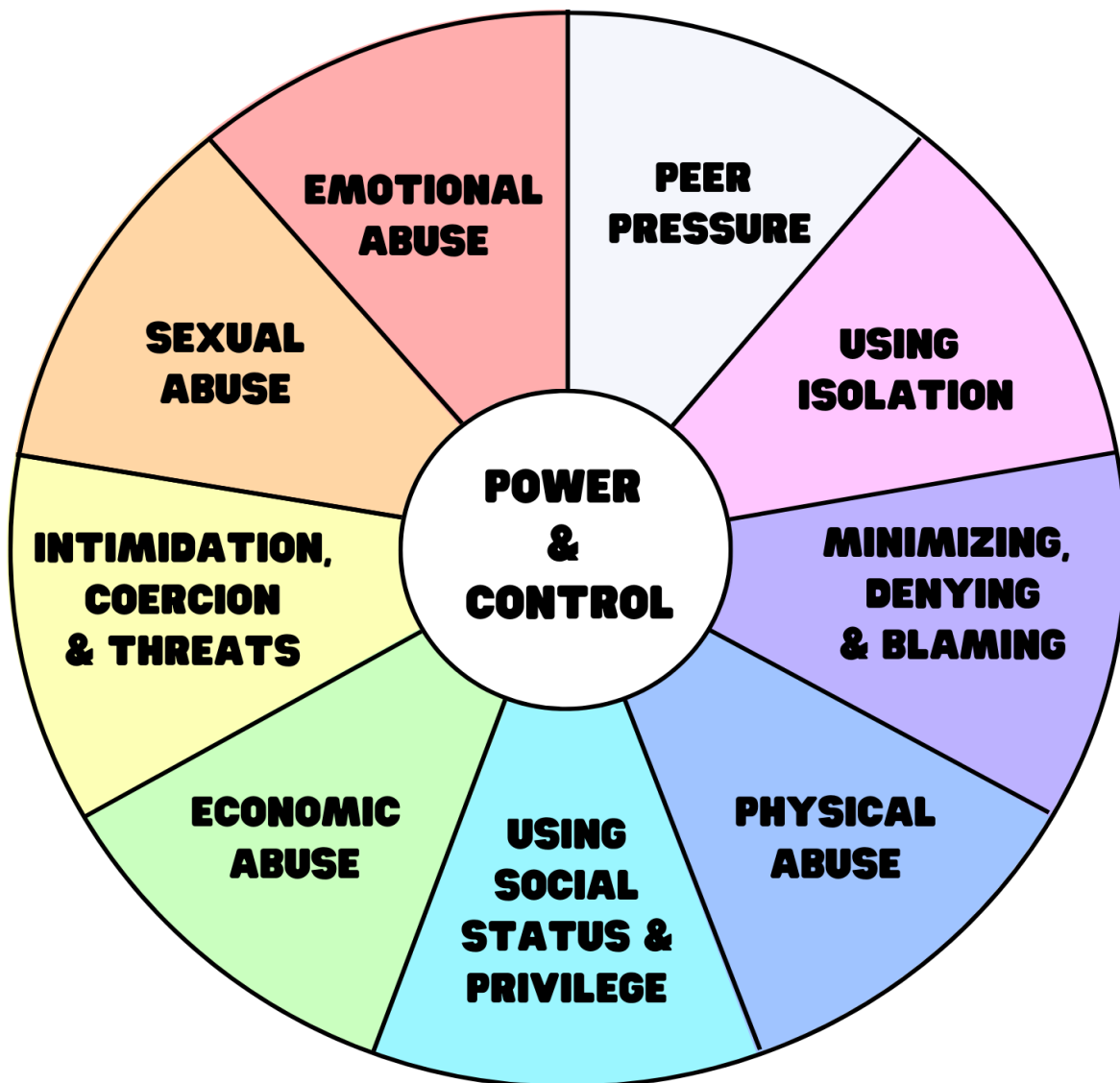


You love them



Marriage or long-term commitment

YOUTH POWER & CONTROL WHEEL



Originally developed by
The Domestic Abuse Intervention Project,
Duluth, USA
Further adapted by
The London Abused Women's Centre, 2023



797 York Street, Unit 5, London ON N5W 6A8 www.lawc.on.ca



YOUTH POWER & CONTROL TACTICS

EMOTIONAL ABUSE

Putting you down
Calling you names including racial, homophobic, or transphobic slurs
Making you think you are crazy (gaslighting)
Humiliation you
Making you feel guilty to get their way

PEER PRESSURE

Threatening to expose weakness or secrets
Spreading rumors
Telling malicious lies about you, including to your peers

USING ISOLATION

Controlling what you do, who you see, who you talk to & where you go
Using jealousy to justify their actions
Sabotaging outside relationships
Tracking your car with GPS
Monitoring your phone usage

MINIMIZING, DENYING, BLAMING

Making light of abuse
Saying the abuse didn't happen
Saying you caused them to abuse you
Blaming outside factors like stress, alcohol, or drugs as the problem

PHYSICAL ABUSE

Hitting, biting
Branding you
Confining or preventing you from leaving
Torturing you
Making you feel physically afraid

USING SOCIAL STATUS & PRIVILEGE

Reinforcing control over you by use of gender, age, race, class, sexual orientation, immigration status, ability
Making all your decisions for you

ECONOMIC ABUSE

Preventing you from getting or keeping a job
Taking your money
Making school a challenge
Putting you into unpayable debt

INTIMIDATION, COERCION & THREATS

Making you feel afraid by breaking things, using looks/gestures, displaying weapons
Threatens to post sexual pictures online
Threatening suicide
Threatening to expose things

SEXUAL ABUSE

Any sexual activity that is unwanted/manipulated
Trading you for money or goods
Sexual name calling or accusations
Not disclosing sexual health status
Getting you drugged or drunk to have sex

Jordan's Story – Sexual Abuse

Time: 40 min

Curriculum Link(s): The *Ontario Curriculum Grades 9 to 12: Health and Physical Education - Healthy Active Living Education Gr. 9 (PPL10) C3.3* - Describe skills and strategies (e.g., communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g., gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour)

Learning Outcomes:

- Participants will explore the complex dynamics and feelings that come with sexual abuse and how the person engaging in sexual abuse manipulates victims
- Participants will understand that the person being impacted by the sexual abuse is not to blame and will consider who the trusted adults are in their own lives
- Participants will learn the definitions of Grooming, Private Touch and Secret Touch

Resources Required for Lesson:

- A copy of **Jordan's Story**
- Copies of *What Can I Do?* for all participants

Adapted from <https://www.actioncanadashr.org/> *Beyond the Basics*, Action Canada for Sexual Health and Rights, 2017

Beginning:

- Outline session and learning outcomes
- Set ground rules, rewards and sanctions

Main Activities:

1. Tell participants that they will be learning about sexual abuse and that they will hear a fictional story about a young person who has had a bad experience with inappropriate touching. If anyone needs to or wants to talk about anything after the session, they can come and see you confidentially at... [give a place and time].
2. Provide the group with the definitions of Sexual Abuse, Private vs. Secret Touch.
 - Sexual Abuse is when someone in a position of power or authority (such as a parent, teacher or coach) takes advantage of a person's trust and respect to get them to take part in sexual activity. Sexual abuse may happen over and over, or it may happen one time. It can involve any type of behavior or act, that is a sexual assault. Sexual abuse also includes forcing a person to:
 - look at a naked body or naked genital area



- show their own naked body
- watch or look or take part in sexual photos or videos
- watch a sexual act, such as masturbation
- touch or be touched (fondled)

- **Private Touch:** everyone involved is able to control that touch in a space where they feel safe, comfortable and have privacy (e.g. masturbation is something that should be done privately)
- **Secret Touch:** someone else is asking, manipulating, coercing and / or forcing you to keep the touch secret. Secrets are based in shame; privacy is not.

3. Read *Jordan's Story* aloud to the group.

4. Ask participants if when they listened to the story, they pictured a specific gender in their mind?

- Sexual abuse can happen to a person of any gender identity.

5. What kind of touch can sexual abuse involve?

- Secret Touch
- Touch that feels good sometimes
- Touch that can feel bad/ hurtful sometimes
- Touch that is confusing

6. The way to identify inappropriate or abusive touch is that it is a secret. When did Uncle Casey ask Jordan to keep it a secret?

- When he was doing the drawing “game” on Jordan’s body and having Jordan do it to him

7. Most often, abusers are people that the victim trusts. In the same way that touch is not clearly “good” or “bad”, people are not completely “good” or “bad”. Abusers do things to trick and manipulate young people. What do you think were the tricks that Uncle Casey used on Jordan?

- Gained Jordan’s trust by giving special privileges (e.g., let Jordan stay up late and call him Casey instead of KC when no one was around)
- Isolated Jordan to play “private” games
- Made Jordan feel “special” and portrayed the abuse as their special secret
- Lied and said he was teaching Jordan about love. What he was doing was not love; it was abuse.
- Blackmailed Jordan into “protecting” him by not disclosing

- Made Jordan feel guilty for wanting to stop

These lies, tricks and manipulations are called Grooming. Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Grooming is when someone builds trust with not only a young person, but also sometimes the adults around them, to gain access to and control over the young person by normalizing certain behaviours and expectations. ³

Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional.

8. What were all the different feelings Jordan had about this uncle and the situation?

- Felt this uncle was fun/ great initially
- Special
- Privileged
- Weird
- Confused
- Funny – not fun
- Like it was Jordan’s fault
- Loved this uncle
- Scared
- Worried about getting this uncle in trouble
- Worried about what others would think if they saw them speaking to police
- Bad about this uncle being in jail
- Like Jordan’s trust had been betrayed
- Feeling that what this uncle had done wasn’t right

9. If Jordan was here, what would you want them to know?

- Abuse is never the victims’ fault
- Abuse is not a secret that the victim has to keep
- Trust your feelings. If it feels wrong, you are probable right.
- You have the right to say “No” to anyone, at anytime.
- You are the person that gets to decide if and when your body is touched, by whom and how
- Keep telling a trusted adult until the abuse stops

³ <https://www.canada.ca/en/public-safety-canada/campaigns/online-child-sexual-exploitation/grooming.html> accessed July 14, 2023

10. Pass out the copies of *What Can I Do?* to each participant. Share with the young people what they can expect if they disclose e.g., acknowledgement, honouring their disclosure, redirection to discuss further outside of the learning environment and assurance of connecting them with support and appropriate services. Also explain your duty to report.

Have participants identify the people they could tell if they were ever abused.

Notes for Teacher/ Leaders:

This may be a challenging /emotional session for participants. It might also be a difficult session for you as a Teacher/ Leader. Please re-iterate boundaries, confidentiality, safe places and from whom they can seek assistance. If you need to, access supervision or support from a child protection lead for your own self care if this subject matter is a trigger for you. If you are unsure about reporting, please contact your local Children's Aid Society [Ontario Childrens Aid Child Protection: How to Report Abuse](#)



Jordan's Story

I want to tell you my story because I wish someone had told me theirs.

My name is Jordan. I live with my mom and my stepdad. She married him after my father left to “follow his dream,” which looks more like alcohol and gambling. My stepdad is way better at being a dad than my real dad was. But I have to admit that my dad was really fun to be with...when he was around. Everyone says his brother is just like him—lots of fun. He was a high school math teacher, and his students all loved him. I know that because my older brother knows some of those kids. I'm 11 years old by the way.

Uncle Casey used to babysit me when I was little. It was always great because he would let me stay up later than my mom would. He even made my big brother do his homework in his room while I got to hang out with my uncle. I call my uncle “Casey”, because his initials are KC. He used to let me call him Casey, but I wasn't supposed to do it in front of anyone else. It was just between the two of us.

We used to play these games. I would sit on his lap and he would tell me to close my eyes. Then he would draw a shape on my thigh. I had to guess what it was and then draw one on his. It would start out ok. Then he would draw one a little higher up my leg. Then it was my turn, and I would do the same. It got weird because eventually, my hand would be right up between his legs and there was a bump there. When I was little, I didn't know what that was.

His games were always secret. I wasn't supposed to tell anyone because he said they wouldn't understand that he was just teaching me about love. He never hurt me, but it just always felt funny—not fun. Because I didn't tell him to stop, I figured it was my fault it kept happening.

Two years ago, I was having a lot of trouble with math, so my mom asked him to tutor me. We ended up spending a lot more time together. The tutoring would start off ok, but then it would end in one of his games. By this time, he was touching all over my body, including between my legs and making me touch him there, too.

Last year, we had our first puberty class in school. Everyone acted pretty stupid, laughing and asking dumb questions. But in the last class, the teacher talked about touching and suddenly, Casey's “games” hit me real heavy. I realised that Casey had always said the games were our secret and that he would get in trouble if anyone found out. He said he knew I loved him. That part was true. I was confused and really scared.

I wrote a question and put it in the anonymous question box for the teacher to read.

The next day, she answered the questions. Then she said, “I have a question here that seems kind of private. It's a really important one and I want to answer it. Could the person who wrote it please let me know after class?”



797 York Street, Unit 5, London ON N5W 6A8 www.lawc.on.ca



This was it. I had a big decision to make. I went into the hall and then told my friends I would catch up to them. I said I forgot something in the room and had to go back and get it.

The teacher asked if someone had been touching me and I said yes. She asked if it was like what we talked about in class, and I said yes again. She wanted to know if that person still saw me. When I said yes for the third time, she told me she had to call the police and Children's Aid Services that protects children, so they could make it stop.

"I don't want to get him into trouble," I said.

"He got himself into trouble, Jordan. That's why he made you keep it a secret. He knew it was wrong and he knew it was against the law."

So, we went to the principal's office, and she made a phone call. Before the end of school, a social worker and some police officers came and talked with me. Luckily, they weren't wearing uniforms so none of my friends would ask questions.

Things happened very quickly after that. Uncle Casey was arrested. I started going to counselling and so did my mom. It turned out that my grandfather had touched my dad in the same way, and we figured probably Casey too.

When my dad found out, he was angry. My mom says he was really sad too, but he never said that to me. He ended up seeing a therapist and has been sober for almost 2 years now.

Uncle Casey is still in prison. I felt bad about it at first, but I know now that it wasn't my fault. Later I understood that he had broken my trust and that what he did wasn't right. It turns out that when he was teaching, he had abused some other kids. If one of them had told someone, maybe this wouldn't have happened to me.

My counsellor suggested that I write down my story. I know it's not fun to listen to this kind of stuff, but it does happen and hopefully it will help you or someone you know.



What Can I Do?

If someone touches you in a way that is not ok or if you feel uncomfortable because of what they ask you to do:

- Try to tell the person to stop.
- Leave the situation if you can. Sometimes resistance or leaving are not possible or safe in the moment.
- Even if they said you shouldn't, tell an adult you trust.
- If the first adult you tell doesn't help you, tell another adult you trust until you get the help you need.
- Remember that the person doing the inappropriate touching (or asking for inappropriate touch) is doing something wrong, not you! You can tell someone even if the abuse is a 'secret' and even if you are afraid.

If you need help, you can get it from these people: (e.g., police, social workers, doctors, nurses, teachers, spiritual leaders, youth workers, parents/ carers, grandparents, aunts/ uncles ...)

Anyone else you can think of?

- 1.
- 2.

Write the names of people you would tell:

- 1.
- 2.
- 3.
- 4.



Decision Making and Negotiating

Time: 60 min

Curriculum Link(s): The *Ontario Curriculum Grades 9 to 12: Health and Physical Education - Healthy Active Living Education Gr. 9 (PPL10) C2.3* - Apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality

The *Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities - Exploring Family Studies Gr. 9-10 (HIF10/20) B1.2* - Distinguish between needs and wants, and identify needs, wants, values, and goals that may develop during adolescence

The *Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities - Exploring Family Studies Gr. 9-10 (HIF10/20) B2.3* - Identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions (e.g., assertiveness training, anti-bullying programs, strategies for developing empathy)

Learning Outcomes:

- Participants will explore the concept of decision-making considering the consequences and likelihood of outcomes
- Participants will identify the material, emotional and relational consequences of decisions
- Practise negotiation as an alternative to lying and arguing

Resources Required for Lesson:

- *Consequences vs. Likelihood Chart*
- *Negotiating Your Life Handout*

Adapted from <https://www.actioncanadashr.org/> *Beyond the Basics, Action Canada for Sexual Health and Rights, 2017*

Beginning:

- Outline session and learning outcomes
- Set ground rules, rewards and sanctions

Main Activities:

We all make thousands of decisions everyday (e.g., what to eat, what to wear, when to cross the road). Some are automatic (e.g., looking at your cell when it beeps because you've gotten a message), some take longer to consider (e.g., go to college or get a job/apprenticeship).

1. Introduce the definitions of Consequence, Likelihood, Material Consequences, Emotional Consequences, and Relational Consequences.

Consequence: the possible outcome of a decision

Likelihood: the chances of a consequence happening

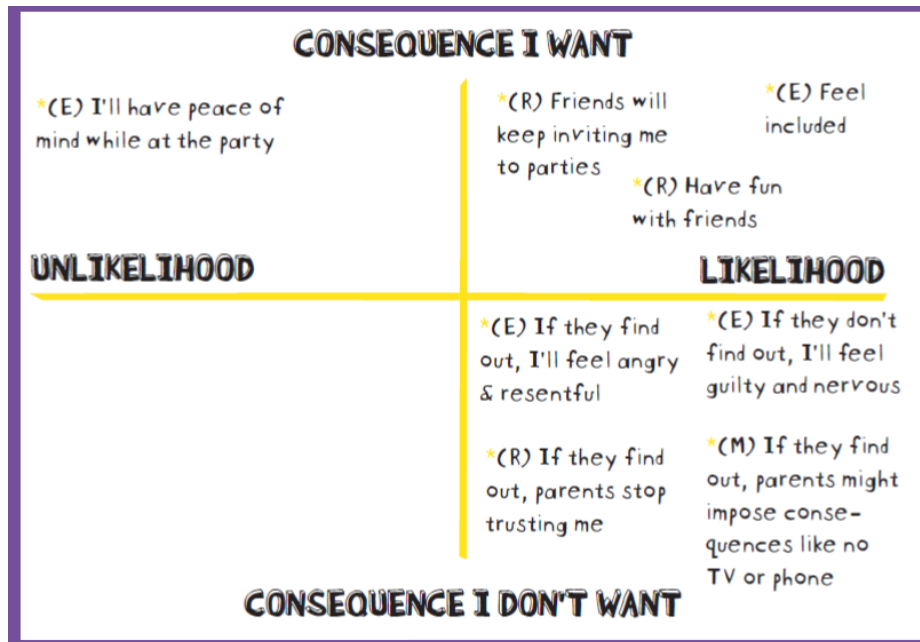
Material Consequences: what will happen to things, places, people, bodies



Emotional Consequences: how it will feel immediately or later

Relational Consequences: what will happen to your relationships

2. Have participants draw out the Consequences vs. Likelihood Chart.
3. Ask participants to choose a challenging decision from their own lives and plot it on the chart



e.g., The decision is whether or not to I am going to lie to my parents/ carers about going to a party.

- (M)= Material Consequences
- (E) = Emotional Consequences
- (R) = Relational Consequence

4. Explain what Negotiating is.

What is Negotiating?

When people negotiate a situation, it is because they have different opinions about a topic and each side tries to come to an agreement. Negotiating involves knowing what you think about something and still being willing to listen to and talk about a different point of view. The end goal is for both people to have a compromise that they are happy about.

How do you negotiate your boundaries with a partner/friend?

- Know what you are willing to compromise on and what you need to stand firm on based on your values and beliefs before you have the conversation.

- Be honest about your choice and why you feel the way you do; you do not need to justify yourself, but it may help the other person understand more clearly.
- Listen to your partner/ friend.
- Do not interrupt.
- Talk about the practical aspects of the issue (how you are going to avoid being in tempting situations, what you can do to be safe and healthy, as well as who they can talk to get help.)
- Make a decision that both of you can feel excited about.
- Follow through with your plan of action.
- Be open to talking about this issue again if you or your partner/ friend's feelings change.
- Be sure that the decision made is one that you can live with that reflects your values and beliefs.

What if you can't come to an agreement?

You need to think about whether you really want to have a friendship or more serious relationship with someone that is not going to respect your values, decisions and what is important for you. No one said this would be easy. Part of becoming an adult is dealing with difficult situations and making sure that in the end you have not compromised yourself. You'll need to consider if you have been fair, and you made the best choice for yourself and your future.

5. Ask participants to form groups of 3 or 4 and pick one of the following scenarios then fill out the boxes on the following page, *Negotiating Your Life*.
 - You want to go to your friend's party, but your parents/ carers are worried that young people at the party will get out of hand.
 - You are at a party. You have to be home soon. Your friend, who is very shy, wants you to stay another hour.
 - You have been dating someone for 2 weeks. You want to make it official on your socials. The person you are dating does not want their ex to find out just yet.
6. Once the *Negotiating Your Life* page is completed, have participants act out a negotiation in their group according to their worksheet.
7. Did you come up with any solutions that were not obvious at first?
8. What do you think it would take for others to take you seriously in negotiation?

Notes to Teacher/ Leader:

The purpose of this exercise is not to shame anyone for lying or arguing. The purpose is to develop skills to effectively communicate needs and wants. Learning decision-making, negotiation skills and risk assessment is challenging life-long work.



CONSEQUENCE I WANT

*(E) I'll have peace of mind while at the party

*(R) Friends will keep inviting me to parties

*(E) Feel included

*(R) Have fun with friends

UNLIKELIHOOD

LIKELIHOOD

*(E) If they find out, I'll feel angry & resentful

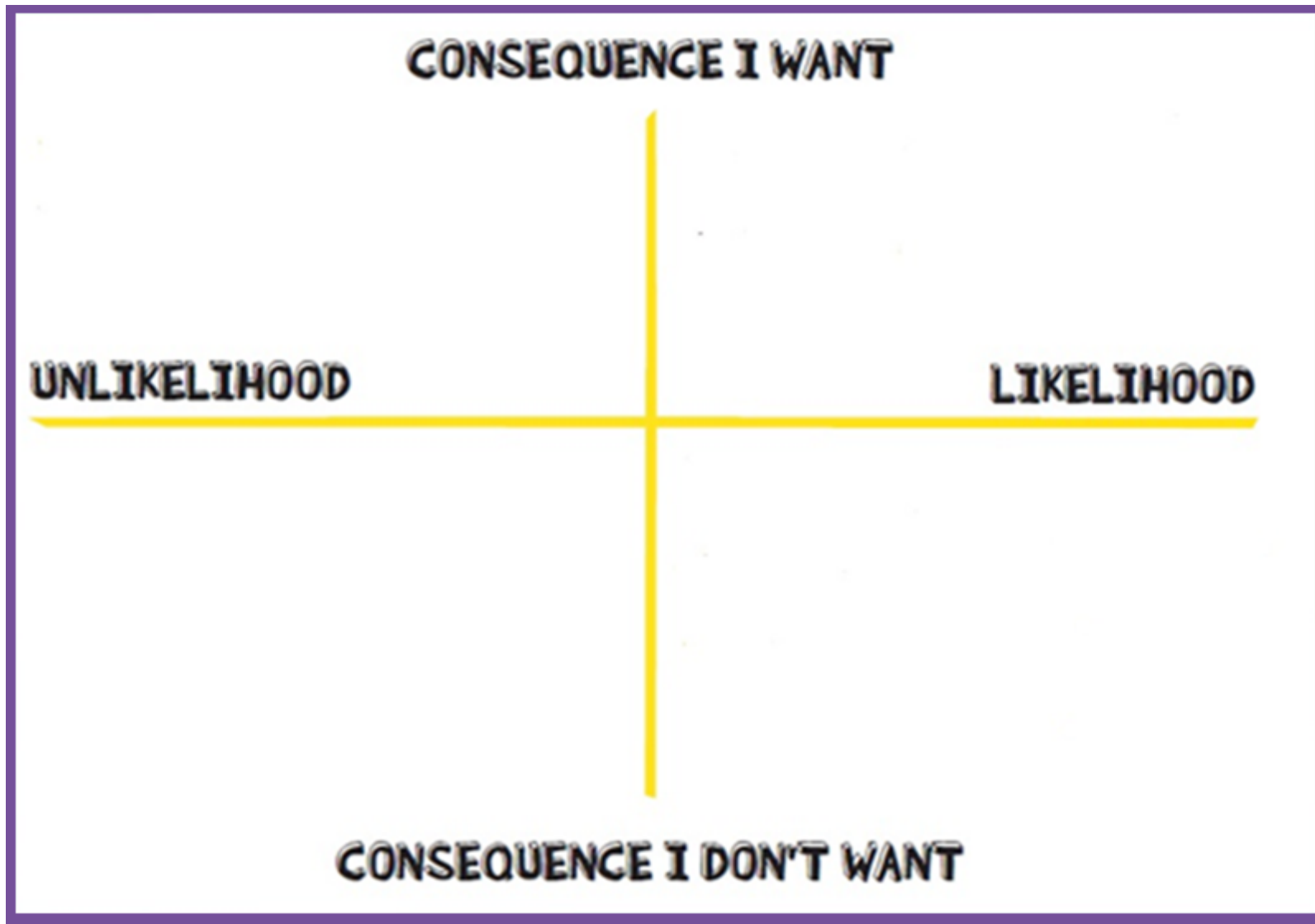
*(E) If they don't find out, I'll feel guilty and nervous

*(R) If they find out, parents stop trusting me

*(M) If they find out, parents might impose consequences like no TV or phone

CONSEQUENCE I DON'T WANT

E.g. The decision is whether or not to I am going to lie to my parents/ carers about going to a party.
 (M)= Material Consequences
 (E) = Emotional Consequences
 (R) = Relational Consequences



Negotiating Your Life

You want to go to your friend's party but your parents/carers are worried that the other young people will get out of hand.

What is it you want?

- To go to the party

What is it they want?

- For you not to go to the party

If you get what you want, what needs are fulfilled? Why do you want, what you want?

- Fun
- Belonging
- Friendship
- Independence

If they get what they want, what needs are fulfilled? Why do they want, what they want?

- Physical safety
- Security
- Responsibility (as a parent/ carer)

Complete this sentence:

I would like to go to the party because of friendship, fun, independence, and feeling like I belong is important to me.

Complete this sentence:

You are saying that you want me not to go to the party because of my safety and security, and being a responsible parent/ carer is important to you. Is that right?

List as many solutions as you can. Be creative. Don't judge whether something is good or bad just yet.

- Not going to the party
- Going to the party
- Going to the party without permission
- Going with parents/ carers to the party
- Contacting parents/ carers every hour from the party
- Going with a trusted friend to a party
- Leaving the party very early
- Having a party at home instead
- Letting parents/carers talk with the host's parents/carers before the party

Underline or circle the solutions that satisfy at least SOME of each of your needs.

Can you combine or tweak one or more of these solutions so that it satisfies even more of everyone's needs?

- Arranging for the host's parents/carers to talk with your parents/carers ahead of time
- Ensuring that adults will be present during the party
- Contacting parents/carers mid-way through the party
- Leaving by the agreed time

Negotiating Your Life

What is it you want?

What is it they want?

If you get what you want, what needs are fulfilled? Why do you want what you want?

If they get what they want, what needs are fulfilled? Why do they want what they want?

Complete this sentence:

I would like _____

because _____

are important to me.

Complete this sentence:

You are saying that you want _____

because _____

are important to you. Is that right?

List as many solutions as you can. Be creative. Don't judge whether something is good or bad just yet.

Underline or circle the solutions that satisfy at least SOME of each of your needs.

Can you combine or tweak one or more of these solutions so that it satisfies even more of everyone's needs?

Who Can I Talk to?

Time: 20 min

Learning Outcomes:

- Participants will identify people they can turn to for support.

Resources Required for Lesson:

- *Who Can I Talk To* Handouts

Beginning:

- Outline session and learning outcomes
- Set ground rules, rewards and sanctions

Main Activities:

1. Distribute the handout. Inform participants that this is an individual activity, and that they will not be required to share their answers.
2. Encourage participants to keep this handout to refer to in future situations when they are experiencing stress.
3. **What helped you decide to whom you could speak?**
 - Your relationship with the person
 - How much you trust them
 - How much you think they might know
 - How they will respond to the question
4. **How do you approach someone you want to talk to about your concern?**
 - Choose the right person to talk to
 - Find the best time to have the conversation (if you're going to talk to a partner, don't try to have the conversation once you are already engaging in intimate activity)
 - Think about what you want to say before you approach the person
 - Let them know you are serious and that it is important to you that the conversation remains confidential
 - Be conscious of all the ways you are communicating verbally and non-verbally (tone of voice, be clear, maintain eye contact, posture is self – assured)



5. Distribute local resources for support about each of these issues.

- [Reach Out Crisis Service](#) 1-866-933-2023
- [Craigwood Talk in Clinics](#)
- [Canadian Human Trafficking Hotline](#) 1-833-900-1010
- [Tandem](#) (formerly The Crisis and Intake Team – CIT) is a 24/7 Crisis Support Services (519) 433-0334 anytime day or night.
- [Humana](#) (519) 435-1099
- [Middlesex-London Health Unit Sexual Health Services](#) (519) 663-5317
- [St. Joseph's Hospital Sexual Assault and Domestic Violence Treatment Program](#) (519) 646-6100, ext. 64224
- [London Abused Women's Centre](#) (519) 432-2204
- [Anova](#) (519) 642-3000
- [Children's Aid Society](#) (519) 455-9000
- [Thames Valley Addiction and Mental Health Service](#) (519) 673-3242 ext. 1222
- [Open Closet](#) (519) 434-1601 or 1-866-920-1601
- [Lesbian Gay Bi Trans Young People Line](#) 1-800-268-9688
- [Black Youth Helpline](#) 1-833-294-8650
- [Hope for Wellness Helpline](#) 1-855-242-3310
- [Youth Opportunities Unlimited - YOU Belong](#) (519) 432-1112



Who Can I Talk To?

Write down the person you would feel most comfortable talking to about the concerns listed below.

Situation	Who	Why
Having problems in your relationship/ friendships		
Getting into an argument with your best friend		
Problems at home with a parent/ carer/ sibling		
Deciding to/ not to become sexually active		
Getting a sexually transmitted infection (STI)		
Becoming pregnant or partner becomes pregnant		
Being pressured by your friends to try drugs/ alcohol		
Having a friend turn on you		
Getting poor grades		
Someone has posted an explicit image/ video of you		
You were pressured to do sexual things you didn't want, and you are being threatened if you stop doing them		
Being pressured to break the law		
Questions about your gender identity		

Laura's Diary - Grooming

Time: 40 minutes

Curriculum Link(s): The *Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities - Exploring Family Studies Gr. 9-10 (HIF10/20) B2.2* - Describe the characteristics of healthy and unhealthy relationships (e.g., healthy relationships: trust, mutual support, clear limits and boundaries, humour, honesty; unhealthy relationships: mistrust, jealousy, isolation, control, tension)

Learning Outcomes:

- Participants will be introduced the 'grooming process' and raise awareness of sexually exploitative relationships
- Participants will increase awareness of risky situations and the subtleties of the grooming process.

Resources Required for Lesson:

- Laura's Diary extracts
- Flipchart paper
- Markers

Adapted from *Friend or Foe, Who Can You Trust?: a Sexual Exploitation and Relationship Education Programme* by Taking Stock

www.safeguardingsheffieldchildren.org.uk

Beginning:

- Outline session and learning outcomes
- Set ground rules, rewards and sanctions

Main Activities:

1. Break into small groups of 4. Give each group Extract 1 of the diary, flipchart paper and marker pens.
2. Ask each group to read through the diary and answer the questions at the bottom of the page.
3. After 10 minutes, ask each group to feedback the discussion they had about the extract. Discuss any particular issues which arise, then hand out the next extract, feedback after 10 minutes and repeat with the final two extracts.

4. Introduce the *Grooming Line*. Ask participants as a large group to identify when Jamie was engaging in behaviours from each stage of the *Grooming Line*.

Sexual Exploitation: luring a young person face to face or via the Internet and/or social media for sexual purposes. Involving a child in sexual activity in exchange for money, food, shelter, clothes, electronics or other items of value to the child or young person. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation is a form of child sexual abuse.

Extract 1

- Put the participants in Laura's situation. **If they met someone they really we attracted to, would they go into the fast-food place with them?**
- You are looking for the most honest answers. Ask them to write what they believe they would really want to do, not what they think they should do.

Extract 2

- **Would your parent/ carer agree to you doing this?**
- A lot of the young people we work with think that Jamie is looking out for Laura. They trust him more because he didn't try to have sex with Laura straight away, and he spoke to her mother and told her where Laura was going with him.

Extract 3

- Question Jamie's motives for taking Laura to the clinic.
- **Why doesn't Jamie get a key cut?**
- **Why is Jamie asking her to keep secrets?**
- **Why isn't Jamie encouraging Laura to go to school?**

Extract 4

- **Do you believe that Jamie really owed people money?**
- **Will this be the last time Laura has to do anything like this?**
- Question the fact that Jamie didn't ask her to do it.

Notes to Teacher/ Leader:

Sexual exploitation can occur anywhere and to any young person under the age of 18 regardless of their gender, family situation or social, cultural or economic background. It can happen:

- through social media, apps and chat sites
- at parties
- at the mall or other public spaces
- within a family

Warning signs:

A sexually exploited young person may:

- withdraw from regular friends and family
- be secretive about who they see and where they have been
- be unusually protective about a new relationship or friendship and unwilling to talk about it
- hang around with older people
- wear clothing or jewelry or have a phone or device they could not afford to buy
- carry a lot of condoms
- be very secretive or reactive about their browser history, apps/websites they visit or contacts on their phone

Anyone who seeks out a young person and uses them for sexual purposes is a sexual abuser. They can:

- be male or female, young or old, rich or poor
- pose as a boyfriend or girlfriend or friend
- be manipulative, threatening or violent
- offer the young person drugs, alcohol, money, items of value or emotional support for participating in sexual activities
- act like a manager by placing ads, arranging hotels and driving a young person to meet-ups for sex

Capping: someone, typically an adult, records or screenshots a young person they are targeting on various video streaming platforms or apps getting naked or engaging in sexual activities — often without the victim knowing they are recording the video. They may share this video with others or use it to extort their victim.

DIARY EXTRACT 1 – Laura aged 15

I met this guy today. He started talking to me outside a fast-food place and asked me if I wanted to go in and get something to eat. He was jacked and I don't know why he started talking to me, but he was really nice, so I went in with him and he bought food.

His name is Jamie and at first, he said he was 19, but he let slip later that he was really 24. He said he'd lied because he thought I wouldn't be interested if I knew the truth.

We talked for ages, he's funny and he gave me a vape and everything. He's got a nice car too. He wanted to take me to the movies, but I had to get home, so he asked me for my Snapchat. When I told him I didn't have much credit on my phone, he said he'd put some money on it for me, can you believe it?!

He said he really liked me and wanted to see me again soon, so I arranged to meet him again. I hope he turns up; I think he's everything.

- **Do you trust Jamie?**
- **Is it OK for someone you've just met to buy you things?**
- **Is Jamie too old for Laura?**

DIARY EXTRACT 2 – Laura aged 15

Jamie was at home with my mom when I got back yesterday. I don't know how he did it, but he managed to persuade her to let him take me to a club. It was amazing; he even bought me new clothes to wear! He knows everyone and we got in all the best clubs for free. All these people kept trying to talk to him, but he just ignored them and stayed with me all night.

I'm so lucky. Jamie is gorgeous, not like the boys at school. He's always interested in what I have to say, and never tries to make me do anything I don't want to, he even sticks up for me with Mom! She thinks the world of him.

Last night was the best. We stayed together at his house, and he just kissed and cuddled me all night. He told me he loves me, and we even talked about living together, but I don't think Mom would agree to that, though. He said he wants to be able to talk to me anytime he wants, so for now, he just keeps my phone topped up, and it never leaves my side.

- **Do you trust Jamie?**
- **Should Laura have stayed at Jamie's house?**
- **Is Laura's mom right to trust Jamie?**

DIARY EXTRACT 3 – Laura aged 15

Jamie and I have been together for a while now and he really does love me. If I need to go anywhere, he's always there to take me and pick me up. I haven't seen Jessica for ages, I think she's mad at me, but I haven't got time to see her. Besides, Jamie doesn't like her and says she's probably jealous because her boyfriend is just a school kid.

I stay at Jamie's most of the time now. I haven't got a key yet, so Jamie sometimes locks me in when he goes out. But that's OK, he's gonna get me a key as soon as he can. We went to the clinic the other day to get tested and some more condoms. He's so thoughtful and just wants me to be OK.

Mom's a bit annoyed that I'm spending so much time at Jamie's, and she's found out I haven't been going to school, but Jamie says there's no point me going to school. Besides, he says I could move in with him and he'd look after me. He really does love me.

He bought me a ring the other day. It's meant to be an engagement ring, but Jamie said not to tell anyone yet because it would make my mom even more angry, and people wouldn't understand. I don't think it's anyone's business anyway. I'll be 16 soon and then they can't do anything, can they?

I just love him so much. I'd die if he left me. I'd do anything to make him happy.

- **Do you trust Jamie?**
- **What do you think of this relationship?**
- **Is it your responsibility to make your partner happy?**

DIARY EXTRACT 4 – Laura aged 15

Last night was awful. Jamie's been really depressed for the last few days, and I came home yesterday, and I could tell he was really frustrated. It took me forever to get him to tell me what was wrong.

He said that he owed someone some money and that they were going to kill him if he didn't pay up soon. I was devastated. I couldn't let that happen. I asked him if there was anything I could do to help. He just kept talking about how he'd borrowed the money because he wanted to give me everything I wanted, and how much he loved me.

He told me about his friend who had owed the same man some money and that his girlfriend had helped him to pay them off, but that he would never let me do anything like that. He wouldn't tell me what she'd done at first, and when he did, I was really shocked.

He said that she had had sex with this man, and he had dropped the debt. I suppose it was my fault he was in this mess in the first place. I shouldn't have been so greedy and spoiled. So, what could I do but help him?

It was horrible. I wanted to be sick. I thought it would never end. But it's over now and me and Jamie can just get back to normal. After all, we love each other, don't we?

- **Do you trust Jamie?**
- **Do you understand why Laura did it?**
- **What advice would you give to Laura?**

The Grooming Line⁴

Targeting stage

- Watching the young person
- Choosing the young person
- Becoming friends – being nice, caring, taking an interest, giving compliments
- Gaining and developing trust
- Sharing information about young people between other abusive adults

Friendship forming stage

- Making the young people feel special
- Giving gifts and rewards
- Spending time together
- Listening and remembering details of the young person's life
- Keeping secrets
- Being there for the young person
- Behaving as though they were the young person's best friend
- Testing out physical contact e.g., "accidental" grazing a breast or buttocks
- Offering protection from family, friends, enemies or strangers

Loving relationship stage

- Being their boyfriend/girlfriend
- Establishing a sexual relationship
- Lowering their inhibitions – e.g., showing them pornography
- Engaging them in forbidden activities – e.g., going to clubs, stealing, drinking, taking/ dealing drugs
- Being inconsistent – building up hope and then punishing them, being kind one day and then horrible the next day

Abusive relationship stage

- Becomes an "unloving" sexual relationship
- Withdrawal of love and friendship
- Reinforcing dependency on them – stating young person is "damaged goods"
- Isolation from family and friends
- Trickery and manipulation – "you owe me"
- Threatening behaviour
- Violence and all forms of abuse
- Sexual assaults
- Making a young person have sex with other people, recording them doing sexual things
- Giving them drugs/ alcohol
- Playing on the young person's feeling of guilt, shame, and fear

⁴ Adapted from *Bwise 2 Sexual Exploitation* by Lucy Kork, Siobhan King, Katriona Ogilvy-Webb and Katherine Barnes for Barnardos, 2010

Aggressive, Assertive, Passive or Manipulative

Time: 40 min

Curriculum Link(s): The *Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities - Exploring Family Studies Gr. 9-10 (HIF10/20) B2.3* - Identify resources and strategies that can be used to help develop healthy relationships and resolve conflict in a variety of human interactions (e.g., assertiveness training, anti-bullying programs, strategies for developing empathy)

Learning Outcomes:

- Participants will identify which behaviours are aggressive, assertive, passive or manipulative.

Resources Required for Lesson:

- Bag
- Title Cards (Aggressive, Passive, Assertive or Manipulative)
- Smaller behaviour cards
- Sticky tac

Adapted from *Getting Connected* by Bryan Merton and Stephen Foster

Beginning:

- Outline session and learning outcomes
- Set ground rules, rewards and sanctions

Main Activities:

Assertive, aggressive, passive and manipulative forms of communication are sometimes defined culturally and regionally.

1. Before the session begins, write the general definitions of assertive, aggressive, passive and manipulative communication on flipchart or on the board.
2. Sticky tac the Title Cards onto the walls on opposing sides of the room. Place the smaller Behaviour Cards in a bag.
3. Taking turns, participants are invited to take a smaller Behaviour Card from a bag and read it to the group.
4. The group then decides if the behaviour on the card is Aggressive, Passive, Assertive, or Manipulative and places it under the appropriate Title Card.



Passive

Aggressive

Assertive

Manipulative

**Asks for what
they want**

**Not scared to
ask questions**

**Threatens
others**

**Have a friendly
manner**

**Know that they
have rights**

Bully others

**Respect
others**

**Frighten
others**

Are not shy

**Don't respect
other's rights**

**Are not worried
about upsetting
others**

**Are not clear
about what
they want**

**Don't say how
they feel**

**Hide their
feelings**

**Don't say what
they want**

**Say how
they feel**

**Put
themselves
down**

**Apologize
all the time**

**Guilt you into
giving money
to them.**

**Give in
when conflict
arises**

**Take what they
want**

**Are able to like
themselves most of
the time**

**Avoid eye
contact**

**Borrow clothes,
then “forgets” to
return them.**

Offer warm,
friendly eye
contact

Give you
glaring eye
contact

Tell you that no one else likes you, so you better be glad you have them, or you will have no one

Compromise

ASSERTIVENESS = STANDING UP FOR YOURSELF

- Without having to hurt or use others
- Being honest, without having to be brutal about it
- Being strong, without needing to be stronger than the other person

THE ASSERTIVE ALTERNATIVE...

Often gets you what you want, though not always, but you keep your self-respect and the other person usually appreciates it.

(You both may win.)

ASSERTIVENESS look like:

Speech and Voice

- Honest statements that are direct and to the point
- Smooth, flowing speech pattern
- Clear, firm, relaxed voice that is loud enough to hear but not too loud
- Voice is not monotonous

Eyes

- Open, with direct, comfortable eye contact, but not staring

Posture

- Well-balanced, straight-on sitting or standing “tall” but relaxed

Hands

- Relaxed motions; appropriate gestures

Examples of Behaviour

- Giving compliments; accepting compliments
- Asking for what you want; being willing and able to take “no” for an answer
- Saying “yes” or “no” to requests, according to what **you** have decided is best
- Controlling your temper. You wouldn’t use put-downs, threats, or violence to get your way.



Assertiveness is different from aggressiveness.

AGGRESSIVENESS = HURTING OR USING OTHERS TO GET WHAT YOU WANT.

- Taking things from others, without asking. Acting rude, mean, selfish.
- Needing to prove how powerful you are, using verbal or physical violence, or threats.

THE AGGRESSIVE ALTERNATIVE...

Often gets you what you want, but the other person definitely does not appreciate it!

(You win; they lose.)

AGGRESSIVENESS looks like:

Speech and Voice

- Loaded words and generalisations that start fights (such as “always” and “never”)
- You messages (such as “You are so... “)
- Superior or put-down words (such as “stupid”)
- Sarcasm (such as “I guess **you** never stole anything!”)
- Tense, loud voice or cold, deadly quiet voice

Eyes

- Narrowed, cold, staring, not really seeing you
- Rolling the eyes; or refusing to look at you

Posture

- Hands on hips; feet apart; back turned; stiff and rigid

Hands

- Clenched; fist pounding; finger pointing; abrupt gestures
- Violent (shoving, grabbing, poking)

Examples of Behaviour

- Put-downs; name-calling; interrupting; demanding; giving orders
- Just taking/ touching things without asking; violence
- Ignoring you; blanking you, hanging up on you; walking away when you're talking



PASSIVENESS = NOT STANDING UP FOR YOURSELF.

- Not asking for what you want; expecting people to read your mind.
- Letting people hurt you without speaking up. Doing things you don't want to do because you feel you can't say "no" or because it is hard to say.

THE PASSIVE ALTERNATIVE...

Usually doesn't get you what you want, and other people may get the idea that you're an easy target. You lose their respect.

(You lose; they win.)

PASSIVENESS looks like:

- **Speech and Voice**
 - Lots of apologies and "ums", "ers" and "I mean"
 - Not coming to the point; not saying anything at all
 - Lots of throat clearing
 - Soft, watery voice
- **Eyes**
 - Downcast or looking away; pleading
- **Posture**
 - Leaning for support; stooped; nodding head a lot; holding onto themselves
- **Hands**
 - Fidgety; hand wringing; picking at fingernails

Examples of Behaviour

- Saying "yes" when you want to say "no."
- Letting people treat you or someone else badly, and not saying anything
- Deciding you can't do something before you've even tried.



MANIPULATIVENESS = GETTING WHAT YOU WANT THROUGH DISHONESTY.

- Saying one thing, when you mean another, to get what you want.
- Tricking or conning people into giving you what you want.

THE MANIPULATIVE ALTERNATIVE...

Sometimes gets you what you want, but other people will eventually figure it out and not like it. You lose their trust.

(You may win; they lose.)

MANIPULATIVENESS looks like this:

- **Speech and Voice**
 - Soft, watery voice; baby talk; “too” sweet or “conning” tone
- **Eyes**
 - Downcast or looking away
- **Posture**
 - Leaning back; arms crossed; “too cool” stance
 - Stooped, holding onto themselves
- **Hands**
 - Fiddling with something or fidgety

Examples of Behaviour

- Trying to get people to give them things without coming right out and asking
- Playing “poor me.”
- Making excuses for their decisions, often untrue excuses (such as, “I can’t pay you back the money. My car broke down.” When the truth is, they just don’t **want** to pay you back the money.

Note: “Little lies” may seem easier, but they hurt when the person finds out. e.g., Giving compliments they doesn’t really mean; doing things for a person **just** to get something in return, without saying so ahead of time and tricking a person into something.



Sharing Sexual Images and Its Consequences

Time: 45 min

Curriculum Link (s): The Ontario Curriculum Grades 9 to 12: Health and Physical Education - Healthy Active Living Education Gr. 9 (PPL1O) C1.2 - Demonstrate an understanding of the benefits and risks of using electronic communication technologies

Learning Outcomes:

- Participants will understand the pressures on young people to send naked pictures (sexts)
- Participants will understand the possible consequences of sending a sext, including the legal consequences

Resources Required for Lesson:

- Access to internet to watch video online
- Adapted from *Crossing the Line* <https://www.childnet.com/resources/pshetoolkit>

Beginning:

- Outline session and learning outcomes
- Set ground rules, rewards and sanctions

Main Activities:

1. Ask participants, "What is harmful sexual behaviour?" Provide definition.

Harmful Sexual Behaviour (HSB)⁵

Sexual behaviours expressed by children and young people under the age of 18 years old, that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult.

A more child friendly definition is:

Things that people under the age of 18 do, that may hurt themselves or other people by behaving in a sexual way.

e.g.,

- Exposing/ uncovering your genitals, breasts or buttocks
- Forcing or pressuring another person to touch you, others or themselves sexually
- Forcing or pressuring another person to have sex (vaginal/ oral/ anal) with you or others
- Trying to force or pressure another person to sexually touch themselves, others or you
- Trying to force or pressure another person to have sex with you or others

⁵ Hackett: *Children and Young People with Harmful Sexual Behaviours*, 2014

- Using technology to get another person to create, view or share sexual images or video

Ask participants, “What is sexting?” Provide definition.

Sexting: Sending and receiving naked pictures or 'nudes', 'underwear shots', sexual or 'dirty pics', sexually rude text messages or videos. They can be sent to or from a friend, boyfriend, girlfriend or someone you've met online. **When consent is not provided, sexting is a form of sexual violence!** If you find that you are being forced to share or view sexts, or someone shared or is threatening to share your sexts – it is not your fault. Know that there is help. You can reach out to the following supports:

2. Things can go wrong – even when you didn't mean for them to. Watch *Just Send It* (7:00) <https://www.youtube.com/watch?v=C7z6IMbL3mw> or <https://www.childnet.com/resources/pshetoolkit/sexting/just-send-it>
3. Is this story realistic?
4. Could a similar situation happen in your school?
5. In this film, where do you think the line was crossed?
 - When Josh asked for the photo?
 - When Abi sent the photo?
 - When Brandon shared the photo?
6. Why does Josh mention possible involvement from the police at the end of the film?
7. Who do you think broke the law in this film?

Sexting and the Law

It is illegal to:

- create sexual images/videos of anyone younger than 18 years old (including a video a person creates themselves). This is considered child pornography.
 - possess child pornography, i.e., to save child pornography (on a phone, computer or other device)
 - distribute child pornography, i.e., sell or share images/videos. This includes showing it to people, forwarding it, or posting it to the internet.
 - Abi created child pornography
 - Josh was in possession of child pornography
 - Brandon distributed child pornography (although it may be difficult to prove it was Brandon that sent the image instead of Josh as it was on his phone)
8. Abi was reluctant at first to send the image to Josh. What made her change her mind?

- Influence from her friends
- Pressure from Josh
- Wanting to keep Josh as her boyfriend

9. Did Abi give consent for her photo to be shared around the school?
10. In this situation, who is more at fault – Josh, Abi or Brandon? Anyone else?
11. Some of the comments under Abi’s photo are quite mean. None of them seem to portray Josh in a negative light. Do you think there are different standards between girls and boys e.g., if a boy shares the picture or if a girl does?
12. What do you think of the comment that Eve makes when she says, ‘Gotta keep your man happy’? Is this how some people can feel? Do people feel that they must keep their partners happy?
13. Instead of sharing the naked photo, what could Abi have done to let Josh know that although she likes him, she doesn’t want to send him a nude photo?
- made a joke
 - shared a selfie of herself and not a naked selfie
 - tell Josh directly that she doesn’t want nudes from him and she won’t be sending him any either
14. When Abi discovered that the picture had being shared with others, she didn’t want to go to school. She eventually told her mom, but who else could she have spoken to about her situation?
- | | |
|----------------|-----------------|
| • Teacher | • Youth Worker |
| • School Nurse | • Childline |
| • Police | • Social Worker |
15. What could the others have done to help Abi?
- Asked others to delete the image(s)
 - Not share the picture
 - Explain/consider the consequences in more depth
 - Let her know she never has to do anything she doesn’t want, to be in a relationship

Notes for Teachers/ Leaders:

For additional information, read the Glossary of Terms in the Appendix.

Consent, Equality and Respect

Time: 60 min

Curriculum Link(s): The *Ontario Curriculum Grades 9 to 12: Health and Physical Education - Healthy Active Living Education Gr. 9 (PPL10) C2.3* - Apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality

The *Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities - Exploring Family Studies Gr. 9-10 (HIF10/20) B1.2* - Distinguish between needs and wants, and identify needs, wants, values, and goals that may develop during adolescence

The *Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities - Dynamics of Human Relationships Gr. 11 (HD30) C1.2* - Identify characteristics of healthy relationships (e.g., equality, independence, trust, empathy, loyalty, respect, intimacy, honour, recognition of the other's value, open communication, stability, confidence, altruism)

The *Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities - Dynamics of Human Relationships Gr. 11 (HD30) - C2.1* Analyse ways in which social and cultural factors, including portrayals in the media, shape people's ideas about relationships

Learning Outcomes:

- Participants will understand the definition of consent
- Participants will explore how to say “No” for themselves and hear “No” from a partner
- Participants will explore the media's impact on how sex, relationships and bodies are perceived

Resources Required for Lesson:

- Access to internet to watch video online <https://truetube.co.uk/film/screwball>

Beginning:

- Outline session and learning outcomes
- Set ground rules, rewards and sanctions

Main Activities:

1. Ask the group, “What does consent mean?”

Consent: a person consents to something if that person agrees by choice and has the freedom and capacity to make that choice

Consent is:

- An enthusiastic “Yes” to a specific activity, partner and occasion.
- Ongoing and can be changed or revoked at any time
- Coercion-free: no one is forced, pressured or manipulate in participating.
- Conscious; all parties are awake, aware and informed



- Specific: saying “Yes” to one act, doesn’t mean “Yes” to other acts
- Informed; no deceiving or lying

2. Watch the *Screwball* video (12:21)

3. Ask participants, “**How do you know if someone wants to have sex with you?**”

- They say they do; silence does not equal consent. Asking for consent doesn’t have to be awkward. It could be part of the way you show them you care. e.g., “I’ve been thinking about you all day. Can I kiss you?”, “Can I take your shirt off?”, “Do you want to try something different?”

The words they use should be enthusiastic. If someone is feeling unsure or pressured, they may say “Yes” but their tone of voice might indicate that they are not enthusiastic.

4. **What is the body language of someone that wants to have sex with you?**

- they are leaning in; not pulling away
- their face looks happy or relaxed; not uncomfortable or scared
- they are kissing you back; not just staying still
- they are thinking clearly and are conscious; if someone is drunk, high or unconscious they can’t give consent

5. **When is it too late to change your mind?**

Never. Just because you have had oral sex before doesn’t mean you want to do that every time you are with the person. Consent is specific. Just because you agree to sex, doesn’t mean you agree to sex without a condom. Consent is about both parties agreeing to what is going to happen, how it is going to happen and it all stops as soon as either person changes their mind.

6. **What do you do when your partner isn’t sure they want to have sex?**

- If your partner seems hesitant, uncomfortable or quiet, ask if everything is ok.
- Ask if they want to keep going.
- Give them the opportunity to make a choice without feeling pressured or that they didn’t have the chance to change their mind.
- Ask if you’re taking things too fast.
- Ask if they just want to cuddle instead.

7. **How do you tell someone that you want to stop or slow down?**

- I’m not sure I’m ready for that
- I like kissing you. Can we go back to that?
- I don’t want to have sex if we don’t use a condom. I’d be too stressed.
- I’ve had a few drinks tonight and I want to actually enjoy when I have sex with you. I don’t think I’d remember it and I might throw up if we had sex right now.



- I'm tired
- I'm not really into it today.
- I need to finish what I'm doing and then I'd be able to give you my full attention a bit later.

8. How might it feel if you were really into someone and they said “No” to your sexual advances or just didn't have the same limits as you?

- Unsure if you misread the situation
- Embarrassed
- Like less of a man or less of a woman
- Annoyed
- Frustrated
- Like an idiot
- Suspicious as to why they are saying “No”
- Worried that they want to end the relationship
- They are just not that into me
- Glad that the other person trusted you enough to be honest
- Relieved because if you know they are willing to tell you “No”, then when they say “Yes” you can be fairly sure they aren't doing it for any other reason other than they are choosing it, they are ok with the consequences and they want you both to enjoy yourselves

9. If you said “No” to someone how would you want them to react to you?

- Just accept it and not try to pressure or manipulate
- Respect me
- Don't yell
- Don't make it about something it's not e.g. “Who else are you hooking up with then?”
- Don't make me feel bad e.g. “Can't you get it up?”
- Don't insult me e.g. “You're such a tease. I should have known you were just a child”

.....

If you use the Screwball video, here are additional questions:

10. What negotiating did Ryan and Natalie do as a couple?

- Getting rid of the cats
- How much sound they were comfortable with
- Did she want to deal with her phone in the moment
- The kind of touch that feels good e.g., “You're doing it too hard”
- Their expectation e.g., “You're supposed to make sound, right?”, “It's supposed to hurt for girls, right?”
- Asking directly about what the other person wants

- Limits “I agreed to come upstairs. That doesn’t mean I want to have sex, right now please.”
- Condom use
- Taking photos while partially undressed
- Who they told about their choice to have sex

11. How did the media shape Ryan and Natalie’s ideas about sex, relationships and their bodies?

- Supposed to make noises during sex
- Don’t talk during sex
- Hard is good right
- It’s supposed to hurt for girls
- Sending photos showing what you’re doing sexually
- Women should not have pubic hair
- Ways to “impress” a partner
- Feel like girls have to be “walking sex dolls”
- Looking perfect all the time
- Needing to have a thigh gap to be attractive
- Boys are supposed to know what they are doing when it comes to sex
- Sex is supposed to be “explosively perfect”
- Feeling you’ll be judged if you get something wrong
- Boys are not supposed to talk about their feelings or insecurities because they are supposed to be “macho and stuff”

12. What was brilliant about Ryan’s reaction to Natalie becoming upset about all the pressure she was feeling?

- Listened
- Empathized
- Asked until he understood her point of view
- Ripped down the poster to show he didn’t support the media image of beauty that was making her feel so bad
- He was honest and vulnerable about his feeling of insecurity and pressure too
- They kept talking to each other in a caring way
- They made each other laugh
- Encouraged each other to be comfortable talking about their bodies with each other
- He asked her directly if she was still in the mood for sex
- When Natalie said she wasn’t ready for sex, “just maybe other stuff”, Ryan accepted it with a smile
- They asked each other about what they were allowed to touch on each other’s bodies
- Was comfortable and assertive enough to say “No”
- Respected each other’s limits

Notes to Teacher/ Leader:

The most important things that can happen when people are becoming physically intimate is to make sure every interaction is about consent, equality and respect.

Ongoing

Anyone can change their mind about what they're interested in doing, anytime.

Freely given

Saying yes without pressure or manipulation.

Specific

Saying yes to one act (e.g kissing) doesn't mean you've said yes to others (e.g. oral sex).

consent

Informed

Not deceiving or lying. For example, if someone says they'll use a condom and then they don't, there isn't full consent.

Enthusiastic

It's about wanting to do something, not feeling like you have to or should do something.

Navigating Consent⁶

Consent sounds like	Non-Consent Can Sounds Like
Yes	No
I'm sure	I'm not sure
I know	I don't know
I'm excited	I'm scared
Don't stop!	Stop
Ooo Ya!	[silence]
More!	No more
I want to...	I want to, but...
I'm not worried	Wait, I feel worried about...
I want you/ it/ that	I don't want you/ it/ that
Can you please do...	Can you please not do...
I still want to...	I thought I wanted to, but...
That feels good	That hurts
Mmmmmmm.	Ouch.
Yes	Maybe
I love you and I love this	I love you/ this, but...
I want to do this right now, like this	I want to do this, but not right now/ this way
I feel good about this	I don't know how I feel about this
I'm ready	I'm not sure I'm ready
I want to keep doing this	I don't want to do this anymore
This feels so right	This feels wrong
YES!	NO!

⁶ Adapted from http://www.scarleteen.com/article/abuse_assault/drivers_ed_for_the_sexual_superhighway_navigating_consent_31 accessed July 31, 2023



Non-Verbal Consent

<u>Possible Signs of Consent</u>	<u>Possible Signs of Non Consent</u>
Direct eye contact	Avoiding eye contact
Initiating sexual activity	Not initiating any sexual activity
Pulling someone closer	Pushing someone away
Actively touching someone	Avoiding touch
Nodding “yes”	Shaking head no
Laughter and/ or smiling	Crying and/ or looking sad or fearful (clenched or downturned mouth)
Open body language (turning toward someone, leaning in, relaxed in general)	Closed body language (tense, stiff or closed arms and legs, tight or tense facial expressions, turning away from someone)
Sounds of enjoyment, like a satisfied hum or enthusiastic moan	Silence or sounds of fear or sadness, like whimpering or a trembling voice
Active body	Just lying there

Sexual Exploitation and Trafficking

Time: 40 min

Curriculum Link(s): The *Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities – Equity and Social Justice: from, Theory to Practice, Gr.12 (HSE4M) B2.1* - Analyse the dynamics of power relations and privilege in various social settings, both historical and contemporary
The *Ontario Curriculum Grades 9 to 12: Social Sciences and Humanities – Equity and Social Justice: from, Theory to Practice, Gr.12 (HSE4M) B2.2* - Analyse the effects of bias, stereotypes, prejudice, discrimination, and oppression on individuals and groups

Learning Outcomes:

- Participants will identify which populations are most vulnerable to sexual exploitation and trafficking

Resources Required for Lesson:

- Adapted from <https://www.wrprevent.ca/what-is-sexual-exploitation-and-sex-trafficking>

Beginning:

- Outline session and learning outcomes
- Set ground rules, rewards and sanctions

Main Activities:

Although anyone can be exploited, there are risk factors that make some young people more vulnerable than others, with number one being a girl/woman. Ask the young people to work in a small group or with a partner to answer the following questions.

1. What factors might increase a person's vulnerability to sexual exploitation and/or trafficking?

- Being a girl/woman
- Young people who are in foster care
- Young people who have experienced sexual, physical, or emotional abuse and neglect
- Young people who live with mental health challenges
- Young people who struggle with alcohol and drug misuse
- Young people who have low self-confidence and esteem
- Immigrant young people or newcomers to Canada
- Young people who identify as Indigenous



- Young people who question their security and sense of belonging to community, school or family
- Young people who lack culturally appropriate programming in surrounding communities
- Young people who have learning disabilities or cognitive impairments
- Living in a chaotic or dysfunctional household (including parental substance use, intimate partner violence, parental mental health issues, parental criminality)
- History of abuse (including familial child sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect)
- Recent bereavement or loss
- Gang association either through relatives, peers or intimate relationships
- Attending school or are friends with young people who are exploited
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families
- Homelessness
- Lacking friends from the same age group
- Living in a gang neighbourhood
- Living in residential care
- Living in a hostel
- Low self-esteem or self-confidence
- Young carer

2. What are things that certain populations might have in common?

- Current and historic oppressions and disempowerment
- Lack of support networks of support
- Loneliness
- Colonialism

3. If a young person was being exploited or trafficked, what kind of behaviours might you see?

- Withdraws from family, friends or peer groups, and extracurricular activities
- Maintains a high level of secrecy and is reluctant to share where they have been or with whom
- Responds to conversation as if they are reading from a practiced script
- Angry, confrontational, or abusive
- Fearful, anxious, depressed, tense, submissive, or nervous/paranoid and avoids eye contact, unexplained mood swings
- Secretive about their daily life routines

- Exhibits unusually fearful or anxious behaviour regarding law enforcement
- Protective of new relationships, providing little information when asked
- Appears to be protective of loved ones or fears for their safety
- Comes home late or past curfew for unexplained reasons
- Disappears for extended periods of time (days, weeks, months)
- Hangs around with new and different groups of friends including older individuals
- Wears expensive clothing or jewellery that they could not normally afford
- Receives phone calls from blocked or private phone numbers
- Secretive about internet usage including sites and contacts
- Has an online relationship with someone they have never met in person
- Has a significantly older boyfriend or girlfriend
- Receives unexplained gifts from secretive sources
- Frequents hotels or unusual locations to meet friends
- Adopts slang and speech that is 'street' level talk
- Inability to clarify where they are staying
- Has pre-paid calling cards, credit cards, hotel room keys, business cards
- Has multiple phones, changes phone number often
- Has pornographic images or videos of themselves openly available or posted online
- Has numerous inconsistencies in their story – loss sense of time
- Does not attend school or is working during school hours
- Has numerous taxi numbers programmed into cell phone
- Regularly going missing
- Parents / Carer not reporting child missing
- Child has been coerced to take/share indecent images
- Arrested/Involved in criminality
- Found / travelling out of their city / town/ rural area
- They feels indebted to an individual or group
- Items missing from home
- Carrying/ concealing weapons
- Absent from school
- Self-harm indicators and/or mental health concerns and/or suicidal thoughts/attempts
- Association with older and/or risky peers
- Change in education attendance/Change in education provider/Missing from education/ Non-attendance in education

- 4. If a young person was being exploited or trafficked, what kind of indicators of physical, sexual and emotional abuse might you see?**
- Unexplained bruises, cuts, and broken bones, black eye(s), physical scarring, scrapes, or scratches
 - Tattooing or branding symbols such as names on neck, wrists, or lower back
 - Cigarette burns on body
 - Pregnancy, termination or repeat testing for sexually transmitted infections and urinary tract infections
 - Multiple abortions
 - Changes in emotion, such as increased fear, anxiety or anger or being less able to regulate their emotions
 - Issues with their mental health, emotional wellbeing or self-esteem
 - Having more sexual knowledge or displaying more sexualised behaviour than is developmentally appropriate for their age
- 5. Ask the young people how they might have a "difficult" conversations with a person based on the warning signs. What are the barriers that may make it difficult to support a friend who is exhibiting the warning signs?**
- Listening without judgement
 - Not blaming the person for what they are going through
 - Be aware of and soften your body language
 - Let them know you believe them and are offering support and help
 - Considering our own biases. It's important to keep in mind that sexually exploited young people are often manipulated and controlled. The person controlling them may be threatening them or their family. They may have images they are threatening to make public. The person may feel ashamed of some of the things they have experienced. They may feel as though no one can understand them and they will be judged and thought poorly of if others knew. They may feel like they are in love with the person controlling them and they don't want them to get into trouble. They may blame themselves for the situation they are currently in
 - Avoid making promises you aren't able to keep (e.g. you can protect them, you can give them a place to live indefinitely).
 - Help them think of who they can tell and how that person could help. They may also need help thinking of a safe place to stay if their abuser was providing housing for them.

Let the young people know about national and local services working to prevent and put an end to sexual exploitation and trafficking.



- [Canadian Human Trafficking Hotline](#) 1 833 900-1010
- [Tandem](#) (formerly The Crisis and Intake is a 24/7 Crisis Support Services 519-433-0334 anytime day or night.
- [Humana](#) providing support for children young people with mental health concerns (519) 435-1099
- [Middlesex-London Health Unit Sexual Health Services](#) (519) 663-5317
- [St. Joseph's Hospital Sexual Assault and Domestic Violence Treatment Program](#) (519) 646-6100, ext. 64224
- [London Abused Women's Centre](#) (519) 432-2204
- [Anova](#) (519) 642-3000
- [Children's Aid Society](#) (519) 455-9000
- [Black Youth Helpline](#) 1-833-294-8650
- [Hope for Wellness Helpline](#) 1-855-242-3310

Note to Teachers/ Leaders:

Please also note that the above indicators do not necessarily mean someone is being trafficked but could be signs of other situations or issues in their lives. Stress that just because an individual may identify with many of the indicators, it does not mean they will necessarily be targeted. This activity should be done from an awareness and allyship perspective rather than to stigmatize certain lived-experiences and identities. It's important to mention that Indigenous women and girls are the most common targets for traffickers. This is a direct impact of colonialism and the legacies of the residential schools which have generated their inter-generational impacts that last to this date.

Based on data collected by the Native Women's Association of Canada, despite Indigenous women and girls being 4% of the overall Canadian population, they roughly make up 50% of trafficked victims. Young women under the age of 18 represent a quarter of victims.





Shine the Light Educational
Resource 2023
by the London Abused Women's Centre

APPENDIX



797 York Street, Unit 5, London ON N5W 6A8 www.lawc.on.ca



Consent and the Law⁷

Consent: Consent is permission for something to happen or an agreement to do something. Consent requires respect and communication. Consent is an important concept for children to learn about from an early age. It can lead to better relationships with family, friends, peers and eventually, romantic partners. Consent includes knowing and respecting a person's own boundaries as well as the boundaries of others. Understanding consent means that a person has the skills to leave a situation that doesn't feel comfortable, and respects when other people want to do the same.

Sexual Consent: Sexual activity includes kissing, sexual touching and sexual intercourse (oral, anal, vaginal, hand sex). Sexual consent means both partners agree to the sexual activity and understand what they're agreeing to. Consent is the foundation of a sexual relationship. Consent must be given for every sexual activity, every time. Sexual consent is about a person's right to make their own choice about sexual activity. Language and messaging around consent and sexual assault has changed over the last few years as we understand more about rights, the law, consent and sexual assault.

Important Points about Sexual Consent

Here are some important points to understand and talk with young people about:

- Consent is freely given. Agreeing to do something is consent only if it's voluntary.
- 'No' always means 'no' whether given verbally or non-verbally. A lack of an affirmative, positive, freely given 'yes' is also a 'no'.
- A 'yes' isn't consent if someone is coerced. Examples of coercion are if the person pressures, pesters, threatens, guilt trips, blackmails, intimidates, bullies, or harasses someone.
- Consent is a positive, voluntary, active and conscious agreement to engage in sexual activity. When someone's consenting, they agree and are confident in their decision to consent. Body language and verbal language should both give the same positive message.
- Consent is agreed upon by both partners, and with a clear understanding of what they are agreeing to.

⁷ Adapted from <https://teachingsexualhealth.ca/teachers/sexual-health-education/information-by-topic/consent/#consent-and-the-law>



- The person who initiates the sexual contact or who wants to move to the next level of intimacy is responsible for asking for—and clearly receiving—consent before continuing with the sexual contact.
- A consent conversation includes asking, answering and negotiating.
- When there's consent, both people feel safe and comfortable. Safety and comfort (with themselves, their body, their partner and the situation) create an environment where both people can freely take part in all aspects of the consent conversation.
- For consent to happen, a person needs to be given the chance to say 'no'.
- Consent is ongoing: one person asks permission for an activity and another person gives it. This conversation needs to continue as the activity continues or changes.
- Consent can be withdrawn at any time. At any point, people can change their mind and withdraw consent. Consent given in the past doesn't apply to any activities that happen later.
- Consent can't be assumed or implied. Flirting, clothing, sexual texts or social media communication aren't consent.
- Consent can't be assumed because people are in a relationship, nor should it be assumed if there was previous sexual activity. Permission must be asked for and given for an activity to proceed.
- Communication that's not clear or is confusing isn't consent. If there's any uncertainty that someone is agreeing to do something, the person initiating the activity must ask permission and wait until permission is clearly given before proceeding.
- Silence or not responding isn't consent.
- Not physically resisting isn't consent.
- People who are drunk, high, sleeping or unconscious can't give consent, either legally or practically. To have clear communication about consent, both people should be sober and alert.

Important Points about Sexual Assault

Sex without consent is sexual assault. Sexual assault can happen to anyone of any age and gender, and it can be committed by anyone of any age and gender.

The only person responsible for sexual assault is the person who didn't ask for or get consent (perpetrator).

Prevention messages are directed only at possible perpetrators, with the aim of preventing them from assaulting people. **Prevention messages about how to avoid being sexually assaulted are no longer acceptable.** They didn't reduce instances of sexual assault. Instead, they increased shame in the person who was assaulted, reduced the likelihood of the survivor accessing services and gave the perpetrators excuses.



‘Sexual assault’ is the legal term in Canada and the correct term to use in the classroom. If a survivor uses the term ‘rape’, use the same language when talking with them.

The term ‘survivor’ is generally used when referring to someone who has been sexually assaulted. If the person identifies themselves as a ‘victim’, use that same language.

The word ‘victim’ is often used by police or in a legal sense.

The term ‘perpetrator’ is used for someone who commits an assault. They may not have been legally punished for that crime.

The term ‘offender’ is used for someone who commits an assault and is charged for that crime.

Consent and the Law

Canadian law states that the age of consent is the age when a person can legally agree to sexual activity. Age of consent laws apply to all forms of sexual activity, ranging from kissing and fondling to sexual intercourse. In Canada the age of consent is 16 years old.

By law, 16-year-olds cannot consent to sexual activity if the:

- other person is in a position of authority (e.g., teacher, coach, or employer)
- sexual activity is exploitative (e.g., pornography, prostitution, or trading sex for safety). You must be 18 years old to be able to legally agree to sexual activity that “exploits” – when it involves prostitution, pornography or when sexual activity happens in a relationship of authority, trust or dependency.

There are “close in age” exceptions to this law:

- 14- and 15-year-olds can consent to sexual activity if the partner is less than 5 years older.
- 12- and 13-year-olds can consent to sexual activity if the partner is less than 2 years older.
- Children younger than 12 cannot consent to any type of sexual activity. Having sex with a child younger than 12 is against the law and is sexual abuse.

Sexting and the Law

In 2001, the Supreme Court of Canada decided young people have a right to express themselves sexually by creating and sharing sexual images of themselves if:

- the image is sent voluntarily between consenting individuals who are close in age
- the image doesn’t depict abuse or assault
- the image stays private (isn’t posted or shared)



- **Child pornography:** it's illegal to send sexual photos/videos of anyone who is, or appears to be, under 18. This includes taking and sending sexual photos/ videos of yourself if you're under 18.
- **Possession:** it's illegal to save child pornography on a phone, computer, cloud storage or any other kind of device.
- **Distribution:** it's illegal to sell or share child pornography. This includes:
 - showing it to people on your phone or computer
 - forwarding it through text or email
 - posting it on the Internet

How to Respond to Sexual Assault/ Exploitation/ Trafficking Disclosures

Instead of asking a young person “What is wrong with you?”, we ask, “What has happened, what may still be happening, to you?”. It shifts the focus from what is happening in their head, to what is happening in their life.

Here are some supportive things you can do when a young person discloses sexual assault/ exploitation /abuse/ trafficking to you:

- **Listen:** Stay calm and give them your full attention. Let them know you heard what they told you.
- **Believe:** Believe what they told you. Say, “I believe you.” Disclosing takes courage and strength.
- **Be compassionate.** You can say, “You didn’t deserve this”.
- **Stress that it’s not their fault.** Survivors may blame themselves. Remind them that the abuser is the one responsible for the assault/ exploitation/ abuse/ trafficking.
- **Know where to get help.** You can call you’re the Canadian Human Trafficking Helpline, Children’s Aid Society, Police, London Abused Women’s Centre or sexual assault support agency.

In Canada, the teacher must report the assault if the person is less than 18 years old.



Glossary of Terms

Capping: someone, typically an adult, records or screenshots a young person they are target on various video streaming platforms or applications getting naked or engaging in sexual activities — often without the victim knowing they are recording the video. They may share this video with others or use it to extort their victim.

Domestic Violence: any form of aggression performed by a family or household member to another. It usually includes intimate partner violence and can also include child or elder abuse in the home. Domestic abuse often elevates from threats and verbal and emotional abuse to physical and sexual violence, but all these acts have serious consequences.

Grooming: someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation, or trafficking. Grooming is also when someone builds trust with not only a young person, but also sometimes the adults around them, to gain access to, and control over, the young person by normalizing certain behaviours and expectations.

Harmful Sexual Behaviour (HSB)⁸

Sexual behaviours expressed by children and young people under the age of 18 years old, that are developmentally inappropriate, may be harmful towards self or others, or be abusive towards another child, young person or adult.

A more child friendly definition is:

Things that people under the age of 18 do, that may hurt themselves or other people by behaving in a sexual way.

E.g.

- Exposing/ uncovering your genitals, breasts or buttocks
- Forcing or pressuring another person to touch you, others or themselves sexually
- Forcing or pressuring another person to have sex (vaginal/ oral/ anal) with you or others
- Trying to force or pressure another person to sexually touch themselves, others or you
- Trying to force or pressure another person to have sex with you or others
- Using technology to get another person to create, view or sharing sexual images or video

⁸ Hackett: *Children and Young People with Harmful Sexual Behaviours*, 2014

Intimate Partner Violence : Intimate partner violence refers to physical, sexual, or emotional abuse, stalking, and controlling behaviors carried out by a current or former partner.

Sexting: Sending and receiving naked pictures or 'nudes', 'underwear shots', sexual or 'dirty pics', sexually rude text messages or videos. They can be sent to or from a friend, boyfriend, girlfriend or someone you've met online. **When consent is not provided, sexting is a form of sexual violence!**

Sex trafficking: forcing someone to provide commercial sexual services through manipulation, lies, threats, or violence for personal gain or in exchange for something of value like food, shelter, money, drugs or transportation. In other words, sex trafficking is when someone is being exploited in the commercial sex industry for another person's personal profit or gain. It can be hard to detect because it does not usually involve being kidnapped, smuggled, or physically restrained. Traffickers are often someone that a victim knows and has built trust with. Sex trafficking situations often look like intimate partner violence. The stereotypical images of criminals and pimps are not always the case.⁹

Trafficking: the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.¹⁰

⁹ <https://www.canadianhumantraffickinghotline.ca/sex-trafficking/>

¹⁰ <https://www.ohchr.org/en/instruments-mechanisms/instruments/protocol-prevent-suppress-and-punish-trafficking-persons>
accessed July 14, 2023.



Resources

Anova (519) 642-3000

Anova provides safe places, shelter, support, counselling, and resources for abused women, their children, and all oppressed individuals to find a new start. Their 24/7 crisis & support line (519-642-3000) is available for all genders to talk and get support regarding an experience of gender-based violence.

Assaulted Women's Helpline (24/7)

Provides free, anonymous and confidential 24-hour telephone and TTY crisis telephone line to all women in the province of Ontario who have experienced any form of abuse. They provide crisis counselling, safety planning, emotional support, information and referrals accessible 7 days a week, 365 days a year. With assistance in English and over 200 other languages.
1-866-863-0511

Black Youth Helpline (Everyday - 9:00 am to 10:00 pm)

The helpline serves youth, families, school districts and a variety of youth serving stakeholders. They offer Stay-In-School Initiatives, Parent & Family Support, and Systems Navigation Assistance. Service in French and other languages available upon request.
1-833-294-8650

Canadian Human Trafficking Hotline (24/7)

The Hotline is a confidential, multilingual service, operating 24/7 to connect victims and survivors with social services, law enforcement, and emergency services, as well as receive tips from the public.
1-833-900-1010

Chat

Children's Aid Society London & Middlesex

The Children's Aid Society of London & Middlesex (CASLM) provides services to vulnerable children, youth and families in Middlesex County, Ontario, Canada. Their mission is to ensure that all children and youth grow and thrive in their families, cultures and communities.
(519) 455-9000

Craigwood Talk in Clinics



Talk-In Clinics located throughout London and Middlesex County provide quick access to experienced, qualified Masters-level counsellors for children, youth and families. No appointment or referral is required. And there's no charge for service.

[Distress Centres of Ontario](#) Distress centres provide telephone support for individuals experiencing emotional distress, marginalization, or isolation. Find one near you and get more information on their website.

[Good2Talk](#) (24/7)

Free, confidential support services for post-secondary students in Ontario and Nova Scotia.

Ontario: 1-866-925-5454

Nova Scotia: 1-833-292-3698

[Hope for Wellness Helpline](#) (24/7)

They provide support if callers chose to discuss experiences, challenges and issues - big or small, feeling distressed, or finding other wellness supports available to them. Available to all Indigenous Peoples across Canada. Both telephone and online chat services are available in English and French. Telephone support is also available upon request in Cree; Ojibway (Anishinaabemowin); Inuktitut.

1-855-242-3310

Chat is available

[Humana](#) (519) 435-1099

Humana's programs focus on addressing child and youth mental health concerns and providing supported community living options for children, youth and adults with specialized needs across Huron, Kent and Middlesex counties.

[Kids Help Phone](#) (24/7)

Kids Help Phone's e-mental health services are available 24/7 across Canada. This means that we're here for kids, teens and young adults from coast to coast to coast.

1-800-668-6868

Chat available

[Lesbian Gay Bi Trans Youth Line](#)

LGBT Youth Line is a 2SLGBTQ+ youth-led organization that affirms and supports the experiences of youth (29 and under) across Ontario. Services include:

- Providing anonymous peer support and referrals;
- Training youth to provide support to other youth; and
- Providing resources so youth can make informed decisions.

1-800-268-9688



London Abused Women's Centre

Provides support and counselling to women and girls exploited in prostitution/sex trafficking/pornography, abused by their intimate partners, and/or subjected to sexual harassment or torture in addition to family members of women and girls who have been prostituted/sex trafficked, including women and girls who are missing or disappeared. (519) 432-2204

Middlesex-London Health Unit Sexual Health Services

The Sexual Health Clinics in London and Strathroy offer a confidential and non-judgemental atmosphere where you can get answers to your sexual health questions. Services include needle exchange, STI Clinics and Birth Control Clinics.

NeedHelpNow.ca This website helps teens stop the spread of sexual pictures or videos and provides support along the way.

Nisa Helpline (Monday to Friday 10:00 am to 10:00 pm ET)

Nisa Helpline is a peer-to-peer counselling helpline available to Muslim women of all ages.

1-888-315-NISA (6472)

Open Closet

Provide support for people living with HIV/AIDS and Hepatitis C Virus(HCV), their partners/family/friends, as well as those concerned about HIV/AIDS and HCV or at risk for HIV. They also work with anyone who provides services to people with, or at risk for, HIV and HCV. All services are free and confidential. Services include:

- Practical support, counselling services, and programming to diverse populations of people living with and affected by issues related to HIV/AIDS.
- Education and resources related to safer sex, HIV acquisition, HIV/AIDS and/or Hep C-related stigma and discrimination, HIV and Hep C testing, disclosure (telling people about your HIV/HCV status) among other topics.
- Needle and syringe program for injection drug users to reduce the transmission of HIV, HCV, and other blood-borne infections.

(519) 434-1601 or 1-866-920-1601

Reach Out Crisis Service

Reach Out is a free, 24/7, confidential mental health and addictions support and services line for people living in Elgin, Middlesex and Oxford and London.

1-866-933-2023

Sexual Assault Centres

If you have experienced sexual violence, you are not alone and there is help available. Across Canada there are sexual assault services that can provide information,



797 York Street, Unit 5, London ON N5W 6A8 www.lawc.on.ca



advocacy, and counselling. Locate resources in your community. Locate resources in your community with this map of sexual assault centres across Canada.

Shelter Safe (24/7)

Online map that will let you know where the closest shelter is in your community.

St. Joseph's Hospital Sexual Assault and Domestic Violence Treatment Program

(519) 646-6100, ext. 64224

Support Service for Male Survivors of Sexual Assault (24/7)

1-888-887-0015

If you are male-identified and are looking for support related to an experience of gender-based violence, some London-based community supports include:

- Daya Counselling
- Family Service Thames Valley
- Opening the Circle
- St. Joseph's Sexual Assault and Domestic Violence Treatment Centre

Tandem

offers assessment and treatment for infants, children, youth and their families to support their challenges and to promote mental wellness. They also offer support such as family therapy, live-in treatment, and respite services.

(519) 433-0334 anytime day or night.

Thames Valley Addiction and Mental Health Service

Provide services to improve the health, social outcomes and quality of life of young people with substance use, gambling, gaming, internet/technology, shopping, overspending or pornography/sex concerns through offering direct client services in the form of individual and group community treatment and counselling services, offered in person and/or virtually for youth ages 12 and older.

(519) 673-3242 ext. 1222

Youth Opportunities Unlimited - YOU Belong

(YOU) supports youth to build their skills, confidence and independence to reach their potential. Youth ages 15-30 in London and Middlesex County can access the system of supports which include Youth Centres, Youth Shelter, Housing Services, Career Services, and Enterprise Services.

(519) 432-1112



Booking LAWC Speakers

Our staff can speak to your young people about:

- ✓ **Woman Abuse/Intimate Partner Violence**
- ✓ **Sexual Exploitation**
- ✓ **Trafficking**
- ✓ **Non-State Torture**
- ✓ **Sexual Harassment**

Presentations can be up to 2 hrs in length; however, we are happy to be flexible and build a presentation based on your needs and specifications.

Book speakers from the London Abused Women's Centre today by calling (519) 432-2204.

