

Workshop Facilitation Guide

Preventing Online Sexual Violence among Youth with a Peer-Based Prevention Approach (PBPA)



This guide belongs to

.....



Acknowledgments

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We would also like to warmly thank the principals of the schools that hosted us as well as the school staff members and professionals in the school communities who generously gave of their time and energy to fuel and promote the project.

Lastly, we are especially grateful to all the young people who agreed to share with us their finely shaded ideas and perspectives related to the prevention of online sexual violence. Without their contribution and overwhelming enthusiasm, this project would not have been possible.

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Workshop Facilitation Guide

Online Sexual Violence Prevention Workshop for Secondary 1 Students



Likes and Live Streaming

This Facilitation Guide is for youth who have participated in training to become peer trainers and effectively co-facilitate online sexual violence awareness workshops with other youths.





Objectives of the Workshop for Secondary 1 Students

1. Develop a critical perspective on certain behaviours such as live broadcasts and online challenges.
2. Identify existing gender norms and stereotypes, and their influence on young people's online activities.
3. Become aware of the links between gender stereotypes, body image, and self-esteem among teenagers, and their respective influences on young people's online behaviours.



Supplies

- This Facilitation Guide
- Summary Sheet for the Secondary 1 Workshop
- Discussion Sheets for the activity (copies for all the students participating in the workshop)
- USB key with the video (or Internet link)*
- Video projection system



Length 75 minutes

* <https://marie-vincent.org/en/services/prevention-adolescents-section/>

Agenda

1

Introduction of the facilitators; presentation of the project and workshop (5 min)

- The facilitators greet the students and teacher, thanking them for welcoming them to their classroom.
- Each facilitator takes the time to introduce themselves to the group in their own way (name, age, level, passions, interests, an interesting personal fact, a funny anecdote, etc.).
- The facilitators outline the project.
- The facilitators explain how the workshop runs.

Project outline



The prevention project started in 2017 in some secondary schools. Youth from each school were asked to get involved in a committee to create online sexual violence prevention activities in their schools. Videos, murals, books, magnets, and such were created; facilitation was carried out in some classes. Subsequently, the project evolved into its current form. We were selected or have expressed interest in becoming ambassadors against online sexual violence. We have been trained to learn more about the subject. Today, we will be conducting an awareness and prevention workshop.

Workshop conduct



After introductions and coming to agree on a few simple rules, we are going to watch a video clip created by secondary-school students. This video will provide the starting point of a discussion involving all of us and give us food for thought.

2

Conditions for success
(5 min)

-
- Explain that everyone needs to agree on a few rules so that the workshop and its activities can run smoothly.
 - Explain to the students that the following rules are suggested for things to work smoothly:
 - o Participate and express your ideas.
 - o Listen and be respectful.
 - o Maintain confidentiality.
 - o Be nonjudgmental and open-minded.
 - Ask the students if they agree with the proposed rules.

3

Viewing the video clip
(5 min)

-
- The facilitators ask the students to watch the video clip.
 - If possible, dim the lights.
 - If possible, ask the students to watch the clip a second time, focusing on the emotions experienced by the characters.
-



Summary of the video (5 min)

- Ask the students to summarize the story.
- Ask the students questions to probe for more details.
- Thank the students for their answers and complete the summary, if necessary, using the synopsis.

Questions



Could someone please summarize what we just saw?

Does anyone wish to add anything?

What happened after...
(pick up where the summary left off)?

Synopsis



Jay settles down in front of his computer in his room. He adjusts his equipment and then starts a live video on YouTube on his personal account. He asks his viewers to join the live video. He asks viewers for advice on the lighting and picking out music. He's on another live video on his cell phone that will appear in his story on social media to attract more viewers. He announces that he wants to get down to serious business and proposes challenges according to the likes received. Playing one of his compositions (30 likes), revealing his crush (50 likes), going out with his crush (75 likes), taking off his shirt (100 likes), etc. Cam asks him to show off his abs, which he does. He asks his audience for new challenges for more likes saying that "nothing is going to stop me, nothing".

5

Content discussion and collective reflections (25 min)

Discussion



- Ask the students what they think of the video. Stimulate discussion using the questions below.
- Throughout the discussion, make connections with “notions for good facilitation” (pages 14, 15, and 16) and student responses.
- Use facilitation techniques to engage the students.

- What did you think of the video?
- What, in your opinion, led the main character do a live stream?
- What do you think the main character is feeling when he:
 - o begins his live stream and asks people to join him?
 - o talks about what he will do depending on the number of likes he receives?
 - o is asked to show off his abs?
- How do you think the people on the other side of the screen feel; those who participate in the chat; those viewing the live stream?
 - o What do you think their intentions are?
- How would the story have unfolded if the main character had been a girl?
 - o What would have been different?
 - The visual of the live stream? The live stream setting or where it took place?
 - The person’s appearance?
 - The proposed challenges?
 - The outcomes (consequences) of the live stream?
 - o What would have been similar or the same?



Discussion (continuation)



- In your opinion, what gender stereotypes are conveyed in the video?
 - Importance of muscles and physical appearance
 - Being adventurous, ready for anything
 - Being seductive
 - What sexual stereotypes are portrayed in the videos you watch?
 - From YouTubers or TikTokers girls?
 - From YouTubers or TikTokers boys?
 - Why do you think challenges in the video shifted into challenges related to physical appearance?
 - What is the purpose of likes?
 - Why are likes important?
 - What value do they have?
 - Would you post if no likes were involved?
 - What is the link between online challenges and likes?
 - What are the potential risks associated with online challenges?
 - In the video, you can see that Jay is responding to his friends' requests. Why do you think Jay unquestionably accepts the challenges from his friends?
-

6

Subgroup reflections on positive and negative influences (25 min)

Definitions



- Ask the young people to form teams of three or four people.
- Explain to the young people that they will have to answer the first question individually and that they will have to pool their answers and answer the other questions in subgroups within a few minutes.
- Explain to the young people that the questions will be different from one team to another but will address similar issues, such as gender stereotypes and body image, and quickly run over the definitions of these concepts for the young people.

Sexual stereotypes: This consists in applying a characteristic to an entire group (e.g., all women wear dresses, guys are more adventurous than girls, girls are more sensitive than guys). They are preconceived ideas, reductive images of who people are and what they should do, feel, and express.

Standards of beauty: Socially promoted criteria that determine what is beautiful and attractive...and what is not. These standards change through history and between cultures.

Body image: Body image is the way we perceive our bodies. Having a healthy body image is also liking your body, valuing it, and appreciating its abilities and particularities.

- Hand out a copy of the discussion sheet to each person, ensuring that all members on the same team get the same exercise.
- Circulate among the teams to answer questions and restart the discussion.
- After the students have been in subgroups for a few minutes, ask students to share their answers all together.

7

Conclusion (5 min)

1. Ask the young people to share an important element from the workshop.
2. As a facilitator, share an element that you find particularly important to remember.
3. The facilitators thank the class for their excellent participation and ask the students if they have any questions about the project.





Questions for Group Discussion

Instructions



- Answer question 1 individually.
- Discuss the possible answers to questions 2 and 3 as a team.
- Write down the important elements from your discussion for questions 2 and 3.

Theme A

Individually



1. Describe a well-known person who can be considered a positive role model in terms of body image.

As a team



2. What characteristics and similarities are shared by the people your team members identified as role models for young people in terms of body image?

3. How do you think these people might influence how teenagers are and act online?

Theme B

Individually



1. Describe a situation in which the number of likes negatively influenced you or someone you know.

As a team



2. What characteristics do the situations identified by your team members have in common?

3. How do you think these situations might influence how teenagers are and act online?

Theme C

Individually



1. Choose a famous person (on YouTube or Instagram, an artist, etc.) and describe the main sexual norms or stereotypes he or she adheres to.

As a team



2. What characteristics do the stereotypes identified by your team members have in common?

3. How do you think these stereotypes might influence how teens are or act online?



Group Discussion - Theme A

Instructions



- Answer question 1 individually.
- Discuss the possible answers to questions 2 and 3 as a team.
- Write down the important elements from your discussion for questions 2 and 3.

Body image



Body image is how we perceive our bodies. Having a healthy body image is also liking your body, valuing it, and appreciating its abilities and particularities.

Individually



1. Describe a well-known person who can be considered a positive role model in terms of body image.

.....

.....

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As a team



2. What characteristics and similarities are shared by the people your team members identified as role models for young people in terms of body image?

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3. How do you think these people might influence how teenagers are and act online?

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Group Discussion - Theme B

Instructions



- Answer question 1 individually.
- Discuss the possible answers to questions 2 and 3 as a team.
- Write down the important elements from your discussion for questions 2 and 3.

Individually



1. Describe a situation in which the number of likes negatively influenced you or someone you know.

As a team



2. What characteristics or similarities are shared by the situations identified by your team members?

3. How do you think these situations might influence how teenagers are and act online?



Group Discussion - Theme C

Instructions



- Answer question 1 individually.
- Discuss the possible answers to questions 2 and 3 as a team.
- Write down the important elements from your discussion for questions 2 and 3.

Sexual stereotypes



This is the application of a characteristic to an entire group. They are preconceived ideas, reductive images of who people are and what they should do, feel, and express based on their sex.

Individually



1. Choose a famous person (on YouTube or Instagram, an artist, etc.) and describe the main sexual norms or stereotypes he or she adheres to.

.....

.....

.....

As a team



2. What characteristics do the sexual stereotypes identified by your team members have in common?

.....

.....

.....

3. How do you think these stereotypes might influence how teens are or act online?

.....

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Notions for Good Facilitation

Sexual stereotypes



.....
This is the application of a characteristic to an entire group (e.g., all women wear dresses and men do not cry). They are preconceived ideas, reductive images of who people are and what they should do, feel, and express.

Sexual stereotypes impact on both guys and girls. The pressure to adhere rigidly can trap individuals in roles and situations that do not suit them.

Self-esteem



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This value is based on a person's perception of themselves and confidence in the ability to be loved and in their skills. Such a positive self-assessment implies, among other things, accurate self-knowledge.

For example, favourable comments made by someone important to us (friends, parents, family, teachers, etc.) contribute to building self-esteem, while negative comments or judgments can damage it.

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There are many kinds of influences, and it is not always easy to recognize them all.

Media: influencers, celebrities, social media, advertising, television, movies, etc.

Peers: family, friends, romantic partners, and coworkers.

Kinds of influence on the lives of teenagers



The media and peers convey messages and values that influence how we think we should act or be, what we should look like (standards of beauty), and how we should think. These influences shape who we are and can alter our interactions with others:

- Negatively: rejection, harassment, violence, etc.
- Positively: community of belonging, openness, diversity, etc.





Notions for Good Facilitation (continuation)

In addition to interactions with others, the various influences that surround us shape:

- Our body image
- Our self-esteem
- Our self-confidence
- Our self-expression

.....

Body image is the way you perceive your body. Having a healthy body image is liking your body, valuing it, and appreciating its abilities and particularities. Not having a healthy body image means not seeing your body realistically, such as in terms of appearance, weight, capacities, attractiveness, and so on.

Body image

For example, having a positive body image means liking your nose, feeling your legs strong, liking your body the way it is, and wanting to take care of it. Having a negative body image, on the other hand, means considering yourself overweight when you are perfectly healthy, going on risky diets, not finding yourself attractive, making negative comments about your body, not liking yourself, etc.

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Socially promoted criteria that determine what is beautiful and attractive... and what is not.

Standards of beauty

These standards change through history and between cultures. They have an influence on body image, especially in adolescence.

Standards of beauty are often stereotypical.

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Notions for Good Facilitation (continuation)

The advantages of online presence for young people



- Creating or strengthening social ties
 - Opening yourself to others
 - Making new friends
 - Accessing information
 - Learning
 - Enjoying yourself
 - Having fun
 - Finding kindred spirits
 - Finding new models
 - Getting Inspired
 - Expressing your creativity
 - Showing your strengths
 - Increasing your self-esteem
 - Validation
 - Disconnecting from your reality
 - Experiencing success
 - Getting feedback
 - Expressing yourself without reserve
 - Etc.
-

The disadvantages of online presence for young people



- Violence
 - Cyberbullying
 - Dependency
 - Exposure to sexually explicit content
 - Pop-ups
 - Viruses
 - Harassment
 - Violent Content
 - Racism
 - Sexism
 - Homophobia
 - Sextortion
 - Hackers
 - Child luring
 - Intimate images
 - Inadequate models
 - Negative influence on self-esteem
 - Fragile source of validation
 - Risky challenges
 - Etc.
-



Workshop Facilitation Guide

Online Sexual Violence Prevention Workshop for Secondary 2 Students



Publication of intimate images without consent

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This Facilitation Guide is for youth who have participated in training to become peer trainers and effectively co-facilitate online sexual violence awareness workshops with other youths.





Objectives of the Workshop for Secondary 2 Students

1. Develop knowledge about consent and sharing of intimate images.
2. Consider the potential consequences of non-consensual distribution of intimate images.
3. Develop protection strategies to deal with online sexual violence, especially the non-consensual distribution of intimate images.



Supplies

- This Facilitation Guide
- Summary Sheet for the Secondary 2 Workshop
- Discussion sheets for the activity (copies for all the students participating in the workshop)
- USB key with the video (or Internet link)*
- Video projection system



Length 75 minutes

Agenda

1

Introduction of the facilitators; presentation of the project and workshop (5 min)

- The facilitators greet the students and teacher, thanking them for welcoming them to their classroom.
- Each facilitator takes the time to introduce themselves to the group in their own way (name, age, level, passions, interests, an interesting personal fact, a funny anecdote, etc.).
- The facilitators outline the project.
- The facilitators explain how the workshop runs.

Project outline



The prevention project started in 2017 in some secondary schools. Youth from each school were asked to get involved in a committee to create online sexual violence prevention activities in their schools. Videos, murals, books, magnets, and such were created; facilitation was carried out in some classes. Subsequently, the project evolved into its current form. We were selected or have expressed interest in becoming ambassadors against online sexual violence. We have been trained to learn more about the subject. Today, we will be conducting an awareness and prevention workshop.

Workshop conduct



After introductions and coming to agree on a few simple rules, we are going to watch a video clip created by secondary-school students. This video will provide the starting point of a discussion involving all of us and give us food for thought.

2

Conditions for success
(5 min)

-
- Explain that everyone needs to agree on a few rules so that the workshop and its activities can run smoothly.
 - Explain to the students that the following rules are suggested for things to work smoothly:
 - - Participate and express your ideas.
 - Listen and be respectful.
 - Maintain confidentiality.
 - Be nonjudgmental and open-minded.
 - Ask the students if they agree with the proposed rules.
-

3

Viewing the video clip
(5 min)

-
- The facilitators ask the students to watch the video clip.
 - If possible, dim the lights.
 - If possible, ask the students to watch the clip a second time, focusing on the emotions experienced by the characters.
-



Summary of the video (5 min)

- Ask the students to summarize the story.
- Ask the students questions to probe for more details.
- Thank the students for their answers and complete the summary, if necessary, using the synopsis.

Questions



Could someone please summarize what we just saw?

Does anyone wish to add anything?

What happened after...
(pick up where the summary left off)?

Synopsis



While Charlotte is at the library, she receives a text message from Noémie asking her if she has seen the **photo of Gab**. Charlotte doesn't know what it's about, so she goes to her locker and asks her friend if he has seen Gab's photo, but she gets no answer. While she is reading outside, she gets another text message, this time from her friend Marianne, who also asks her if she has seen Gab's photo. She says no and asks what it is about. Later, while she is in the restroom, she hears two girls talking about Gab's photo. **Charlotte is frustrated that she doesn't know what's going on.** That's when she gets the photo. **She then writes a text message directly to Gab** to saying that she has seen the photo and that she does not understand what is going on. Gab responds by asking who sent her the photo. Eventually, her friend finds her and asks her if she has finally seen Gab's photo. She prefers to tell him "**no, it's not important.**"

5

Content discussion and collective reflections (25 min)

Discussion



- Ask the students what they think of the video.
- Stimulate discussion using the questions in the box.
- Throughout the discussion, make connections with “notions for good facilitation” (pages 30-35) and the elements of the answers brought by the students.
- Use facilitation techniques to engage the students.

- In your opinion, how often do you think that photos of teenagers get spread around without their knowledge?
- Do you think Gab is **a boy or a girl**?
 - Would Gab’s gender have made a difference in how people reacted?
 - Why do you think Gab is a girl or a boy?
 - Generally speaking, how do you think a person whose photo is in circulation feels?
 - Would Gab’s feelings differ if Gab were a girl or a boy?
- Why do you think the young people shared the photo again?
 - What needs does it meet?
 - In your opinion, did young people feel a kind of **pressure to share** the photo?
 - What **knacks** do you use when you feel pressured by others?



Discussion (continuation)



- How do you think people might **feel** when they receive a photo that is circulated without the consent of the people involved? (bad, assaulted, disgusted, member of the group, important, etc.).
 - How do people generally react after receiving an intimate photo (they share it, show it to others, talk about it with friends, delete it, wonder about it, etc.)?
 - If you were Charlotte, what **would have you done** with the photo?
 - What should you do if you are aware of people sharing an intimate image without the person's consent?
 - What are the potential consequences for the people who shared Gab's photo?
 - Legal?
 - Psychological?
 - School?
 - Social?
 - Health?
-

6

Appropriation in subgroups (25 min)

- Ask the young people to form teams of three or four people.
- Hand out a copy of the discussion sheet to each group.
- Ask the groups to look at page 1 (Gab's photo: scenario), to start a discussion in order to answer the questions; and to record their answers (5 minutes).
- Circulate among the teams to answer questions and provide assistance.
- Ask the groups to look at page 2 (Gab's photo: issues), to start a discussion in order to answer the questions; and to record their answers (5 minutes).
- Circulate among the teams to answer questions and provide assistance.
- Facilitate a review of the activity by asking youth in a few groups to share their answers (15 minutes) and make connections with the concepts they should have acquired (pages 11-13).

Full Group discussion



1. What was your scenario?
2. Why were the photos shared again?
3. At what points in your scenario did social pressure occur?
 - o When the photo was taken
 - o When the photo was sent
 - o When the photo was distributed
 - o When the photo was being circulated at school
4. How would you define consent?
5. How did Gab feel in your scenario?

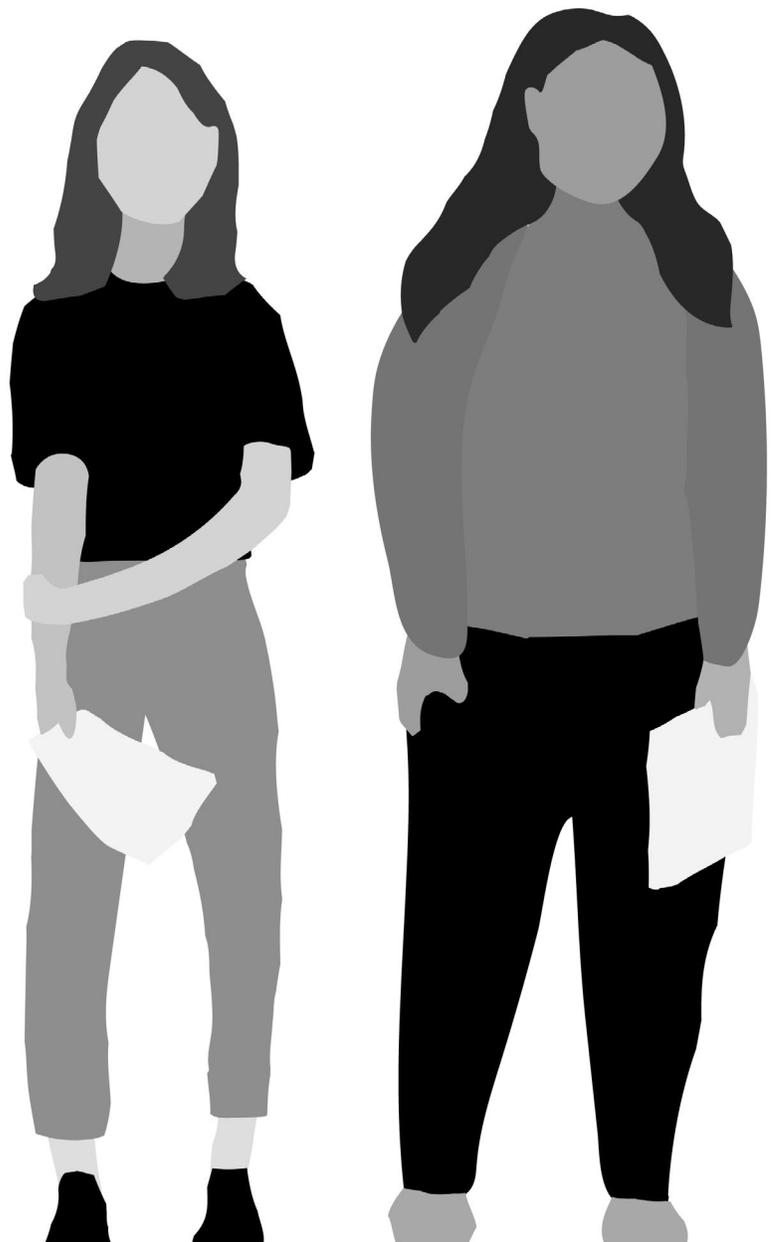
Conclusion of the Full Group Session

Despite the wide variety of scenarios that could have been developed, the consequences of non-consensual distribution of intimate images are often the same.

7

Conclusion (5 min)

1. Ask the young people to share an important element from the workshop.
2. As a facilitator, share an element that you find particularly important to remember.
3. The facilitators thank the class for their excellent participation and ask the students if they have any questions about the project.





Subgroup Activity Gab's photo: Scenario

Who is Gab?

- A guy
- A girl
- A non-binary person

Choose the description of the photo:

- It's a photo of Gab undressing in a locker room.
- It's a photo of Gab's private parts.
- It's a photo of Gab wearing only underwear.

.....

Based on the description of Gab's photo, develop the story behind the photo.
What context was the photo taken in?

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.....

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Who took the photo?

.....

How did this photo get into the hands of the person who distributed it?

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.....

Why did the person in your story share Gab's photo with others?

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Gab's photo: Issues

Use the scenario you developed to answer the following questions:

.....

1. How might social pressure have played a role in your script?
List the various ways:

.....

.....

.....

2. In your opinion, did Gab consent to having the photo circulated?

.....

3. Define consent in your words:

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4. What do you think Gab is experiencing while the photo is shared by students at school?

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Notions for Good Facilitation

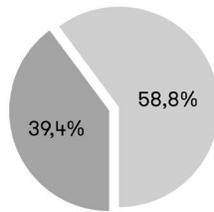
Based on the responses of 840 students from the five schools that took part in Marie-Vincent Foundation's pilot project for online sexual violence prevention (2017-2018).

Yes
No

Frequency of the sharing of intimate photos



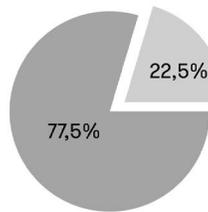
Has already had a romantic relationship



out of 840 students



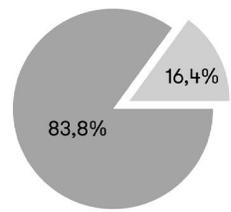
Sharing of intimate images with a romantic or intimate partner



out of 494 students



Non-consensual distribution of intimate images



out of 111 students

Reasons why young people share photos that circulate without the subject's consent



- Entertainment
- Desire to please
- Desire to belong to the group
- Social pressure / peer influence
- Doing what others do
- Make fun
- Revenge (end of breakup or quarrel between friends)
- To brag, show that one is popular or sexually active
- To impress friends
- Confidence



Notions for Good Facilitation (continuation)

Sexts and non-consensual distribution of intimate images



Excerpt from the Canadian Criminal Code:

Non-consensual publication, etc. of an intimate image, Section 162.1 (1): Everyone who knowingly publishes, distributes, transmits, sells, makes available or advertises an intimate image of a person knowing that the person depicted in the image did not give their consent to that conduct, or being reckless as to whether or not that person gave their consent to that conduct, is guilty

- a. of an indictable offence and liable to imprisonment for a term of not more than five years; or
- b. an offence punishable on summary conviction.

Please refer to Appendix 3 of the training course “Finding Out More about Sexting and the Non-Consensual Distribution of Intimate Images” for full details.

Witnesses play an important role with respect to the sharing of intimate images. Witnesses are those who receive the photo and/or are informed that a photo is being circulated without the person’s consent. Their actions (or inaction) have impacts on situations, as illustrated below.

The role of witnesses



Sharing the image	=	Makes the situation worse and exposes the witness to legal consequences.
Deleting the image without sharing it	=	Reduces the impact of the situation; protects the victim and the witness.
Choosing not to share the image but keeps it	=	Reduces the impact of the situation and protects the victim. On the other hand, it entails a certain degree of risk with respect to the situation and exposes the witness to legal consequences (possession of the image).
Reporting the image in the application	=	Reduces the situation’s impact and protects the victim.
Reporting the situation to an adult	=	Reduces the situation’s impact; protects and helps the victim.



Notions for Good Facilitation (continuation)

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Who are the school resource persons?

School resources



-
-
-
-

- **To have a photo removed from the Internet:**
<https://needhelpnow.ca/>

Outside resources



- **To report an uncomfortable or inappropriate situation:**
<https://www.cybertip.ca/>

- **To discuss a situation anonymously:**
Kids Help Phone 1-800-668-6868
or Tel-jeunes 1-800-263-2266

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Notions for Good Facilitation (continuation)

Psychological

- Fear, sadness, anxiety
- Shame, humiliation, guilt
- Anger, desire for revenge
- Feeling of betrayal, loss of trust
- Suicidal ideation

School

- Mockery or intimidation by peers
- Stigmatization, rejection
- Academic difficulties
- Absenteeism
- Declining academic performance
- Risk of dropping out

The consequences of non-consensual distribution of intimate images



Social

- Isolate and withdraw into oneself
- Conflicts or difficult relationships, aggression
- Difficulty trusting others
- Difficulty committing to a romantic relationship

Physical health

- Substance abuse, addiction
- Loss of appetite
- Disturbed sleep

Legal

- Possible accusations related to child pornography or publication of intimate images without consent



Notions for Good Facilitation (continuation)

Non-binary person



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This is one of the ways of identifying with one's gender. A non-binary person does not identify with a gender (male or female). They might not feel like male or female, feel in between, or feel more like one or the other depending on the moment. Such persons might not identify with either gender (gender neutral).
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Social pressure



.....
Social pressure significantly impact on our decision-making process. Too often, decisions are made to please others or to be part of a group. Before any decision is made, you can ask yourself a few questions to help you consider the best decision for you:

1. What are the options?
2. What are the advantages and disadvantages of each?
3. Am I doing what is best for me or what others want me to do?

In these situations, it is essential to:

- Step back;
 - Ask yourself whether it is necessary to cultivate a relationship with people who put pressure on others;
 - Surround yourself with people who respect your choices and listen to you.
-



Notions for Good Facilitation (continuation)

Sexual consent means voluntarily and freely agreeing to take part in a sexual activity. This means you must not only be in a condition to give your consent but you must not be under pressure to do so.

It involves four criteria:

1. **Respect:** no violence, threats, or blackmail.
 2. **Equality between partners:** no status of power or authority.
 3. **Enthusiastic verbal agreement and full possession of one's faculties:** no drugs, alcohol, or drowsiness.
 4. **The age of the partners:**
 - If you are 12 or 13 years old, you can legally consent to sexual activity IF the age difference with your partner is less than 2 years.
 - If you are 14 or 15 years old, you can legally consent to sexual activity IF the age difference with your partner is less than 5 years.
 - If you are 16 years of age or older: you can legally consent to sexual activity IF all other elements of consent are present.
-

Sexual consent



ZOOMING IN



on the SECONDARY 1 WORKSHOP

2

Conditions for Success

Suggest that students follow these rules:

- Participate and express your ideas.
- Listen and be respectful.
- Maintain confidentiality.
- Be nonjudgmental and open-minded.

Ask the students if they agree with the proposed rules.



Synopsis

Jay starts a **live video** on YouTube. He asks his viewers to watch it. He **asks viewers for opinions** on lighting and music. He posted a story with his cell phone **to get more viewers**. He says that he will accept **challenges based on the number of likes he receives**: play a composition (30 likes), reveal his crush (50 likes), go out with his crush (75 likes), take off his shirt (100 likes), etc. Cam asks him to **show off his abs**, which he does. He asks his listeners to give him other challenges by saying: "**Nothing is going to stop me.**"

3

Video

Show the **video twice** (dim the lights).

5

Collective Reflections

- What did you **think** of the video?
- What, in your opinion, led the main character do a live stream?
- What do you think **the main character is feeling** when he:
 - starts his live stream and invites people to watch it?
 - talks about what he will do depending on the number of likes gets?
 - is asked to show off his abs?
- How do you think the people on the other side of the screen feel? Those in the chat, those who are watching live?
 - What, in your opinion, are **their intentions**?



1

Introducing Yourself

- Say hello and thank the students and teacher for taking part in the workshop.
- I am...
- The project is about young people who have been chosen as ambassadors of prevention. They have been trained to facilitate workshops for students in Secondary 1 and 2.

4

Video Discussion

- Could someone please **summarize** what we just saw?
- **Additions?**
- What happened **then?**

5

Continuation of the Collective Reflections

- How would the story **have unfolded if the main character had been a girl?** What would have been different?
 - The visual of the live stream?
The live setting or where it took place?
 - The person's appearance?
 - The proposed challenges?
 - The outcomes (consequences) of the live stream?
 - What would have been similar or the same?
- **In your opinion, what gender stereotypes are conveyed in the video?**
 - What sexual stereotypes are portrayed in the videos you watch?
 - From YouTubers or TikTokers?
- Why do you think challenges in the video shifted into challenges related to physical appearance?
- What is the purpose of likes?
 - Why are likes important?
What value do they have?
 - Would you post if no likes were involved?
 - What is the link between online challenges and likes?
- **What are the potential risks associated with online challenges?**
- The video shows Jay is responding to requests from his friends. Why do you think Jay unquestionably accepts the challenges from his friends?

6

Subgroup Activity

→ Discussion

- Ask young people to form teams of three or four people.
- Give the instructions for the activity.
- Hand out a copy of the discussion sheet to each person, ensuring that all members on the same team get the same exercise.
- After a few minutes, ask the students to share their answers.

→ Instructions

- Answer question 1 individually.
- Discuss the possible answers to questions 2 and 3 as a team.
- Write down the important elements from your discussion for questions 2 and 3.

→ Full Group Discussion

- What question did your team have?
- What did you answer?

7

Conclusion

- Ask a few students to share an important element from the workshop.
- Share an element that you find particularly important to remember.
- Thank the class for their participation as well as the teacher.



ZOOMING IN



on the SECONDARY 2 WORKSHOP

2

Conditions for Success

Suggest that students follow these rules:

- Participate and express your ideas.
- Listen and be respectful.
- Maintain confidentiality.
- Be nonjudgmental and open-minded.

Ask the students if they agree with the proposed rules.

3

Video

Show the **video twice** (dim the lights).

5

Collective Reflections

- What did you **think** of the video?
- How **often** do you think that pictures of teenagers get spread around without their knowledge?
- Do you think the Gab in the video is **a boy or a girl**?
 - o Would Gab's gender have made a difference in how people reacted?
 - o Why do you think Gab is a girl or a boy?
 - o In your view, how does a person feel when a photo of them is circulating?
 - Would Gab's feelings differ if Gab were a girl or a boy?



1

Introducing Yourself

- Say hello and thank the students and teacher for taking part in the workshop.
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4

Video Discussion

- Could someone please **summarize** what we just saw?
- **Additions?**
- What happened **then?**



Synopsis

Charlotte receives a text message from Noémie asking her if she has seen the **photo of Gab**. Since Charlotte doesn't know anything about it, she asks a friend if he has seen Gab's photo, with no answer. She receives a text message from another friend, who also asks her if she has seen the photo. She answers no and asks for details. Later, Charlotte hears two girls talking about Gab's photo. **Charlotte is frustrated not to know what's going on**. She gets Gab's photo. **She then immediately sends a text message to alert Gab and to ask what's going on**. Gab responds by asking who sent the photo to her. When her friend finds her and asks her if she has finally seen Gab's photo, she prefers to tell him "**no, and it's not important.**"

5

Continuation of the Collective Reflections

- Why do you think the young people shared the photo again?
 - What needs does it meet?
 - In your opinion, did young people feel a kind of **pressure to share** the photo?
 - What **knacks** do you use when you feel pressured by others?
- How do you think people would feel if a photo of them was circulating without their consent (bad, assaulted, disgusted, member of the group, important, etc.).
- How do people generally react after receiving an intimate photo (they share it, show it to others, talk about it with friends, delete it, wonder about it, etc.)?
- If you were Charlotte, **what would have you done** with the photo?
 - What should you do if you are aware of people sharing an intimate image without the person's consent?
- What are the **potential consequences** for the people who shared Gab's photo?
 - Legal?
 - Psychological?
 - School?
 - Social?
 - Health?

6

Subgroup Activity

→ Discussion

- Ask the young people to form teams of three or four people.
- Hand out a copy of the discussion sheet to each group.
- Give the instructions for the activity.
- Circulate between teams to answer questions.
- After a few minutes, ask the students to share their answers.

→ Instructions

- Read page 1, start a discussion to answer the questions, and record your answers (5 minutes).
- Read page 2, start a discussion to answer the questions, and record your answers (5 minutes).

→ Full Group Discussion

1. What was your scenario?
2. Why were the photos been shared again?



3. At what points in your scenario did social pressure occur?
 - When the photo was taken
 - When the photo was sent
 - When the photo was distributed
 - When the photo was being circulated at school

4. What is your definition of consent?

5. How did Gab feel in your scenario?

Conclusion of the Full Group Discussion

Despite the wide variety of scenarios that could have been developed, the consequences of non-consensual distribution of intimate images are often the same.

7

Conclusion

- Ask a few students to share an important element from the workshop.
- Share an element that you find particularly important to remember.
- Thank the class for their participation as well as the teacher.

