LESSON 10

Sexual Abuse

Ages 12–15

Lesson 10. Sexual Abuse

Ages

12–15

Learning Objectives

Cadets and JCRs will be able to:

- Discuss sexual abuse and the grooming process (Activity 1).
- Describe why children often do not tell when they have been sexually abused (Activity 2).
- Develop a personal safety plan (Activities 1, 2, and 3).

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

Learning Tools and Materials

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

Slide deck:

- What is Sexual Abuse?
- Contact Sexual Abuse
- Non-contact Sexual Abuse
- Grooming Process for Sexual Abuse
- Look, Listen, Link, Live©
- Kids Help Phone
- Community Resources

Handouts:

- Grooming Scenario
- Two Facts, One Myth
- Two Facts, One Myth: Answer Key
- Dean's Story
- Support Circles
- Safety Plan

Video:

- Peter's Story (time: 5:00)

Lesson Preparation

Introduction

- Nil.

Activity 1. Sexual Abuse and Grooming

- Set up audiovisual equipment and cue slides (or alternative way to display information):
  - What is Sexual Abuse?;
  - Contact Sexual Abuse;
  - Non-contact Sexual Abuse; and
  - Grooming Process for Sexual Abuse.
- Print one copy of the Grooming Scenario handout for each pair.
- Ensure participants have a pen or pencil.

Activity 2. Peter's Story

- Set up the video, Peter's Story (time: 5:00), so it is ready to play.
- Prepare five pieces of flip chart paper, each displaying one of the questions from Activity 2, Paragraph 3, at the top of the paper. Post the five pieces of flip chart paper around the room.
- Gather felt markers for each group.

Activity 3. Sexual Abuse: Facts and Myths

- Print one copy of the Two Facts, One Myth handout for each participant.
- Print one copy of the Two Facts, One Myth: Answer Key for yourself.
- Ensure participants have a pen or pencil.

Conclusion

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

Introduction

Estimated Time

3–5 minutes

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

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

This lesson is about sexual abuse. Children and youth who experience sexual abuse often feel alone and like there is no one to help them. This makes it difficult for children and youth to speak up.

It is critical for children and youth to know they are not alone and that there are people who can help.

When we use the term "child" in this lesson, we are referring to any person under the age of 19 years. Legally, a "child" is someone who needs protection as defined by provincial and territorial child protection legislation. For example, in B.C., a "child" is defined as anyone under the age of 19; in Quebec, a "child" is defined as anyone under the age of 18; in Nunavut, a "child" is defined as anyone under the age of 16. Consider sharing this information with your participants so that they understand that the term is a legal one and that children are legally entitled to protection.

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

Dean has formed a friendship with a local community member named Frank. Frank is a friend of Dean's mother, and he has been helping the family financially since Dean's dad died. Frank often shows up with groceries and special gifts for Dean that his mother could never afford.

Dean's mom works two jobs, and she is never around. Luckily, Frank is always available to pick Dean up and spend time with him. Dean's mom is so grateful that he has a father figure in his life who genuinely cares about their family. Dean likes Frank because he has way fewer rules than his mom and because he allows Dean to smoke and to play video games. One time, he let Dean look at porn after Dean promised not to tell his mom. Frank gives Dean extra long hugs goodbye that make Dean feel uneasy, and constantly texts him inappropriate jokes. Even so, Dean knows Frank is there to help and cares about him. He misses his dad, and having Frank around makes it easier.

Frank has agreed to take Dean out on the land / camping for an overnight trip to teach him about hunting and fishing. Things are going well, until Frank tries to touch Dean on his genitals when he is sleeping. Dean wakes up and tells Frank to stop. Frank threatens Dean and says, “If you tell anyone, I will stop helping your family, and there will be no more trips on the land / camping. This is going to be our secret.”

Dean is over at your house, and he asks to sleep over. He has a bad nightmare and wakes you up. He is shaking and anxious. He shows you his phone, and you read a very inappropriate and threatening text from Frank.

How do you think Dean is feeling after what happened with Frank?

Answer:

Dean may feel embarrassed, confused, betrayed, and afraid.

We are going to do an activity to look at sexual abuse.

Activity 1
Sexual Abuse and Grooming

Estimated Time

15–20 minutes

1. Display the What is Sexual Abuse? content, using the presentation slide or the alternative method you have prepared.

What is Sexual Abuse?

"Sexual abuse" happens when a child or youth is forced or persuaded to take part in sexual activities.

2. Children and youth can be sexually abused by someone touching or making physical contact with the sexual parts of their body. The sexual parts of the body are the breasts, genital areas (penis and vagina), anus, and mouth.

3. Display the Contact Sexual Abuse content, using the presentation slide or the alternative method you have prepared.

Contact Sexual Abuse:

- Being touched in sexual areas
- Being forced to touch another's sexual areas
- Being kissed or held in a sexual manner
- Being forced to perform oral sex
- Being forced to perform vaginal or anal penetration with an object or finger
- Having vaginal or anal intercourse

4. Sexual abuse can also happen WITHOUT touching or contact. What are some non-contact types of sexual abuse?

   Allow the participants time to answer.

5. Display the Non-contact Sexual Abuse content, using the presentation slide or the alternative method you have prepared. Use the list below to supplement the discussion with any of the types that may have been missed.

Non-contact Sexual Abuse:

- Being shown sexual videos or sexual pictures
- Being forced to listen to sexual talk or to comments about one's body
- Being forced to pose for seductive or sexual photographs
- Being forced to look at sexual parts of the body
- Being forced to watch sexual acts
- Being watched in a sexual way, while clothed or while unclothed
- Receiving intrusive written or spoken questions / comments / observations

6. Sexual offenders can be any gender. They can come from all walks of life. They can be part of a family, and they can be important and well-liked people in the community.

7. Sexual offenders use a “grooming process” to build an emotional connection with a child or a youth to gain their trust so that they can sexually abuse them. Let us go back to the scenario with Dean.

8. Divide participants into pairs. Distribute one copy of the Grooming Scenario handout to each pair. Have the pairs identify and record the ways that Frank is grooming and building trust with Dean and his mother so that he can sexually abuse Dean.

9. Display the Grooming Process for Sexual Abuse content, using the presentation slide or the alternative method you have prepared. Go over each point, and ask the pairs to share examples of the grooming process that they identified in the scenario.

Grooming Process for Sexual Abuse:

- Showing excessive interest in a child or youth
- Finding opportunities to be alone with a child or youth
- Giving special gifts to a child or youth
- Offering special privileges to a child or youth
- Convincing people that they are looking out for the best interest of the child or youth
- Asking the child or youth to keep secrets and not tell their parents
- Engaging in activities that are not age-appropriate
- Communicating one-on-one with a child or youth through social media or through written notes

10. Ask participants the following discussion questions:

    a. Can grooming happen between a cadet / JCR leader and a cadet / JCR? Think about the steps of grooming that we just talked about. What grooming tactics could a leader use to gain the trust of a cadet / JCR to sexually abuse them?

    Answer:

    Grooming tactics could include:
    - paying special attention to the cadet / JCR;
    - communicating personally with the cadet / JCR, outside of the program;
    - meeting up with the cadet / JCR outside of the program;
    - promising to promote the cadet / JCR;
    - allowing the cadet / JCR to go on courses;
    - giving gifts; and
    - establishing a sexual relationship with the cadet / JCR.

    b. What kinds of personal boundaries must adults and leaders adhere to when interacting with you as cadets / JCRs?

    Answer:

    Adults and leaders must adhere to the following personal boundaries when interacting with you as cadets / JCRs:
    - Adults and leaders must establish personal boundaries with cadets / JCRs around personal space and privacy.
    - Adults and leaders must not be alone in a vehicle or in a room with a cadet / JCR.

- Adults and leaders must have clear and professional communication boundaries with cadets / JCRs, e.g., they must not send inappropriate texts, and they must not send personal or inappropriate photos, videos, or GIFs.
- Adults and leaders must keep “adult” conversations between adults.

Grooming Scenario

Dean has formed a friendship with a local community member named Frank. Frank is a friend of Dean's mother, and he has been helping the family financially since Dean's dad died. Frank often shows up with groceries and special gifts for Dean that his mother could never afford.

Dean's mom works two jobs, and she is never around. Luckily, Frank is always available to pick Dean up and spend time with him. Dean's mom is so grateful that he has a father figure in his life who genuinely cares about their family. Dean likes Frank because he has way fewer rules than his mom and because he allows Dean to smoke and to play video games. One time, he let Dean look at porn after Dean promised not to tell his mom. Frank gives Dean extra long hugs goodbye that make Dean feel uneasy, and constantly texts him inappropriate jokes. Even so, Dean knows Frank is there to help and cares about him. He misses his dad, and having Frank around makes it easier.

Frank has agreed to take Dean out on the land / camping for an overnight trip to teach him about hunting and fishing. Things are going well, until Frank tries to touch Dean on his genitals when he is sleeping. Dean wakes up and tells Frank to stop. Frank threatens Dean and says, "If you tell anyone, I will stop helping your family, and there will be no more trips on the land / camping. This is going to be our secret."

What grooming tactics are being used by Frank to connect and build trust with Dean and his mother?

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Activity 2
Peter's Story

Estimated Time

15–20 minutes

1. We are going to watch a video and do an activity that will help you understand why children and youth may not tell when they have been sexually abused, as well as how victims cope with sexual abuse.

> It is important to provide an overview of the video before showing it, so that the participants know what to expect. The video may make some people feel uncomfortable. It is key to debrief IMMEDIATELY after the video ends to allow the participants time to process their reactions and share their thoughts.

2. We are going to watch a video about a male youth named Peter who has been sexually abused by his hockey coach. Peter is an actor, but the scenario is a real situation that has happened to many youth. The video does NOT show the sexual abuse happening.

3. Explain that you have posted five pieces of flip chart paper around the room, each displaying a question about the video.

   While you watch the video, I want you to think about the various questions posted around the room.

   Read the questions out loud. Let the participants know they will be answering these questions after they watch the video.

   a. Why did Peter not tell anyone about his sexual abuse?
   b. Where did the coach get the power to abuse Peter?
   c. What was the impact of the abuse on Peter? How did it make him feel?
   d. What made Peter finally tell someone what was happening?
   e. Why might a child or youth tell someone about the abuse, and then take it back and say they had been lying or they had made a mistake?

4. Show the video, Peter's Story (5:00). Afterwards, ask participants to tell you their thoughts and reactions to the video. Give the participants time to share their thoughts and reactions.

5. Divide the participants into five groups. Distribute felt markers to each group. Assign a different flip chart paper to each group. Have the groups brainstorm answers to the question on their assigned flip chart, and record their answers under the question on the flip chart. Give the groups a few minutes to complete their task.

6. Debrief each question by having all participants gather around each piece of flip chart, one at a time, in sequence, starting with question (a) and ending with question (e). Have the group that focused on that particular question read their question out loud and then share the answers they came up with. Use the following speaking notes to supplement the discussion answers with any points that may have been missed.

a. Why did Peter not tell anyone about his sexual abuse?

Possible answers may include:

- He felt scared.
- He felt powerless.
- He felt ashamed.
- It was his word against the coach.
- He felt there was no way out and that no one would believe him.

Other examples of why children and youth do not tell when they have been sexually abused include:

- The abuser threatened the child or youth.
- The abuser is a family member or someone the child or youth loves.
- The abuser told the child or youth it was their fault.
- The child or youth thinks they asked for the abuse or deserved the abuse.
- The child or youth does not think anyone will believe them.

b. Where did the coach get the power to abuse Peter?

Possible answers may include:

- The coach was in a position of power over Peter.
- The coach was trusted in the community.
- The coach was bigger and stronger.
- The coach could decide if Peter played hockey or not, or if he could make it to play in the Juniors.
- The coach scheduled one-on-one practices with Peter so that he could be alone with him.

Children and youth often feel powerless and helpless for the following reasons:

- They are smaller and weaker, and they cannot get away.
- The abuser is someone they depend on.
- They have been threatened by the abuser.
- They have been told that the abuse is their fault.
- They do not understand what has happened to them.
- They do not think anyone will believe them.

c. What was the impact of the abuse on Peter? How did it make him feel?

Possible answers may include:

- Peter felt scared, and he thought the abuse was his fault.
- He was holding the secret inside, and it was hurting him.
- He stopped playing hockey, even though he loved hockey.

Other examples of how children and youth cope with sexual abuse include:

- running away;
- using alcohol or drugs;
- lying;
- stealing;
- withdrawing from friends and family; or
- self-harm.

d. What made Peter finally tell someone what was happening?

Possible answers may include:

- Peter heard Sheldon Kennedy (a former NHL player) talk about his experiences with sexual abuse and how it made him feel. Peter realized that the same thing had happened to him and that holding it all inside was hurting him.
- Sheldon talked about the importance of telling someone and getting help.
- Peter heard this and then told his JCR patrol leader, whom he trusted.

Reasons that children and youth tell also include:

- They want the abuse to stop.
- They trust someone enough to tell.
- They want to get help.
- The abuse has stopped, and the person is no longer in their lives.

e. Why might a child or youth tell someone about the abuse, and then take it back and say they had been lying or they had made a mistake?

Possible answers may include:

- Children and youth who have been sexually abused are afraid of what will happen when they tell someone about their sexual abuse.
- They feel overwhelmed with fear, guilt, and confusion over what has happened to them. Sometimes after they tell, adults get upset with them, blame them for the abuse, or do not believe them.
- Children and youth may also take back a report of abuse if they think their family will break up because of them. They may find it easier to live with the lie than with everything falling apart around them.

It is important for adults to listen to children and youth, believe them, and support them when they say they have experienced sexual abuse. It is an adult's job to protect children and youth from all forms of violence and to ensure that children and youth are safe.

Activity 3
Sexual Abuse: Facts and Myths

Estimated Time

15–20 minutes

1. We are going to do an activity to help you better understand sexual abuse by exploring some common sexual abuse myths and some facts.
2. Divide the participants into small groups (no more than four participants per group). Distribute one copy of the Two Facts, One Myth handout to each participant in the group.
3. Have the groups complete the handout. After the groups have completed the handout, go over each point as a large group. Use the speaking notes on your Two Facts, One Myth: Answer Key to discuss the facts and myths.
4. Ask the participants the following discussion questions:

   a. How may a child or youth feel or act who has been sexually abused?

      Possible answers could include:
      - They may feel betrayed, especially if the abuser is someone they know and trust.
      - They may experience fear, sadness, depression, and anger.
      - They may feel ashamed about the abuse and think that it was their fault.
      - They may have a difficult time trusting others.
      - They may use alcohol or drugs to cope with the abuse.
      - They may struggle in school, or they may drop out of school completely.
      - They may develop eating disorders.
      - They may have trouble sleeping.
      - They may self-harm.

   b. In the quiz, we talked about grooming. Can grooming happen between a cadet / JCR leader and a cadet / JCR? What grooming tactics could a leader use to gain the trust of a cadet / JCR to sexually abuse them?

      Answer:

      Grooming tactics could include:
      - paying special attention to the cadet / JCR;
      - communicating personally with the cadet / JCR, outside of the program;
      - meeting up with the cadet / JCR outside of the program;
      - promising to promote the cadet / JCR;
      - allowing the cadet / JCR to go on courses;
      - giving gifts; and
      - establishing a sexual relationship with the cadet / JCR.

c. What kinds of personal boundaries must adults and leaders adhere to when interacting with you as cadets / JCRs?

Answer:

Adults and leaders must adhere to the following personal boundaries when interacting with you as cadets / JCRs:

- Adults and leaders must establish personal boundaries with cadets / JCRs around personal space and privacy.
- Adults and leaders must not be alone in a vehicle or in a room with a cadet / JCR.
- Adults and leaders must have clear and professional communication boundaries with cadets / JCRs, e.g., they must not send inappropriate texts, and they must not send personal or inappropriate photos, videos, or GIFs.
- Adults and leaders must keep “adult” conversations between adults.

Two Facts, One Myth

In each set of three statements, two statements are true, and one statement is a myth. Circle the myth in each set of statements.

Sexual abuse only happens to females.

Sexual abuse can happen to any gender.

One in six males experiences sexual abuse.

Sexual abuse can happen without physical contact or touching.

Forcing someone to look at a naked person, picture, or video is sexual abuse.

Sexual abuse always involves physical contact.

Sexual offenders are often people we know, trust, and love.

It is easy to tell who a sexual offender is.

“Grooming” is a process that sexual offenders use to gain the trust of a child to sexually abuse them.

Survivors of sexual abuse know the abuse is never their fault.

Guilt and shame are common reactions to sexual abuse.

Sexual offenders often say things to place blame on the child or youth for the sexual abuse.

Children and youth usually do not tell anyone when they experience sexual abuse.

Children and youth often lie and make false allegations about sexual abuse.

Children and youth are often not believed when they disclose sexual abuse.

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Two Facts, One Myth: Answer Key

In each set of three statements, two statements are true, and one statement is a myth. Circle the myth in each set of statements.

Sexual abuse only happens to females. MYTH

Sexual abuse can happen to any gender.

One in six males experiences sexual abuse.

Explanation:

Sexual abuse can happen to any gender. People of all genders suffer harm from sexual abuse.

Sexual abuse can happen without physical contact or touching.

Forcing someone to look at a naked person, picture, or video is sexual abuse.

Sexual abuse always involves physical contact. MYTH

Explanation:

There are two types of sexual abuse: contact and non-contact.

Children and youth can be sexually abused by someone touching or making physical contact with the sexual parts of their bodies. The sexual parts of the body are the breasts, genital areas (penis and vagina), anus, and mouth.

Sexual abuse can also happen without touching or contact. Sexual abuse can also happen online.

Examples of non-contact sexual abuse include:

- being shown sexual videos or pictures;
- being forced to pose for sexual pictures;
- being forced to look at sexual parts of the body;
- being forced to watch sexual acts; or
- being forced to listen to sexual talk or to comments about one's body.

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Two Facts, One Myth: Answer Key

Sexual offenders are often people we know, trust, and love.

It is easy to tell who a sexual offender is. MYTH

"Grooming" is a process that sexual offenders use to gain the trust of a child to sexually abuse them.

Explanation:

Anyone can be a sexual offender. They can be part of a family, and they can be well-liked and important members of the community. Most sexual offenders are people we know and trust.

It is difficult to know who a sexual offender is because they are very manipulative, and they pressure children and youth into not telling and into keeping the sexual abuse a secret.

Survivors of sexual abuse know the abuse is never their fault. MYTH

Guilt and shame are common reactions to sexual abuse.

Sexual offenders often say things to place blame on the child or youth for the sexual abuse.

Explanation:

Being sexually abused is often a frightening and confusing experience. Children and youth can feel guilt and shame over what happened, and they often blame themselves.

Sexual offenders make children and youth feel like the abuse was their fault in order to take the blame away from themselves. They tell children and youth that no one will

NO ONE DESERVES SEXUAL ABUSE, and it is NEVER the child's or youth's fault.

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Two Facts, One Myth: Answer Key

believe them, that they were asking for the abuse, that it is normal behaviour, and that it must be kept a secret.

Children and youth usually do not tell anyone when they experience sexual abuse.

Children and youth often lie and make false allegations about sexual abuse. MYTH

Children and youth are often not believed when they disclose sexual abuse.

Explanation:

Children and youth who have been sexually abused are often afraid of what might happen when they tell someone about their sexual abuse. They feel overwhelmed with fear, guilt, and confusion over what has happened to them. They often keep the sexual abuse a secret.

Sometimes after they tell, adults get upset with them, blame them for the abuse, or do not believe them. Children and youth may also take back a report of abuse if they think their family will break up because of them. They may find it easier to live with the lie than with everything falling apart around them. Because children and youth occasionally take back reports of sexual abuse, people can end up thinking that the allegations are false. False allegations are very rare, and children and youth are usually telling the truth and need help. Adults need to listen and believe children and youth who report sexual abuse.

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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 if they were being sexually abused and needed help? 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 Dean from our scenario. We are going to review the scenario and help Dean using the Look, Listen, Link, Live© model.

Read the scenario out loud.

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

Dean has formed a friendship with a local community member named Frank. Frank is a friend of Dean's mother, and he has been helping the family financially since Dean's dad died. Frank often shows up with groceries and special gifts for Dean that his mother could never afford.

Dean's mom works two jobs, and she is never around. Luckily, Frank is always available to pick Dean up and spend time with him. Dean's mom is so grateful that he has a father figure in his life who genuinely cares about their family. Dean likes Frank because he has way fewer rules than his mom and because he allows Dean to smoke and to play video games. One time, he let Dean look at porn after Dean promised not to tell his mom. Frank gives Dean extra long hugs goodbye that make Dean feel uneasy, and constantly texts him inappropriate jokes. Even so, Dean knows Frank is there to help and cares about him. He misses his dad, and having Frank around makes it easier.

Frank has agreed to take Dean out on the land / camping for an overnight trip to teach him about hunting and fishing. Things are going well, until Frank tries to touch Dean on his genitals when he is sleeping. Dean wakes up and tells Frank to stop. Frank threatens Dean and says, “If you tell anyone, I will stop helping your family, and there will be no more trips on the land / camping. This is going to be our secret.”

Dean is over at your house, and he asks to sleep over. He has a bad nightmare and wakes you up. He is shaking and anxious. He shows you his phone, and you read a very inappropriate and threatening text from Frank.

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

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

What are the signs that tell you Dean needs help?

Possible answers could include:

- Dean has a nightmare and wakes up shaking and anxious.
- Dean shows you a threatening and inappropriate text from Frank.

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

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

Possible answers could include:

- Ask Dean if he is okay.
- Let him know that you are there to help.

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

Where would you link Dean for help and support?

Possible answers could include:

- Offer to go with Dean to talk to an adult he trusts to report what happened.
- Let him know you want to make sure he is safe.
- An adult is required to report what happened to Dean to Child Protective Services to make sure he is safe.
- Suggest that Dean could call or text Kids Help Phone to talk about his feelings.

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

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

Possible answers could include:

- Write down your feelings in a journal.
- Play your favourite music or sport.
- Exercise.
- Spend time with a pet.
- Watch videos.
- Go to a movie.
- Get outside and hunt or hike, and enjoy the outdoors.

- Get creative and bead, sew, or write poetry or music.
- Eat healthy.
- Talk to friends and family to help work through your own feelings about the situation.
- Stay connected with Dean, and let him know you are there to support him.

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

Closing Comments

Sexual abuse is NEVER a child's or youth's fault.

- Sexual offenders use their power to groom and manipulate children and youth.
- Adults have a responsibility to report sexual abuse. It is required by law that if an adult knows a child or youth is being abused, or even if it is suspected, they must call Child Protective Services or the police.
- Everyone has the right to be safe, and there are people you can talk to if you need help or support. Some examples are: friends, caregivers, parents, foster parents, aunts, uncles, elders, cadet and JCR leaders, and school personnel.
- Display the Kids Help Phone content, using the presentation slides or the alternative method you have prepared.
- Display the Community Resources content, using the presentation slide or the alternative method you have prepared.

Dean's Story

Dean has formed a friendship with a local community member named Frank. Frank is a friend of Dean's mother, and he has been helping the family financially since Dean's dad died. Frank often shows up with groceries and special gifts for Dean that his mother could never afford.

Dean's mom works two jobs, and she is never around. Luckily, Frank is always available to pick Dean up and spend time with him. Dean's mom is so grateful that he has a father figure in his life who genuinely cares about their family. Dean likes Frank because he has way fewer rules than his mom and because he allows Dean to smoke and to play video games. One time, he let Dean look at porn after Dean promised not to tell his mom. Frank gives Dean extra long hugs goodbye that make Dean feel uneasy, and constantly texts him inappropriate jokes. Even so, Dean knows Frank is there to help and cares about him. He misses his dad, and having Frank around makes it easier.

Frank has agreed to take Dean out on the land / camping for an overnight trip to teach him about hunting and fishing. Things are going well, until Frank tries to touch Dean on his genitals when he is sleeping. Dean wakes up and tells Frank to stop. Frank threatens Dean and says, "If you tell anyone, I will stop helping your family, and there will be no more trips on the land / camping. This is going to be our secret."

Dean is over at your house, and he asks to sleep over. He has a bad nightmare and wakes you up. He is shaking and anxious. He shows you his phone, and you read a very inappropriate and threatening text from Frank.

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

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

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