LESSON 8

Consent and Sexual Assault

Ages 12–15

Lesson 8. Consent and Sexual Assault

Ages

12–15

Learning Objectives

Cadets and JCRs will be able to:

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

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

Learning Tools and Materials

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

Slide deck:

- What is Consent?
- Consent is...
- When Consent Is Not Possible
- Age of Consent (Protection)
- Protection from Exploitation and Abuse of Power
- Close-in-Age Exemptions
- Am I Old Enough to Consent?
- Look, Listen, Link, Live©
- Kids Help Phone
- Community Resources

Handouts:

- Consent Scenario Cards
- Rules of Consent Cards
- Consent Match-Up Game: Answer Key
- Consent: Given or Not Given?
- Consent: Given or Not Given? Answer Key
- Pat’s Story
- Support Circles
- Safety Plan

Video:

- What is Consent? (time: 1:44)
  https://www.youtube.com/watch?v=JC_GOjKwcsU#action=share

Lesson Preparation

Introduction

- Nil.

Activity 1. What is Consent?

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - What is Consent?;
  - Consent is...; and
  - When Consent Is Not Possible.
- Prepare four pieces of flip chart paper, each displaying one of the headings from Activity 1, Paragraph 4. Post the four pieces of flip chart paper around the room.
- Gather felt markers for each group.

Activity 2. What is Consent? Match-Up Game

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Consent is...;
  - Age of Consent (Protection);
  - Protection from Exploitation and Abuse of Power;
  - Close-in-Age Exemptions; and
  - Am I Old Enough to Consent?
- Set up the video, What is Consent? (time: 1:44), so it is ready to play.
- Gather or prepare a set of Consent Scenario Cards for each group.
- Gather or prepare a set of Rules of Consent Cards for each group.
- Print a copy of the Consent Match-Up Game: Answer Key for yourself.

Activity 3. Consent: Given or Not Given?

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - Consent is...
- Print a copy of the Consent: Given or Not Given? handout for each participant.
- Print a copy of the Consent: Given or Not Given? Answer Key for yourself.
- Ensure participants have a pen or pencil.

Conclusion

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

Introduction

Estimated Time

3–5 minutes

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

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

In this lesson, we are going to talk about consent: how to give consent, how to ask for consent, and how to recognize when consent is not happening in our relationships. "Consent" is a voluntary, non-coerced agreement to engage in sexual activity.

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

Pat goes by the pronoun "they".

Pat and Dale have been friends for a long time. Lately, there has been a feeling of attraction between them. One day when they are hanging out, Pat asks Dale if they can kiss. Dale says yes, and they kiss.

Pat is hanging out at your house and tells you that the relationship with Dale is going well. Pat says they are feeling a little scared about moving forward with Dale due to something that happened to them in their past. Pat discloses that they were sexually assaulted by another student at a party last year, and they have never told anyone. Pat starts crying. You feel angry that your friend was sexually assaulted.

In the first part of the scenario, did Dale give consent to kiss?

Answer:

Yes, Pat asked Dale for permission to kiss, and Dale verbally gave consent by saying yes.

We are going to do an activity to help us understand consent.

Activity 1
What is Consent?

Estimated Time

15–20 minutes

1. We are going to talk about consent. Consent is an important part of heathy relationships. We will be referring to consent in the context of sexual activity.
2. Divide the participants into four groups. Distribute felt markers to each group.
3. We will be doing a gallery walk activity. Each group will walk around to the four pieces of flip chart paper posted around the room. Each group will start at one paper and will write some responses to the paper's heading. After a few minutes, each group will rotate to the next paper. When each group has added their thoughts to all four pieces of flip chart paper, we will discuss the responses as a larger group.
4. Read out the four headings and the instructions:
    a. "Consent is..." Write down any words or phrases you can think of that are associated with consent.
    b. "List the ways a person demonstrates they are giving consent." Think of both verbal and physical ways a person can show they are agreeing to sexual activity.
    c. "List the ways a person demonstrates that they are not giving their consent." Write down words or actions that indicate a person is verbally or physically saying no and is not agreeing to consent to sexual activity.
    d. "Consent cannot be given." Write down situations in which a person is unable to give consent to sexual activity.
5. Start with flip chart (a). Have a volunteer read out the statement and the responses that the participants wrote down.

Display the What is Consent? content, using the presentation slides or the alternative method you have prepared.

What is Consent?

"Consent" is a voluntary, non-coerced agreement to engage in sexual activity.

Display the Consent is... content, using the presentation slide or the alternative method you have prepared. Review the key points of consent.

Consent is...

- Consent is affirmative and enthusiastic. It is a positive, enthusiastic response: someone is saying, "Yes!"
- Consent is freely given and non-coerced. We give consent because we want to, not because we are pressured to do so by others.

- Consent is ongoing. Consent is not something that is given once and then assumed afterwards. We must get consent and give consent before any type of sexual activity can happen.
- Consent is 100% reversible. We have the right to change our mind at any time and withdraw our consent.
- Consent is clear-headed. We must be conscious and sober to give consent.

Ask the participants the following questions:

a. Is there anything on the slides that is new learning for you?
b. Is there anything you do not understand? Do you need clarification on any of the points?

6. Have a volunteer read out the statement and responses on flip chart (b).

Refer to the point displayed on the presentation slide or the alternative method you have prepared: Consent is affirmative and enthusiastic. It is a positive, enthusiastic response: someone is saying, “Yes!”

There are both verbal and physical ways a person can give their consent.

If any of the following ways a person can show they are agreeing to sexual activity were missed among the responses on flip chart (b), mention them:

- saying, “Yes!”;
- saying, “Keep going,” or, “Keep doing that”;
- saying, “I want more”;
- asking to go further;
- nodding one’s head to indicate yes;
- pulling someone closer;
- removing clothing; and
- smiling and laughing in a positive way.

7. Have a volunteer read out the statement and responses on flip chart (c).

These are ways a person can tell us through their words or actions that they are not giving their consent:

- freezing up;
- crying;
- pushing someone away;
- moving away from someone;
- laughing in an uncomfortable way;
- saying, “No!”;
- saying, “Stop!”;
- saying, “Slow down!”;
- saying, “I am not into this anymore”;
- saying, “I do not like what you are doing”; or
- saying, “I am not sure.”

We need to constantly check in to make sure the signs of consent are there. We need to pay attention to verbal and physical cues that a person is not comfortable and wants to stop.

Why is it important to pay attention to these cues?

Possible answers could include:

- We need to respect other people's boundaries.
- We need to listen when someone says no.
- When you ignore a no, that is sexual assault.

Sexual activity without consent is sexual assault.

Sexual assault is a criminal offence.

What can we say to the other person if they are showing signs of discomfort?

Possible answers could include:

- Do you want to stop?
- Are you okay?
- I want to take a break and make sure we are both okay with this.

8. Have a volunteer read out the statement and responses on flip chart (d).

Display the When Consent Is Not Possible content, using the presentation slide or the alternative method you have prepared.

When Consent Is Not Possible:

- Someone tries to say yes for you, e.g., "Your boyfriend / girlfriend said you would have sex with me."
- Someone abuses a position of trust or authority to get another person to have sex with them. Someone in a position of trust or authority could be a:
  - babysitter;
  - teacher;
  - coach;
  - another cadet or JCR; or
  - corps / squadron / patrol staff.
- Someone uses threats or force.
- Someone says no, or does not say yes.
- Someone expresses no through body language or actions.
- Someone is sleeping, unconscious, intoxicated, or high.
- Cadets and JCRs may be in positions of authority over other cadets and JCRs, and in these circumstances, consent cannot be given.

9. Divide the participants into pairs.

Imagine that there is a new cadet / JCR who has never heard of consent and does not know what it is. How would you explain "consent" to this person?

Give the pairs a few minutes to write down a statement. Go around the room and have each pair share their statement.

10. Consent is about listening to, and respecting, the boundaries of others. For any sexual activity to happen, everyone needs to ask for consent and give consent.

Activity 2
What is Consent? Match-Up Game

Estimated Time

15–20 minutes

1. We are now going to watch a video to help you better understand consent.
2. Show the video, What Is Consent? (time: 1:44).

> The video relays its information very quickly. To ensure the participants have the opportunity to familiarize themselves with the content, you may need to replay the video.

3. We are going to play a match-up game to review the rules of consent from the video.

   Divide the participants into groups of four. Distribute a set of Consent Scenario Cards and a set of Rules of Consent Cards to each group. Have each group match the scenario with the rule of consent that applies to the situation.

4. After each group has completed the task, read each Consent Scenario Card out loud, and have the groups share the correct matching Rules of Consent Card. Use your Consent Match-Up Game: Answer Key to ensure they have the correct answers.
5. Display the Consent is... content, using the presentation slide or the alternative method you have prepared. Reinforce all the important aspects of consent.

Consent is...

- Consent is affirmative and enthusiastic. It is a positive, enthusiastic response: someone is saying, “Yes!”
- Consent is freely given and non-coerced. We give consent because we want to, not because we are pressured to do so by others.
- Consent is ongoing. Consent is not something that is given once and then assumed afterwards. We must get consent and give consent before any type of sexual activity can happen.
- Consent is 100% reversible. We have the right to change our mind at any time and withdraw our consent.
- Consent is clear-headed. We must be conscious and sober to give consent.

6. It is important to know that there are laws in Canada about consenting to sexual activity.

   Display the Age of Consent (Protection) content, using the presentation slides or the alternative method you have prepared.

Age of Consent (Protection)

- The “age of consent” is the age when it is legal for a youth to consent to sexual activity.
- The “age of consent” is also called the “age of protection” because the laws are meant to protect children and youth from being abused by someone who is older or by someone who has more power.
- In general, the age of consent in Canada is 16 years old.
- In some relationships, like those where one partner holds a position of power or authority over the other, the age of consent is 18 years old.
- If both partners are close in age to each other, there can sometimes be exceptions in which people under 16 can consent. For instance, if one person is 16 and the other is 15, consent may be possible as long as there is no imbalance in power.
- No person can engage in sexual activity with a child under 12 years old, under any circumstance. Children under the age of 12 CANNOT consent to sexual activity.

There are many situations in which consent is not legally possible. We are going to focus on one specific circumstance when consent is not legally possible: for all children and youth aged 12–17, consent is not possible if the other person is in a position of trust or authority over them or if the person is exploiting them.

Display the Protection from Exploitation and Abuse of Power content, using the presentation slide or the alternative method you have prepared.

Protection from Exploitation and Abuse of Power

For all youth aged 12–17, consent is not possible if the other person is:

- in a position of trust or authority over the youth:
  - babysitter;
  - teacher;
  - coach;
  - another cadet or JCR; or
  - corps / squadron / patrol staff.
- someone on whom the youth is dependent; or
- in an exploitative relationship with the youth.

Sexual activity in the context of these relationships is illegal. Only a person aged 18 or older is capable of consent in these situations.

Cadets and JCRs may be in positions of authority over other cadets and JCRs, and in these circumstances, consent cannot be given.

To protect children and youth from power imbalances, such as a big age difference, there are laws around age differences.

Display the Close-in-Age Exemptions content, using the presentation slide or the alternative method you have prepared.

Close-in-Age Exemptions

If the person is not in a position of trust or authority over the child or youth, if the child or youth is not dependent on the person, and if the person is not in an exploitative relationship with the child or youth, then these rules apply:

- A 12- or 13-year-old can consent to sexual activity if the partner is less than two years older.
- A 14- or 15-year-old can consent to sexual activity if the partner is less than five years older.
- A 16- or 17-year-old can consent to sexual activity if the partner is old enough to consent with them.

Why do you think these laws exist around age difference?

Possible answers could include: to protect youth from being abused by someone older who has more power.

Display the Am I Old Enough to Consent? content, using the presentation slide or the alternative method you have prepared.

Let us review when a person is old enough to consent.

Go over the infographic with the participants.

Remember, the laws do not have anything to do with whether a person is ready or willing to engage in sexual activity. Rather, the law exists to protect youth from imbalances in relationships, such as a big age difference or one partner having a position of power over the other.

Consent Scenario Cards

1	Jessy has been pressuring Cyndi to have sex, and she keeps saying no. Jessy comes over one evening, and things start to move fast. Cyndi tells Jessy to stop. Jessy gets mad and tells Cyndi that if she does not have sex with him, he is going share a very embarrassing secret that she told him. She pleads with Jessy, but he will not back down. She agrees to have sex with him.
2	Conner and David are on a date at a house party. Conner is drunk and stumbling all over the place. David takes him into a bedroom and Conner falls onto the bed and cannot get up as the room is spinning and he feels sick. David lies down on the bed and starts to initiate sexual activity. Conner is so out of it that he can barely talk.
3	Sophia and Ellen really like each other. They are hanging out and Sophia says, “Ellen, I really want to kiss you. Is that okay?” Ellen smiles and says, “YES! I have been waiting for you to ask me that all night.” Ellen leans in and puts her arms around Sophia and they kiss. Ellen says, “That was great!”

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Consent Scenario Cards

4	Sophia and Ellen had their first kiss the other night. They really enjoy being together. Sophia comes over to hang out with Ellen, walks in the door, grabs her, and starts to make out. Ellen backs away and tells her to stop. Sophia says, “You let me kiss you last night. What is your problem?”
5	Jenelle is sleeping on the couch. She wakes up to find her boyfriend kissing her and touching her under the covers. She pushes him away and gets up off the couch.
6	Smith agreed to come over to Sarah’s house as her parents are away. They both agreed that they would make out. At first Smith is into it, but then starts to feel uncomfortable. Smith asks to stop and gets up. Sarah is furious and says that they both said “yes” to this.

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Rules of Consent Cards

Consent is freely given and is not pressured or coerced. We give consent because we want to, not because we are pressured to by others. Cooperation does not equal consent if a person is threatened or pressured.	Consent is clear-headed. We must be sober and not under the influence of alcohol or drugs.
Consent is affirmative and enthusiastic. It is a positive, enthusiastic response—someone is saying, “Yes!”	Consent is ongoing. Consent is not something that is given once and then assumed afterwards. We must get and give consent before any type of sexual activity.
Consent is clear-headed. We must be awake and conscious. We cannot give consent if we are sleeping or unconscious.	Consent is 100% reversible. We have the right to change our mind at any time and withdraw our consent.

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Consent Match-Up Game: Answer Key

Scenario 1

Consent is freely given and is not pressured or coerced. We give consent because we want to, not because we are pressured by others. Cooperation does not equal consent if a person is threatened or pressured.

Scenario 2

Consent is clear-headed. We must be sober and not under the influence of alcohol or drugs.

Scenario 3

Consent is affirmative and enthusiastic. It is a positive, enthusiastic response—someone is saying, “yes!”

Scenario 4

Consent is ongoing. Consent is not something that is given once and then assumed afterwards. We must get and give consent before any type of sexual activity.

Scenario 5

Consent is clear-headed. We must be awake and conscious. We cannot give consent if we are sleeping or unconscious.

Scenario 6

Consent is 100% reversible. We have the right to change our mind at any time and withdraw our consent.

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Activity 3
Consent: Given or Not Given?

Estimated Time

15–20 minutes

1. We are going to be talking about consent. Consent is an important part of healthy relationships.
2. Distribute a copy of the Consent: Given or Not Given? handout to each participant.
3. Divide the participants into pairs. Have them read the scenarios on the handout and determine whether consent was given or not given in each situation.
4. Allow time for participants to complete the handout.
5. Discuss as a large group by going through each of the scenarios to determine if consent was given or not given. Use your Consent: Given or Not Given? Answer Key to ensure they have the correct answers.
6. Cadets and JCRs may be in positions of authority over other cadets and JCRs, and in these circumstances, consent cannot be given.
7. Sexual activity without consent is sexual assault.

   Many survivors of sexual assault do not report it to the police. According to Statistics Canada, fewer than one in ten survivors report the crime to the police.
8. What stops people from reporting sexual assault?

   Allow the participants time to answer.

   Possible answers could include:
   - fear of not being believed;
   - shame over what happened;
   - guilt, because they think they did something to provoke the assault, e.g., they were dressed provocatively;
   - believe it is their fault;
   - do not know whom to talk to or how to report; or
   - they have been threatened.

If you have been sexually assaulted, it is NOT your fault. People NEVER ask for, or provoke,
sexual assault because of what they were wearing or how they were acting. The fault lies ENTIRELY WITH THE PERPETRATOR.

Consent: Given or Not Given?

For each scenario, place an x in the column to show whether consent was given or not given.

Scenario	Consent Given	Consent Not Given
A person is walking down a hallway at school and someone grabs their butt.		
A person says, “I want to do this. I am ready and excited.”		
A person is making out with someone and then passes out.		
A person freezes up and turns away when being kissed.		
A person is nodding their head yes and leaning into the other person.		
A person has sex because they are threatened.		
A person has a scared look on their face and they tense up when touched.		
A person is really into making out, and then stops and says, “Can we do something else?”		
A person says, “I am not sure.”		

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Consent: Given or Not Given? Answer Key

Scenario	Consent Given	Consent Not Given
A person is walking down a hallway at school and someone grabs their butt.		☐
A person says, “I want to do this. I am ready and excited.”	☐	
A person is making out with someone and then passes out.		☐
A person freezes up and turns away when being kissed.		☐
A person is nodding their head yes and leaning into the other person.	☐	
A person has sex because they are threatened.		☐
A person has a scared look on their face and they tense up when touched.		☐
A person is really into making out, and then stops and says, “Can we do something else?”		☐
A person says, “I am not sure.”		☐

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Conclusion

Estimated Time

5–10 minutes

Safety Planning

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

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

Intervention: How to Help

Look, Listen, Link, Live©: How to Help a Friend

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

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

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

Read the scenario out loud.

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

> Pat goes by the pronoun "they".

Pat and Dale have been friends for a long time. Lately, there has been a feeling of attraction between them. One day when they are hanging out, Pat asks Dale if they can kiss. Dale says yes, and they kiss.

Pat is hanging out at your house and tells you that the relationship with Dale is going well. Pat says they are feeling a little scared about moving forward with Dale due to something that happened to them in their past. Pat discloses that they were sexually assaulted by another student at a party last year, and they have never told anyone. Pat starts crying. You feel angry that your friend was sexually assaulted.

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

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

What are the signs that tell you Pat needs help?

Possible answers could include:

- Pat explains that they are happy about their new relationship, but they are scared about moving forward sexually because of an incident in the past.
- Pat is crying.

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

How would you approach Pat to talk to them? What would you say?

Possible answers could include:

- Remain calm and listen.
- Let Pat know that you are sorry this happened to them and that you want to help.
- Let Pat know that what happened to them is not their fault.

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

Where would you link Pat for help and support?

Possible answers could include:

- Offer to go with Pat to talk to a counsellor or other safe adult to report what happened.
- Let Pat know you want to make sure they are safe.
- Offer to go with Pat to report the assault to the police.

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

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

Possible answers could include:

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

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

Closing Comments

- Consent is about asking for and giving permission before any type of sexual activity.
- Consent is about getting an enthusiastic “Yes!”
- Consent cannot be forced. It must be freely given, without pressure.
- Sexual activity without consent is sexual assault. If you have experienced sexual assault, know it is NOT your fault!
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.
- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.
- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.

Pat's Story

Pat and Dale have been friends for a long time. Lately, there has been a feeling of attraction between them. One day when they are hanging out, Pat asks Dale if they can kiss. Dale says yes, and they kiss.

Pat is hanging out at your house and tells you that the relationship with Dale is going well. Pat says they are feeling a little scared about moving forward with Dale due to something that happened to them in their past. Pat discloses that they were sexually assaulted by another student at a party last year, and they have never told anyone. Pat starts crying. You feel angry that your friend was sexually assaulted.

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

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

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