

PASSAJ

PROGRAM

An awareness and prevention
program for teens
(16-17 years old)
focusing on abuse
in dating relationships
and sexual harassment

Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé



UNIVERSITÉ
LAVAL

Francine Lavoie
School of Psychology
Pavilion F.A. Savard
Laval University
Quebec, Quebec
Canada, G1K 7P4
Fax: (418) 656-3646
francine.lavoie@psy.ulaval.ca
<http://viraj.psy.ulaval.ca>

Registration of copyrights 2007
ISBN-13 978-2-9801676-7-6
(Original, 2th Edition: ISBN-13 978-2-9801676-6-9)
National Library of Quebec
National Library of Canada

This project is partially funded through the Government of Canada's National Crime Prevention Centre, in collaboration with the Ministère de la Sécurité Publique du Québec. The opinions expressed in this document do not necessarily reflect the official policies of the Government of Canada or the Ministère de la Sécurité Publique du Québec.

Sécurité publique
Québec 



Public Safety
Canada

Sécurité publique
Canada

[Acknowledgments]



We wish to express our sincere gratitude to all the individuals who participated in the development of the PASSAJ program.

We would like to thank the 3,000 teens who responded to the various versions of the program evaluation questionnaire. We also wish to thank those who shared their personal experiences in group interviews; those who transposed some of the material into more teen-friendly language; and those who expressed their views, comments and level of satisfaction following the sessions.

We are grateful to the teachers who welcomed us into their classrooms and who provided comments on the session content in telephone interviews. We also thank the resource personnel in the schools who made themselves available throughout the project.

We express our thanks to the team of workshop leaders and those in the field who ensured the quality of the sessions, followed our standardization procedure guidelines and who provided us with their comments during the pilot project.

We wish to thank the members of the reading and steering committees, as well as the regional partners (Eastern Townships, Gaspé, Quebec Region and Montreal) for their support and comments. Thanks to the members of *La Fédération des ressources d'hébergement pour femmes violentées et en difficulté du Québec* and the *Regroupement provincial des maisons d'hébergement et de transition pour femmes victimes de violence conjugale*. Many thanks to the staff of Central Quebec School Board and of Dollard des Ormeaux School, and in Montreal the staff of Laurier Macdonald High School.

We wish to acknowledge Cindy Kelly for her translation; Julie Beaupré for her role in developing the evaluation questionnaires; Marie-Annick Côté for her work on the activities and the "Control in Dating Relationships" quiz; and Monika Thoma-Petit for her comments on the group activity in Session Three. Thank you to the research assistants and statisticians for your invaluable help.

We gratefully acknowledge: Justice Canada for the subsidy provided by its National Strategy on Community Safety and Crime Prevention and, Public Safety Canada's National Crime Prevention Centre (NCPC) *Fonds d'action en prévention du crime*. Finally, we gratefully acknowledge the financial support of *Fonds québécois de la recherche sur la société et la culture*, *Fonds des services aux collectivités*, *Ministère de l'Éducation, du Loisir et du Sport* and *l'Institut universitaire sur les jeunes en difficulté*.



Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé

[Table of Contents]

	NUMBER
ACKNOWLEDGMENTS	I
CONTENTS	II
INTRODUCTION	1
The Effectiveness of the PASSAJ Program	2
Program Features and Characteristics	2
The Social Relevance of the Program	3
Program Values	4
Scene Selection	6
The Challenges of Facilitation	9
Conclusion	13
REFERENCES	15
KEY STATEMENTS FOR PASSAJ WORKSHOP LEADERS	17

[Session One: Control in Dating Relationships]

Classroom activities

	NUMBER
General and Specific Objectives	1
Session Outline	2
Equipment	3
1 Introduction to the Program	4
1.1 Introductory remarks	4
1.2 Behavioural Expectations during the Sessions	4
1.3 The Positive Aspects of Dating Relationships	5
2 Skit: A Story in Five Scenes	6
2.1 Scene 1: The Love Story Begins	7
2.2 Scene 2: Megan Goes out with her Friends	9
2.3 Scene 3: Flare-up After School	11
2.4 Scene 4: The Influence of Friends and The True Friend Strategy	13
2.5 Scene 4: The Influence of Friends – Take Two	16
2.6 Scene 5: The Finale	18
3 Conclusion	20
3.1 The Cycle of Violence	20
3.2 Distribution of documents and announcement of the second session	23

Dialogue sheets

The Love Story Begins	1.1a-1.1b
Megan Goes out with her Friends	1.2a-1.2b
Flare-up After School	1.3a-1.3b
The Influence of Friends	1.4a-1.4b
The Influence of Friends – Take Two	1.5
Finale	1.6a-1.6b

Transparencies

The Love Story Begins	1.1
Megan Goes out with her Friends	1.2a-1.2b
Flare-up After School	1.3a-1.3b
The Influence of Friends	1.4a-1.4b
The Influence of Friends – Take Two	1.5
Finale	1.6
The Cycle of Violence	1.7

Photocopied material for distribution

Session Evaluation Form

Information Handout #1: “A Story of Love, Influence, Control and Violence”

Quiz: “Control in Dating Relationships”

[Session Two : Sexual Abuse]

Classroom activities

General and Specific Objectives	1
Session Outline	2
Equipment	3
1 Introduction to the Program	4
1.1 Welcome, Review and Introduction to the Session Theme	4
1.2 Behavioural Expectations during the Sessions	4
1.3 Positive Aspects of Sexual Relations	5

	NUMBER
2 Definition of Sexual Assault Under the Law	6
3 Focus of the Scenarios: Communication and Sexuality	11
3.1 Breaking into Groups and Group Work	11
3.2 Analysis of Scenarios	12
3.3 1: David and Jasmine – By the Campfire	13
3.4 2: Mark and Sophie – Pressure	15
3.5 3: Sarah and Nick – One Night	17
3.6 4: Alex and Jessica – One Evening	19
4 Consequences of Sexual Assault	21
5 Conclusion	24
5.1 Take Home Messages	24
5.2 Distribution of documents and announcement of the third session	25

Group Index Cards

David and Jasmine – By the Campfire	2.1
Mark and Sophie – Pressure	2.2
Sarah and Nick – One Night	2.3
Alex and Jessica – One Evening	2.4

Transparencies

Definition of Sexual Assault Under the Law	2.1
David and Jasmine – By the Campfire	2.2
Mark and Sophie – Pressure	2.3
Sarah and Nick – One Night	2.4
Alex and Jessica – One Evening	2.5
Possible Consequences of Sexual Assault for the Victim	2.6a
Possible Consequences of Sexual Assault for the Perpetrator	2.6b
Take Home Messages	2.7

Photocopied material for distribution

Session Evaluation Form

Information Handout #2 “Sexuality – When is it Healthy, When is it Harmful ?”

Two copies of the “Self-Assessment of My Desires and Limits” Questionnaire

[Session Three: Sexual Harassment]

NUMBER

Classroom activities

General and Specific Objectives	1
Session Outline	2
Equipment	3
1 Introduction to the Program	4
1.1 Welcome, Review and Introduction to the Session Theme	4
1.2 Behavioural Expectations during the Sessions	4
2 Definition of Sexual Harassment	5
3 Problem-Solving Technique	7
3.1 An Example of Sexual Harassment	7
4 Group Work	9
5 Information Sharing as a Class	11
5.1 Introduction to the Problem-Solving Technique	11
5.2 Scenario One: Melissa and Dan at School	13
5.3 Scenario Two: Jack and his Team Mates	14
5.4 Scenario Three: Simon and Amanda at the Restaurant	14
5.5 Key Messages to Convey During the Information Sharing Session	15
6 “H” Represents the Harasser	18
6.1 A Few Important Distinctions	18
6.1.1 The Differences between Sexual Harassment and Humour	18
6.1.2 The Differences between Sexual Harassment and Attempts to Establish an Intimate Relationship	18
6.2 Brainstorming Session: What I Can Do to Stop Sexual Harassment	19
7 Conclusion	20
7.1 Putting a Stop to Sexual Harassment	20
7.2 Session Evaluation	21

Group Index Cards

Melissa and Dan at School	A
Jack and his Team Mates	B
Simon and Amanda at the Restaurant	C

	PAGE
Worksheets: Melissa and Dan at School	A
Worksheets: Jack and his Team Mates	B
Worksheets: Simon and Amanda at the Restaurant	C

Transparencies

Definition of Sexual Harassment	3.1
An Example of Sexual Harassment	3.2
A Problem-Solving Technique	3.3

Photocopied material for distribution

Information Handout #3: “Confronting Sexual Harassment”
 Session Evaluation Form

[Introduction: The PASSAJ Program]

The PASSAJ Program is an awareness and prevention program dealing with abuse in teen dating relationships and sexual harassment in interpersonal relationships. It targets 16- and 17- year-old students and consists of three 75-minute sessions. The first session deals with control in dating relationships, the second with sexual abuse¹ and the third with sexual harassment. The primary objectives are as follows:

- to understand the difference between a healthy relationship and relationships where control, sexual abuse or sexual harassment are present
- to recognize the responsibility of the controlling, abusive or harassing person in a relationship instead of blaming the victim
- to promote the support role that witnesses and confidants can play vis-à-vis aggressors and victims of violence
- to raise the awareness of young people regarding the consequences of control, sexual abuse or sexual harassment for both victims and aggressors
- to be able to identify resource personnel and service providers specializing in these areas.

PASSAJ was developed under the direction of Francine Lavoie, Ph.D. The theme of violence in relationships has been the focus of her community psychology team at Laval University for several years. The research carried out on this topic gave rise initially to the development of the STOP Program. This program, aimed at 14- and 15-year-olds, has been recognized since the early 1990's for its role in promoting assertiveness and equality in intimate relationship; as well as for its role in preventing violence in dating relationships. Students who completed the STOP Program asked for further support to help them reflect on their first dating relationships and to examine sexuality in intimate relationships (Lavoie, Dufort, Hébert and Vézina, 1997). As a result, the PASSAJ Program was developed in response to their interest in these topics. The program can be used to either complement the STOP Program or on its own.

¹ In the PASSAJ Program, the term "sexual abuse" includes all forms of aggressive behaviour that are sexual in nature whether they are defined by the law or not. The term includes, but is not limited to, all contexts of sexual abuse at school, at work or within couples. Examples include pressuring someone to have unprotected sex, forcing someone to look at pornographic material or to perform depicted acts, sexual assault as defined under the law, sexual harassment and unwanted sexual touching.

THE EFFECTIVENESS OF THE PASSAJ PROGRAM

In the winter of 2003, we carried out an extensive evaluation of the impact of the PASSAJ Program in 15 French schools in four regions of Quebec. This evaluation helped to gather feedback from youth, workshop leaders and teachers. Approximately 2,300 students took part and the results indicated a high level of satisfaction with the program. In 2007, we obtained the necessary information to adapt the PASSAJ program for the English-speaking community. Student in two regions of Quebec gave their opinions regarding program content, such as the relevance of scenarios and vocabulary. Their feedback was useful to make this prevention program more interesting and relevant to English-speaking teens.

The evaluation was based on a statistical analysis of the data from the four regions. In the short term, students who participated in the PASSAJ sessions had improved attitudes and knowledge and said they felt better equipped to intervene in violent situations compared to students who didn't participate in the program. These positive results were the same for both boys and girls.

In follow-up analysis carried out one year post-program, we found that the improvement in both students' attitudes and their confidence to intervene was maintained. Conversely, the level of knowledge gained about control in dating relationships, sexual abuse and sexual harassment had dropped. Nonetheless, it was still higher than the level we measured prior to the start of the program. This finding confirms the importance of repeating the concepts that help reinforce longer term knowledge retention. As a result, it would be beneficial to use the contents of the summary sheet handouts that students were given at the end of each session as test material.

On the behavioural level, we found some encouraging results. Males who had taken part in the program indicated that in the previous 6 months, they used significantly less sexual harassment compared to males in the control group. As for female participants in the PASSAJ program, they indicated experiencing or committing lower levels of sexual abuse in their intimate relationships over the previous six months compared to their counterparts in the control group.

PROGRAM FEATURES AND CHARACTERISTICS

The PASSAJ Program emphasizes the development of harmonious relationships. In their own milieu, teens can debate how to put a stop to violence and take a stand against it. The program highlights and supports healthy behaviours for both male and female students with the aim of achieving gender equality and mutual respect.

The themes of social competence, social support and healthy, safe behaviours are introduced as important issues for 16- and 17- year-olds in the context of:

- 1) dating relationships
- 2) sexual relations with a long-term partner or a mere acquaintance and
- 3) sexual harassment at work, at school and during leisure time.

The program identifies the following conditions that promote safe and healthy relationships: reflecting on personal desires and limits; communicating clearly about these desires and limits; and ensuring mutual consent. This reflection begins with the introduction of situations where safety might be compromised. The program also provides information about the definitions and legal implications of consent and sexual assault.

Both male and female students are asked to think about their possible roles as victims or aggressors in various situations. Since these teens might also be witnesses or confidants the program also helps them to develop their ability to interpret situations and to intervene with their peers.

The various activities used in the program include: scenarios, discussions, use of techniques to solve problems and group work. Students complete and submit quizzes at the end of each session to encourage personal reflection. Summary sheets *The Handouts* outlining the theory from each of the three sessions may be used, if needed, to prepare test questions.

THE SOCIAL RELEVANCE OF THE PROGRAM

It's difficult to assess the true extent of the phenomenon of violence in teen dating relationships. In 2003, according to statistics from the Quebec Department of Public Security (Motard, 2005), youth between the ages of 12 and 24 constituted close to 25% of the victims of conjugal violence in police files. Three times more males than females aged 12 to 17 and five times more males than females aged 18 to 24 initiated some form of violence in couples. More females between the ages of 12 and 29 had experienced violence than young males of the same age (41% versus 29%). Finally, a distinguishing feature in the 12- to 17- year-old age category is that the sexual assault rate in dating relationships is higher in this group than in other age groups.

As with adults, abusive situations involving teens are generally under-reported and figures vary widely from one study to another. Consequently, recent studies looking at young victims of violence in dating relationships reported quite dissimilar figures². The wide variation in these figures can be attributed to sample differences, types of behaviours studied, measurement tools used and methods of data analysis. For example, in the reviewed studies, the highest figures could be explained by the fact that researchers included sexual activity following repeated verbal pressure as a factor. Despite the differences in study results, it is important to recognize that violence is a disturbing reality and the need to act is urgent.

Furthermore, all abusive situations have negative consequences, whether they involve psychological, verbal, physical or sexual abuse. Teen victims experience lower self-esteem, a drop in school performance, feelings of betrayal, difficulty in their relationships with the opposite sex, lack of trust, episodes of depression and problems with alcohol and drug abuse. If nothing is done to address it, the problem of violence can persist for years. Teenage victims of violence are therefore at risk of being victims in their twenties as well. The same phenomenon has been documented in teens with violent behaviours (Lavoie, 2000).

A review of studies on young adults by Frigault *et al.*, (1998), indicated that sexual harassment at work and at school affects both sexes. These situations can result in negative impacts on health and have a detrimental effect on education. In the PASSAJ Program evaluation done in 2003, 49.5% of 16- and 17-year-old student respondents reported they had already been directly involved in a sexual harassment situation at school, at work or during leisure time. It is important to note that most young people work while they attend school.

² Coker *et al.*, 2000; Silverman *et al.*, 2001; Ackard *et al.*, 2002; Hall-Smith, 2003; Roberts *et al.*, 2003; Silverman *et al.*, 2004

Despite all this data, we should not lose sight of the fact that the majority of teens do not experience violence in their relationships; and while sexual harassment is unacceptable, many teens are not always traumatized by it. For example, while one teen may experience a situation as harassment, a second may be less affected by it and a third may not be affected at all. Furthermore, when sexual harassment is exposed immediately there are fewer negative effects than when the same action goes unchecked over a longer period of time.

Finally, as unintentional witnesses, teens can play an important role in supporting other teens involved in a violent or harassing situation while still ensuring their own safety. It is essential, therefore, that we help equip teens with the necessary tools to face the considerable challenges of maintaining harmony and equality in their relationships. The transition period from adolescence to adult life is particularly important since this is when teens first enter the work force and their dating and sexual relationships become more intense. This period also heralds the passage of teens from high school to work or study environments where they must redefine their relationships.

PROGRAM VALUES

The philosophy that sustained the development of the program is now an integral part of its content. As a result, it is important for the workshop leader to adopt and communicate the values outlined below:

- **Emphasize the importance of healthy, balanced dating and interpersonal relationships.**

For harmonious, equal relationships to develop in brief, emotional or long-term dating relationships the elements of self-expression, communication about sexual desires and limits, mutual respect and consent must all be present. We can prevent sexual harassment and reduce the incidence of sexism, homophobia and racism by establishing respectful relationships at work, during leisure time and at school.

- **Expose violence and ascribe sole responsibility to the aggressor**

Whether manifested as sexual harassment, psychological, physical or sexual abuse, violence is an unacceptable use of power that is detrimental to the needs and desires of another person. By breaking the chains of silence, we allow the victims of violence to get the help they need to minimize the impact of violent actions, attitudes or words; and we compel aggressors to recognize the impact of their actions while taking responsibility for the consequences. Quebec society places a high value on the rejection of violence. This core value finds expression in the adoption of policies that affirm the criminal nature of violence (such as conjugal violence or sexual assault). It is also expressed in the strong societal disapproval of violence. Equally important is the need to confirm that aggressors have sole responsibility for their attitudes, actions and words. It is not simply a case of losing self-control but rather, one of taking control of another person.

- **Commit to Being a Part of the Solution**

All members of society should feel they have a duty to help solve the problem of violence. Victims, witnesses, confidants and aggressors should all be better prepared to become agents for change. To this end, the program introduces teens to information and resources to help them to:

- recognize the first signs of control in a dating relationship
- assess the environment for risk factors linked to sexual assault (e.g., normalizing sexual abuse)
- get out of an abusive situation
- assist a victim of violence
- expose witnessed violence
- put a stop to harassing or violent behaviours
- help someone to stop being violent.

People affected by violence can then acquire the necessary skills to look for and find solutions to their own problems within their own capabilities using available resources. This targeted approach allows the victim take back control and calls into question the aggressor's appropriation of power. The program emphasizes the help of peers as well as the use of resource personnel and specialized support providers.

- **Ensure Safety**

Safety is essential in any situation where there is potential for violence. As a result, it is highly recommended to assess the safety of one's environment, establish protective measures and know how to access available community resources.

- **Avoid the Stigma Surrounding Violence**

People begin to question the stigma surrounding violence and feel more empathy towards those affected by it once they become aware that violence in dating and interpersonal relationships affects many individuals not unlike themselves. No one is safe from violence, consequently men as well as women should become part of the solution and contribute to breaking down stereotypes and the myth that victims and aggressors are exceptions to the rule. By using this approach people can put an end to the isolation of victims, improve social support, expose violent behaviours and stop the escalation of violence as quickly as possible.

- **Be Respectful**

The program seeks the participation of the entire class. It is important for students to remain open-minded about the varied lifestyles of other teens while avoiding. The program also promotes respect for differences in sexual orientation, values and experiences.

SCENARIO SELECTION

The program encourages discussion about fictitious but realistic scenarios inspired by the experiences as told in interviews and surveys of teens between 15 and 17 years of age. The scenarios encompass a variety of situations that teens may identify with and recognize. Despite the fact that 1% to 5% of teens indicate they have experimented with homosexual relationships, scenarios involving only heterosexual couples are depicted³. Nonetheless, the content of the activities can be useful to homosexual as well as heterosexual couples since violence in intimate relationships is common to both⁴.

- **Session One Scenes**

Violence prevention programs should address the fundamental issue of one person exerting control over another. It is important to show students how power-based relationships can develop in a couple and how the victim is insidiously trapped so they can better understand the victim's standpoint. This session shows how control takes root and evolves in a dating relationship. The entire session revolves around one story divided into five scenes that take place over the space of approximately one year. The Guide to Classroom Activities provides questions to help promote student discussion following each scene. Messages that should clearly emerge from the discussions are provided to ensure that students understand how power inequities can develop in a couple. The fourth scene focuses on the influence of friends. The students first discuss the type of help given by one friend and then the scene is repeated, only this time a helpful friend intervenes. Finally, students learn about the cycle of violence, how to recognize the first signs of control and various ways to get out of a control situation.

Session One introduces a control situation in a dating relationship where the abuse is experienced by a girl. We believe, along with service providers who work with adult men and women, that the prevailing social problem involves violence against women. However, we must not ignore the possibility that control can also be exerted by girls. As such, the session's key messages about abusive situations can be applied to either sex.

³ Lavoie, Hébert, Dufort & Vézina, 2001; Fernet, Imbleau & Pilate, 2002

⁴ Harper, Young, Waller, Martin & Kupper, 2004

- **Session Two Scenarios**

In Session Two, four distinct scenarios depict sexual abuse situations frequently experienced by teens. In working groups, the students discuss the scenarios using the questions provided for each situation.

Then, as a class, students can learn about the scenarios and questions discussed by the other groups. To help the workshop leader, the program provides messages that should clearly emerge from the discussion and key messages to impart to the students. Session Two emphasizes the need for knowledge and clear communication about one's own desires and limits, the need to ensure mutual consent and the legal aspects of these concepts.

Even though women constitute the majority of sexual assault victims, we felt we should include one scenario in the program where a girl initiates sexual abuse to represent this opposite reality.

Scenario One: David and Jasmine – At the Campfire

Numerous studies show there is a difference between how boys and girls interpret actions that suggest intimacy (Barnett, Miller-Perrin and Perrin, 1997). The first scenario presents a misunderstanding about sexual desires between two characters who are not a couple.

Scenario Two: Mark and Sophie – Pressure

This story is typical of situations where a girl might abuse her partner. In this scenario, the female character is too persistent and publicly questions whether her partner is normal. Among the tactics used to induce a partner to have sex, making persistent demands is the strategy used most frequently by girls as well as boys; even so, this strategy is employed twice as often by boys as it is by girls (Poitras and Lavoie, 1995).

Scenario Three: Sarah and Nick – One Night

This story allows students to discuss the following two common myths: first, a person who has previously consented to sexual intercourse with his or her partner cannot subsequently become a victim of sexual abuse by this partner; and secondly, once a man has started having sex he is unable to stop himself. This scenario is an example of sexual assault according to the law.

Scenario Four: Alex and Jessica – One Evening

This scenario depicts sexual assault planned by a young man in the context of alcohol overconsumption. As a trigger, alcohol consumption is often associated with victimization and assault (Lavoie and al. 2001, Miller-Perrin and Perrin, 1997). Many reported cases of sexual assault occur during one-night stands. Since both characters were under the influence of alcohol, the story gives rise to an interesting debate about the notions of responsibility. Furthermore, a witness who is the host of the party could have intervened. The elements of consent and provocative clothing provide other areas for discussion.

- **Session Three Scenarios**

The third session introduces sexual harassment. A commonly-used problem-solving technique is presented using the example of a girl who is sexually harassed by her friends. This kind of sexual harassment is frequently used and tolerated by teens since it can be difficult to disagree in front of a group, especially if the group normalizes the situation or finds it amusing. The work groups then apply the problem-solving technique to the three sexual harassment scenarios that occur in a post-secondary school, in a leisure situation and in a tenuous work situation. Using this technique, students can consider a variety of strategies and come up with other simple, complex or pre-emptive solutions, such as stopping the activities or making a legal complaint. During this exercise, the students must consider the situations in light of the legal definition of sexual harassment and suggest solutions that take into account the personality of the victim, available resources and risks involved. The students develop an action plan and quickly evaluate the plan's effectiveness. Lastly, as a class, the students share their suggested solutions and resources with the other groups.

Again, even though females constitute the majority of sexual harassment victims, we felt it was important to represent the opposite reality in a scenario where a male is sexually harassed by his peers.

Scenario One: Melissa and Dan – at School

This story portrays sexual harassment exerted by a person in a position of authority over a student at a post-secondary school. The stakes are high because the young woman needs the help of her professor to pass an exam with an important bearing on her career path. The safety of the student is compromised when the professor intentionally arranges to meet the young woman in a quiet, out of the way place.

Scenario Two: Jack and His Team Mates

This is a story about a boy who is sexually harassed by his team mates. This scenario depicts how hard it can be to articulate distress, expose the problem and seek solutions when someone's integrity has been undermined.

Scenario 3: Simon and Amanda – At the Restaurant

This story introduces an abusive incident in the context of a tenuous work situation. Safety is a key factor in all instances of sexual harassment. The risk to the safety of an employee is emphasized when a manager arranges to be alone with an employee as the restaurant closes. Problem-solving is complicated because the employee likes her well-paying job, needs the money and likes the manager.

THE CHALLENGES OF FACILITATION

The PASSAJ workshop leader must respect the essence of the program. Even though some parts of the format or content may be adapted to take into account the social milieu or types of groups involved, the values and messages promoted by the program must remain intact. There are many challenges associated with presenting a program about abuse and sexual harassment in a school environment. The presenter must be aware of several practical aspects of the program as well as techniques and theory-related matters. Furthermore, other considerations may arise as teens gain awareness of the specific issues involved with these scenarios.

Some Practical, Technical and Theoretical Considerations

- **The Importance of Having Well-Informed Workshop Leaders and a Working Environment Conducive to Professional Development**

The workshop leader should have sound knowledge of the themes presented and relevant legislation as well as experience in facilitating with teens. It is preferable to have two presenters, a man and a woman, for each session; however it is possible for one person to make the presentations. If workshop leaders or teachers present the sessions alone, they should have opportunities to exchange information about the sessions. The website <http://viraj.psy.ulaval.ca> may provide a starting point for these interactions.

- **Ensuring A Collaborative Environment**

It is important to have the collaboration of on-site resource personnel when presenting the PASSAJ Program. Those in charge of the class or group are essential partners, not only in handling logistics but also in promoting the PASSAJ messages and values regardless of whether they actually lead the sessions. They must be aware of the challenges of the program and believe in its effectiveness. Optimally, to reinforce this confidence, administration could appoint a staff member to oversee the program and/or a committee to coordinate various parallel or complementary activities.

Should any student show strong emotional reactions to the program material, the PASSAJ workshop leader must ensure the availability of resource staff to provide immediate support. The workshop leader should be familiar with the various on-site resource staff and keep this staff informed of the themes being presented in class. Lastly, the workshop leader should remain available for a few minutes following each session to answer specific questions and to direct any teens who express a need to a resource staff member.

The program content was developed for and piloted by students in Secondary IV and V (16- and 17-year-olds) and is not recommended for younger students. Please note, however, that the STOP Program was designed for students in Secondary III (14- and 15-year olds). Furthermore, various other programs have also been developed for these school populations.

- **Encouraging Students to Play an Active Role during the Sessions**

The techniques used in the PASSAJ Program require active, positive involvement by the students. Students have to express their opinions several times. Each session introduction in the Guide to Classroom Activities contains a reminder to students that they must respect differences, the personal lives of other students and the rights of others to express their own opinions. Thus, it is important for the workshop leader and other adults present to model this behaviour; and it is prudent to avoid recounting personal anecdotes or giving examples of situations or observations from other classes as this might encourage students to follow suit and risk infringing on personal lives. The workshop leader must ensure a respectful environment where students can confidently express their opinions. However, it is also incumbent upon the workshop leader to address any biases. The leader should listen to students, allow them to reframe information and clearly and effectively express ideas. Students may more readily relate to the program values when the presenter is young. Ideally, two people, a man and a woman should co-facilitate the sessions in order to model non-sexist standards.

- **Time and Classroom Management**

The Guide to Classroom Activities provides time estimates for each section of the sessions. By avoiding discipline problems and staying on track, the workshop leader can easily complete the presentation within the proposed time frame. However, when the leader introduces the themes of control, sexual abuse and harassment, other issues of abuse such as incest, prostitution, sadomasochism or pornography may come up. Nonetheless, to avoid jeopardizing the achievement of program objectives, the workshop leader should not deviate from the planned topics. To address further needs, on-site resource personnel and students may wish to conduct a supplementary session on a specific theme, invite a guest speaker specializing in a particular subject area or complete one or more projects inspired by participation in the PASSAJ Program.

As the themes are presented some students may become unruly or feign indifference. In each group, it is likely some students will feel directly targeted. In response to this, the PASSAJ Program tries to raise awareness about the issues, prepare students and provide encouraging messages while avoiding making judgments. Consequently, the workshop leader should keep these factors in mind when steering the discussion and managing classroom behaviour.

- **Be aware of student's specific issues**

Students may have many biases towards victims and aggressors and these biases may impair their ability to get help. There are also psychosocial issues specific to each gender. Some of the barriers to program participation that students may encounter include social pressure or adherence to social myths and stereotypes. Raising student awareness of the various issues may help to break down these barriers.

- **Gender Socialization**

Boys and girls are socialized differently. Sociological and psychological research shows that different areas of learning are emphasized in the education of each gender. The following is a list of what boys and girls generally learn starting at a very early age.

A GIRL LEARNS TO	A BOY LEARNS TO
Be concerned with appearance	Behave without restraint
Consciously give importance to the opinions of others	Like himself and feel liked for what he does rather than for what he is
Listen and be attentive to others; learn the unwritten rules of interpersonal relationships	Believe in the importance of performance
Try to establish her own limitations and to avoid overestimating herself	See few limitations to what he can do and be prepared to compete with others
Feel comfortable in smaller spaces	Feel ownership of public space
Focus on relationships	Focus on performance and relationships with objects

Reference : Angers, M. (2000). *Se connaître autrement grâce à la sociologie*, Saint Martin (Eds), Montreal.

According to Maurice Angers (2000) “[Translation] general, abstract, simplified, even exaggerated portrait” exists in our society and puts pressure on boys and girls to behave in certain ways. Some children conform while others do not; yet all of them are subjected to these standards from a young age, whether through messages from the media, advertising, school, peers or even parents. Furthermore, it is important to recognize that preconceived notions of gender appear at a very young age.

- **Recognize the pressure for girls to be in dating relationships and for boys to impress friends**

As a result of the importance society places on intimate relationships and its strong emphasis in adolescence, many teens try to maintain intimate relationships even when their partners disrespect or abuse them. For example, some girls believe that any relationship is better than none; or that by loving their partner, they will help to change his behaviour. By contrast, boys have a reputation to uphold based, among other things, on their competence as lovers and sexual prowess. Nonetheless, boys are proportionately less likely than girls to stay in abusive relationships and may respond to peer pressure by becoming domineering and even sexually abusive to win the approval of their friends.

The PASSAJ Program encourages teens to question the importance of being in an intimate relationship at all costs while inviting them to identify the essential ingredients for developing a healthy, egalitarian relationship.

- **Raise awareness about rejecting the stereotypes of the “female victim” and the “male aggressor”**

Participation in a violence prevention program helps teens to resist the conventional gender-based notions of victims and aggressors.

The term “female victim” seems to have a negative connotation of powerlessness and passivity. However, contrary to the passive image associated with the term “battered woman”, some teenage girls interviewed in our research reported they had resorted to physical violence to defend themselves. Thus, we have found that victims do not always have benevolent feelings for their partners. Additionally, for both males and females, the term “male aggressor” tends to engender a largely negative perception of men.

These biases may cause teens to be less open-minded. Therefore, it is important to help students see that the term victim typically describes someone who resists rather than someone who is powerless. Moreover, it is equally important to show that not all men are abusive and that most of them can play a vital role in exposing violence.

The PASSAJ Program emphasizes the neutral term “person” rather than assigning gender to the roles of victim or aggressor in order to encourage unbiased dialogue. The expression “person involved in an abusive situation” is also used. The emphasis placed by the program on the situation itself rather than on the gender of the person helps students to learn how to deal with control, harassment and assault situations. Learning how an abusive situation can insidiously develop in intimate relationships gives teens a clearer picture of how the ability of victims to break up or get out of a relationship can be undermined. This understanding represents the first steps towards compassion. By raising awareness that the majority of teens are neither victims nor violent, the workshop leader can then help teens of both sexes see that they have a responsibility to help those involved in abuse and to expose violence in society. Note that we will use the terms “victim” and “aggressor” when deemed necessary for comprehension.

- **Challenge preconceived notions about gender roles**

The stereotypes of the “dominant male” and the “submissive female” remain entrenched in society today. Pornographic material and some media advertising provide blatant examples of these stereotypes. If teens accept these stereotypes, they risk going along with various rationalizations for the abusive behaviour of men towards women.

- **Understand why victims avoid seeking help**

Abuse victims rarely seek out help immediately. Victims feel ashamed and guilty. They also fear the retaliation of their partners and the disbelief of others. Teens often seek help for other health concerns and only when a relationship of trust has been established will they risk bringing up the issue of abuse. As a result of socialization, girls may feel more responsibility for problems in relationships. Boys, on the other hand, may be confronted with the stereotype of “the strong male”. When boys become victims, they breach this stereotype. Boys don’t speak out for fear of being put down, ridiculed, misunderstood or judged. Jokes and attempts to downplay the importance of a situation are examples of social pressure in school settings. An exercise in Session Three allows students to examine this issue more closely in a situation where a boy is sexually harassed.

- **Diminish biases and aggressiveness towards victims and abusers**

There is a strong, deeply-rooted tendency to judge victims of violence. Some students blame victims for staying in the relationship while others say the behaviour of the victims or their manner of dressing provoked the violence. Victims often feel guilty. The PASSAJ Program affirms that regardless how victims behave, aggressors alone are responsible for their actions.

The responses of students towards aggressors are equally strong and often uncompromising. The program stresses the importance of not judging people but judging their actions instead. Furthermore, the program emphasizes that witnesses should listen without judging and remain available to help even when the person is not ready to make changes. Witnesses should also affirm that violence is unacceptable.

- **Avoid justifying violent behaviours based on personality or disposition**

Despite the fact that some teens are self-centred and inconsiderate, the PASSAJ Program emphasizes the importance of mutual consent and respect. In the session on sexual abuse, special attention is given to understanding the definition of sexual assault and the implications of consent under the Canadian legal system.

- **Avoid justifying abusive behaviours based on association with particular cultural groups**

Association with a religious or ethnic group cannot justify contravening Quebec and Canadian laws; nor can it justify disregard for the two charters that defend the equality of men and women and penalize the use of violence. In the PASSAJ Program, members of cultural groups who advocate behaviours that are at odds with the presented themes should be encouraged to identify the personal challenges of their inclusion in Canadian society. Various cultures have similar messages about peace and respect. When presenting to multicultural classes the workshop leader can highlight these similarities.

CONCLUSION

The PASSAJ Program provides a promising tool to promote harmonious relationships and prevent violence in teen interpersonal relationships and sexual harassment in school, during leisure time and at work. This program is in step with the current educational and public health priorities in Quebec. Its multimodal approach can be incorporated by stakeholders in the development of a concerted plan of intervention against partner violence and the promotion of equality between men and women.

The interest shown by approximately 2,500 students participating in both the pre-trial project and the trial project is proof that teens of both genders from diverse backgrounds and environments are in fact keen to discuss the themes presented in the program.

In summary, the PASSAJ Program :

- is based on the experiences and priorities of 16- and 17-year olds in Quebec obtained from various interviews and surveys
- draws inspiration from innovations in violence prevention
- presents various contexts where abuse may occur, such as in one's intimate or sexual relationships and in interpersonal relationships at work, at school or during leisure time
- has proved its effectiveness
- complements the components and activities of the STOP Program but may also be presented on its own
- was developed for school settings but may also be used in other contexts such as in youth centres and recreational associations
- provides support for workshop leaders through its website.

The current Guide to Classroom Activities is made up of three main sections, one for each of the program sessions: each session contains general and specific objectives; the session outline; time estimates for each session; suggested materials; messages to convey to students; explanations accompanying definitions; transparencies; group work; and key messages to take away from the discussions. Recommendations, advice and supplementary information are also provided to guide the workshop leader.

The classroom activity material is moderately priced and available through the bookstore *Zone de l'Université Laval* or online at <http://www.zone.ul.ca>. A range of information needed to lead the activities, printing and assembly instructions, and research results are all available through the <http://viraj.psy.ulaval.ca> home page. Regular updates provide additional information such as statistics, links and complementary activities. The STOP and PASSAJ home page also provides a place for workshop leaders to share experiences with others involved in violence prevention. Please send us your comments so we may add them to the ideas contributed by others.

Time and again love carries us along, helped and hindered by the currents and eddies of time. Let us forge a new PASSAJ upstream, to the source, so the current may flow smoothly along its course, avoiding the turbulence of rougher waters below.

PASSAJ

REFERENCES

- Ackard, D. M., & Neumark-Sztainer, D. (2002). Date violence and date rape among adolescents: Associations with disordered eating behaviours and psychological health. *Journal of Child Abuse & Neglect*, 26, 455-473.
- Angers, M. (2000). *Se connaître autrement grâce à la sociologie*. Montréal : Éditions Saint-Martin.
- Barnett, O. W., Miller-Perrin, C. L., & Perrin, R. D. (1997). Courtship violence and date rape. *Family Violence Across the Lifespan* (pp. 159-181). London : SAGE.
- Coker, A. L., McKeown, R. E., Sanderson, M., Davis, K. E., Valois, R. F., & Huebner, E. S. (2000). Severe dating violence and quality of life among South Carolina high school students. *American Journal of Preventive Medicine*, 19, 220-227.
- Fernet, M., Imbleau, M., & Pilote, F. (2002). Sexualité et mesures préventives contre les MTS et la grossesse. Dans *Enquête sociale et de santé auprès des enfants et des adolescents québécois 1999*. Québec, Institut de la statistique du Québec, chapitre 12, 273-291.
- Frigault, L.-R., Lévy, J. J., Laporte, S., Otis, J., & Labonté, L. (1998). Étude exploratoire sur le harcèlement sexuel parmi des étudiants universitaires de Montréal. *Revue sexologique*, 6 (2), 75-93.
- Gagné, M. -H., & Lavoie, F. (1995). La violence physique et la maltraitance affective dans les fréquentations chez un groupe d'adolescent(e)s. *Revue canadienne de counseling*, 29 (1), 22-36.
- Harpern, C. T., Young, M. L., Waller, M. W., Martin, S. L., & Kupper, L. L. (2004). Prevalence of partner violence in same-sex romantic and sexual relationships in a national sample of adolescents. *Journal of Adolescent Health*, 3, 124-131.
- Harpern, C.T., Martin, S.L., Oslak, S.G., et al. (2001). Partner violence among adolescents in opposite-sex romantic relationships: Findings from the National Longitudinal Study of Adolescent Health. *American Journal of Public Health*, 91, (10) 1679-1685.
- Lavoie, F. (2000). La prévention de la violence dans les relations de couple à l'adolescence. Dans F. Vitaro. & C. Gagnon (Eds.), *Prévention des problèmes d'adaptation chez les enfants et chez les adolescents. Tome II : Les problèmes externalisés* (pp. 405-450). Québec : Presses de l'Université du Québec.
- Lavoie, F., Dufort, F., Hébert, M., & Vézina, L. (1997). *Évaluation d'un programme de prévention de la violence lors des fréquentations : Une évaluation de VIRAJ selon une approche quasi-expérimentale*. Rapport final de recherche présenté au Conseil Québécois de la Recherche Sociale. Université Laval.
- Lavoie, F., Hébert, M., Vézina, L., & Dufort, F. (2001). *Facteurs associés à la violence dans les relations amoureuses à l'adolescence*. CRI-VIFF : Centre de recherche interdisciplinaire sur la violence familiale et la violence faite aux femmes. Collection Études et Analyses, numéro 19, Québec : Université Laval.

- Lavoie, F., & Vézina, L. (2002). Violence dans les relations amoureuses à l'adolescence. Dans *Enquête sociale et de santé auprès des adolescents québécois 1999*, Québec, Institut de la statistique du Québec, chapitre 21, 467-471.
- Motard, L. (2005). *Violence conjugale - Statistiques 2003*. Québec : Ministère de la sécurité publique.
- Pelletier, V., Tourigny, M., Clément, M.-E., & Lavoie, F. (1998). *Incidence et facteurs associés à la violence dans les fréquentations amoureuses des jeunes*. Rapport de recherche subventionné par la Régie régionale de la santé et des services sociaux des Laurentides.
- Poitras, M., & Lavoie, M. (1995). A study of the prevalence of sexual coercion in adolescent heterosexual dating relationships in a Quebec sample. *Violence and Victims*, 10, (4), 299-313.
- Roberts, T. A., Klein, J. D., & Fisher, S. (2003). Longitudinal effect of intimate partner abuse on high-risk behavior among adolescents. *Journal of the American Medical Association*, 157, 875-881.
- Silverman, J. G., Raj, A., & Clements, K. (2004). Dating violence and associated sexual risk and pregnancy among adolescent girls in the United States. *Pediatrics*, 114 (2), 220-225.
- Silverman, J. G., Raj, A., Mucci, L. A., & Hathaway, J. E. (2001). Dating violence against adolescent girls and associated substance use, unhealthy weight control, sexual risk behavior, pregnancy, and suicidality. *Journal of the American Medical Association*, 286, 572-579.
- Smith, P. H., White, J. W., & Holland, L. J. (2003). A longitudinal perspective on dating violence among adolescent and college-age women. *American Journal of Public Health*, 93, 1104-1109.

[Key Statements for PASSAJ Workshop leaders]

Session One - Control in Dating Relationships]

Dating relationships should be pleasant and fulfilling.

Violence leads to negative feelings such as fear and anger.

It's important to respect both your own needs and limits as well as those of your partner.

Don't hesitate to opt out of a dating relationship that doesn't suit you – it's OK to choose to be single.

Control occurs when one person imposes his/her own needs on the needs of the partner in a relationship.

In control situations there is an unequal balance of power.

Trust your own feelings if you begin to feel uncomfortable in a relationship.

When one person begins to fear his/her partner, it's a clear sign that this is an unhealthy relationship.

Even when you're in love it's important to hold onto your relationships with family and friends.

No one has the right to use threats or force to impose his/her will on another person.

People who are violent frequently deny responsibility for their actions; and may seek to blame victims and other external factors to excuse their behaviours.

Aggressors are responsible for their actions and should seek help to change.

Put your own safety first as you seek solutions.

Jealousy is no proof of love. It should give you cause to reflect; and to determine if the feelings of jealousy might be due to lack of self-confidence.

Violence is rarely an isolated incident. As part of a cycle, violence has a tendency to be repeated and to escalate.

To really help victims of violence, you have to understand that many factors may influence victims to stay in a relationship - for example, hope and fear.

To be truly helpful to victims, you must avoid judging them regardless of whether or not they're ready to talk about the situation or to break up their relationships.

[Key Statements for PASSAJ Workshop leaders

Session Two - Sexual Abuse]

In satisfying sexual relationships, both partners know and communicate with each other about their desires and limits.

You don't have to conform to your partner's desires in a sexual relationship if they don't suit you. Furthermore, it's also important to respect your partner's limits.

Sexual abuse happens when control is used in a sexual context.

Sexual desires and limits are influenced by personal values and these can vary according to the context of the dating or sexual relationship.

Consent is essential in any sexual activity because absence of consent is considered assault under the law.

It's up to the person who initiates sexual contact to ensure the other person consents.

Responsibility for assault lies squarely with the assailant.

Sexual assault is not a problem of lack of assertiveness on the part of the victim, but rather the act of one person taking control over another.

There are always negative repercussions for those who are sexually assaulted. By the same token, assailants experience negative repercussions as well.

Saying that you were provoked or that you were under the influence of alcohol or drugs will never be accepted, either morally or legally, as arguments to justify violent behaviour.

You have the right to choose when and in what context to have sexual intercourse. Many 16- and 17-year olds have not had sexual relations and are perfectly happy.

As witnesses to sexual assault or to a situation that may lead to sexual assault, you have a responsibility to intervene. You must, however, be sure to consider your own safety first when intervening.

Sexual relations should bring partners closer together rather than distancing them.

A person who uses the TRUE FRIEND strategy can be genuinely helpful by being well-informed, by listening and by "being there".

[Key Statements for PASSAJ Workshop leaders

Session Three - Sexual Harassment]

When faced with sexual harassment people frequently respond with surprise and silence.

A solution that works for one person in a certain situation may not necessarily work for another person in the same or different circumstances.

You can determine helpful strategies to deal with a variety of situations by using a problem-solving technique.

To determine if what you are dealing with is sexual harassment, it helps to clarify your own feelings and personal comfort level as well as the legal definition of sexual harassment.

In sexual harassment situations, there's always more than one answer to the problem. You must reflect on the problem and seek out several solutions.

A good solution takes into account the specific circumstances, the personality of the person involved, available resources and possible risks.

If you put the solution into action but it doesn't have the desired results, you must continue seeking solutions until you find one that produces the results you are really looking for.

You might consider asking for information from resource personnel anonymously by saying you need help for a hypothetical friend.

The concept of personal safety is an important factor in all sexual harassment situations.

Sexual harassment is illegal. Those who sexually harass are responsible for the consequences of their own actions.

When witnesses laugh or remain silent when someone is being sexually harassed, this could be interpreted as support for the harasser and may cause harm to the victim.

In certain situations, some sexual jokes or attempts to establish intimate relationships may be interpreted as sexual harassment.

A false complaint of sexual harassment can have serious repercussions for the person who is unjustly accused; it can also undermine the efforts being made to put a stop to sexual harassment.

We all have a role to play to put an end to sexual harassment. Sometimes a simple intervention is all that is needed to make harassing behaviour stop.

PASSAJ

PROGRAM



Session One: **Control in Dating** **Relationships**

Classroom activities

Authors: Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé

[Session One: Control in Dating Relationships]

GOAL

To prevent control in teen dating relationships.

GENERAL OBJECTIVES

Five general objectives were identified for the program:

Students will:

- 1) Learn to distinguish between healthy dating relationships and relationships where control is present
- 2) understand how violence can insidiously develop in a dating relationship
- 3) Recognize the responsibility of the controlling person in a dynamic of violence
- 4) Understand that violence produces negative repercussions
- 5) Learn the skills needed to help both victims of control and those who exert control.

SPECIFIC OBJECTIVES

With the use of a hypothetical example illustrating how violence develops in a teen dating relationship, the program will help students to:

- a) Identify the key elements of control
- b) Distinguish between the key elements of a healthy situation of intimacy and the key elements of a control situation
- c) Express sympathy and offer support to victims who are being controlled by their partners
- d) Denounce violence and offer help to aggressors
- e) Recognize how violent behaviours evolve over time
- f) Understand the connection between the negative feelings of victims (especially apprehension and low self-esteem) and the situation of control they experience
- g) Recognize that people who exert control are responsible for their behaviours instead of blaming victims
- h) Learn the importance of getting to safety in a dangerous situation.

With the help of a questionnaire distributed at the end of the session, students will:

- i) Identify situations where they have experienced, exerted or observed control in their own personal lives.

The information handout will:

- j) Define the concept of control and present a range of examples
- k) Identify the signs of control
- l) Give witnesses, victims and those exerting control the tools they need to prevent control situations and know how to respond when these situations occur
- m) Provide a list of resource personnel and support services that specialize in control issues between partners.

[Session Outline]



Note to Workshop leader: Keep in mind that the times indicated below are rough estimates. You will need approximately 70 minutes to complete the session within a 75-minute class period.

A Word of Caution: You are advised to avoid getting caught up in a debate about whether girls are as violent as boys. You simply will not have enough time to explore this question. As stated in the introduction, regardless of gender, violence is unacceptable and must be exposed. As such, the point is not to decide whether boys or girls are more violent but to encourage young people who are involved in violence, as well as witnesses and confidants, to reject all forms of violence.

If students do in fact launch into this debate despite your efforts to the contrary, here are a few facts to present:

More girls experience severe forms of violence, in particular sexual abuse, than boys; and more boys than girls behave violently towards others. The violent experiences that young women are subjected to cause more marked psychological and physical impacts as compared to the impacts reported by young men. Finally, there is no denying that even in our society, fear of violence is essentially an ever-present reality in girls' lives, for example, the fear of walking alone at night or the fear of being physically or sexually assaulted.

	TIME	NUMBER
1 INTRODUCTION TO THE PROGRAM	10 MINUTES	4
1.1 Introductory remarks		4
1.2 Behavioural Expectations during the Sessions		4
1.3 The Positive Aspects of Dating Relationships		5
2 SKIT : A STORY IN FIVE SCENES	45 MINUTES	6
2.1 Scene 1: The Love Story Begins	(4 minutes)	7
2.2 Scene 2: Megan Goes out with her Friends	(6 minutes)	9
2.3 Scene 3: Flare-up After School	(10 minutes)	11
2.4 Scene 4: The Influence of Friends and The True Friend Strategy	(15 minutes)	13
2.5 Scene 4: The Influence of Friends – Take Two	(5 minutes)	16
2.6 Scene 5: Scene 5 : The Finale	(5 minutes)	18
3 CONCLUSION	15 MINUTES	20
3.1 The Cycle of Violence		20
3.2 Distribution of the session evaluation form, quiz and information handout. Information about the next session		23

Equipment

- A whiteboard and erasable markers
- An overhead projector and screen

Transparencies

Ten transparencies:

Number	Scene	Description
1.1	1	The Love Story Begins
1.2a 1.2b	2	Megan Goes out with her Friends
1.3a 1.3b	3	Flare-up After School
1.4a 1.4b	4	The Influence of Friends
1.5	4	The Influence of Friends – Take Two
1.6	5	Finale
1.7		The Cycle of Violence

Dialogue sheets

Eleven dialogue sheets to distribute to the students who will read parts in the scenes:

Number	Scene	Description
1.1a 1.1b	1	The Love Story Begins
1.2a 1.2b	2	Megan Goes out with her Friends
1.3a 1.3b	3	Flare-up After School
1.4a 1.4b	4	The Influence of Friends
1.5	4	The Influence of Friends – Take Two
1.6a 1.6b	5	Finale

Photocopied material for distribution

A copy of each of the following documents to hand out to students and to the teacher at the end of the session.

Session Evaluation Form

Information Handout #1: “A Story of Love, Influence, Control and Violence”

Quiz: “Control in Dating Relationships”

1 [Introduction to the program]

1.1 Introductory remarks

Hello ! My name is _____. I am the PASSAJ program workshop leader. There are three sessions in this program. The sessions will help you to think about various relationships: stable dating relationships, dates, your own relationships as well as those of your friends and those you witness around you. The theme of the first session is control in dating relationships. The theme of the second session is sexual abuse in dating relationships. In the third session, we will discuss sexual harassment at school and at work.

Ben and Megan's story, the situation that we will examine today, illustrates how control develops in a relationship. After examining this theme, you will be able to better recognize control situations in dating relationships. You will know more about what to do if you are being controlled in a relationship, or if you are the one controlling a relationship. After looking closely at control situations, you will also begin to better understand people who find themselves in this type of relationship.

1.2 Behavioural Expectations during the Sessions

The fictitious situations we will discuss in class have been inspired by the results of interviews and surveys of 15-17 year olds. While you may personally know of couples who are experiencing controlling situations, I would like you to limit discussion to the situations outlined in the sessions. To respect the privacy of others, we will refrain from giving any names or examples in class involving people we know.

Should you feel the need to talk about a situation that personally affects you or someone you know, I encourage you to refer to the list of contact information for resource personnel and support services that I will hand out at the end of the session. Keep the contact list and don't hesitate to use it as needed. I will also be available to answer your questions after each session.

Throughout the program we will set a high standard for mutual respect. A high priority will be placed on respect for individual differences - for example, sexual orientation, values and experiences – as well as the need for confidentiality and impartiality. You will be asked to listen to and respect each other's points of view. Each participant must feel comfortable to freely express ideas in an atmosphere of mutual respect. In other words, it is important not to ridicule or put someone down for his/her opinion. Likewise, it is of equal importance to reject any off-colour, racist or sexist remarks.

1.3 The Positive Aspects of Dating Relationships

What are some of the advantages do people seek in dating relationships?



NOTE TO WORKSHOP LEADER:

Write down the students' answers on the board so that the positive aspects of relationships remain salient and visible throughout the session. The goal is simply to highlight what a fulfilling dating relationship should be. For example, the relationship should be pleasant and enriching for both partners, and each partner should have equal standing in the relationship. Do not try to generate a comprehensive list of positive aspects. A few ideas will suffice.

[Key Messages to Convey]

Dating relationships are attractive because they tend to be pleasant and fulfilling. However, there are certain situations where the relationships either do not coincide with, or diverge more and more from the positive characteristics identified on the board. Some relationships may even place one partner or the other in danger.

In an equal, loving relationship where control is not an issue, there is an expectation that both parties respect their own personal limits and needs, while giving the same consideration to the limits and needs of the other person.

You shouldn't hesitate to refuse to be part of a dating relationship that doesn't suit you. Besides, not everyone feels the same way at the same time about remaining in a dating relationship. Individuals should be able to choose not to be in a relationship.

2 [Skit]

A story in fives scenes

The story of Ben and Megan is divided into five scenes. Therefore, I will need to have a Ben and a Megan available to read short dialogues several times. Following each dialogue, I will need everyone to participate in discussing each scene together.



ACTIVITY OUTLINE

Scene	Description
-------	-------------

- | | |
|---|---|
| 1 | The Love Story Begins |
| 2 | Megan Goes out with her Friends |
| 3 | Flare-up After School |
| 4 | The Influence of Friends and the True Friend Strategy |
| 4 | The Influence of Friends – Take Two |
| 5 | Finale |

You will need to decide whether the students performing the dialogues should remain where they are, or read them out at the front of the class. Let your own personal style and the nature of the group be your guide.

You can encourage better participation by having the students rearrange their chairs. Chairs for Megan and Ben can be placed at an angle in front of the class. Don't not use up too much time setting up for the role-play.

Use the transparencies for each scene to help familiarize the group with the various aspects of the dialogue. Place them on the overhead projector during the dialogue readings and the ensuing discussions.

Instead of using transparencies, you can distribute hard copies of the text to each student. You will need to determine the number of required copies. Hand out the copies quickly and separately for each scene so that the students do not have advance knowledge of the storyline.

2.1 [Scene 1: The Love Story Begins]



YOU WILL NEED 4 MINUTES TO COMPLETE THE DIALOGUE AND DISCUSSION



BEN, 19 YEARS OLD

A few days ago, I met the girl of my dreams, a girl I really like. Every day, I try to spend as much time with her as I can.



MEGAN, 17 YEARS OLD

I have finally met a really great guy. It's true love. He is much more mature than the others. He tells me he's serious and he's ready to make our relationship work at any cost. He wants to be with me, he takes care of me and spoils me all the time. I'm so lucky.





Suggested questions to promote discussion of Scene 1

- 1. What is happening in this situation?**
- 2. Is there any cause for concern here?**

[Key messages to Convey]

This scene does not illustrate a control situation. At the start of a dating relationship, partners often feel the need to spend a lot of time together. This may suit both partners.

Control of another person in a relationship occurs when one person imposes his or her needs on the other person.

If you begin to feel uncomfortable in a relationship, this is a clue that something isn't right. You should trust your own feelings.

Negative comments by your friends can also be a warning sign.

If you feel as though you have to protect your independence, it's important to do so. Don't hesitate to state this clearly to your partner.

2.2 [Scene 2: Megan Goes Out with her Friends]



YOU WILL NEED 6 MINUTES TO COMPLETE THE DIALOGUE AND DISCUSSION.

« BEN

Megan went out with her friends again tonight and I don't understand why. She sees them all the time at school. She tells me that she loves me, but if that's true, she should have come to see a movie with me instead.

She should stop seeing her friends so much. I'm sure they'll turn her against me. I'm going to tell her that it bothers me when she puts them first.



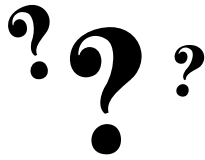
« MEGAN

I find that Ben has changed since the beginning of the year. He seems more stressed out; maybe it's because he has a lot of work to do at school.

I haven't seen much of my girlfriends this summer so I decided to go out with them. I feel bad about it now because yesterday Ben came to get me after school and he seemed angry. He told me about the extremely boring evening he had the night before and then he started to drive really fast. I was scared and I told him to slow down but he just laughed.

I feel guilty. Maybe he's right; I wasn't paying attention to him. Last night must have been pretty boring for him. Anyway, I apologized and we made up. We snuggled close all evening at the movies.





Suggested questions to promote discussion about Scene 2

- 1. How does this scene demonstrate manipulation?**
- 2. Why doesn't Ben want Megan to see her friends?**
- 3. Do you find it believable that Ben should behave so nicely after the fight?
Why would he try to be nicer to Megan than usual?**
- 4. In a healthy, loving relationship, how could Ben have responded when Megan went out alone
with her friends?**

[Key messages that should clearly emerge from the discussion]

This often happens in an abusive relationship. One partner uses various means to control the other, such as making him/her feel guilty or afraid, intimidating the partner or making ambiguous statements that cause his/her partner to stop seeing friends.

When you are isolated from friends, you are more vulnerable because you can no longer confide in them or ask for their opinions or help. Even when you are in love, it is important to stay in touch with your friends.

In a relationship where control is not an issue, partners can express displeasure, suggest another solution, state needs and negotiate, while remaining sensitive to the other partner. Both partners should have an equal place in the relationship.

2.3 [Scene 3: Flare-Up After School]



YOU WILL NEED 10 MINUTES TO COMPLETE THE DIALOGUE AND DISCUSSION.

◀ MEGAN

Yesterday, while waiting for Ben after school, I ran into a childhood friend. We shared stories about when we were little until Ben showed up. Without saying a word, he grabbed me by the arm and forced me into the car. He hurt and embarrassed me.

Ben was so upset that he took off really fast and made the tires screech. He stopped at an empty lot. Even though I tried to explain that I hadn't done anything wrong, he yelled so loud that he really scared me. He wasn't acting like himself. I just wanted him to stop.

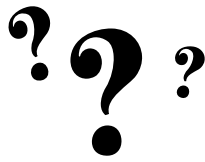


◀ BEN

I got very upset after seeing Megan with another guy today. I got her into the car and took her to a quiet spot where we could talk. It's almost as if she's doing it on purpose to make me mad. She knows I get jealous. I hate it when she's with other guys; I already told her what I think about that.

After a while, I realized that she was crying and begging me to let her go. I've got to admit that I was yelling pretty loud. I felt kind of bad and I apologized. I was just so afraid she'd leave me. I told her that at home that's how my Dad used to take care of problems with my Mom. I love Megan so much that I just lost it. I told her that I didn't want to see her with another guy and that if she loved me, she wouldn't do it again.





Suggested questions to promote discussion about Scene 3

1. Since the start of the story, what have you noticed about Ben's behaviour towards Megan?
2. How do you think Megan must feel in this particular situation?
3. How do you think Ben feels?
4. Who does Ben blame for what has happened? Is this realistic?
5. What could Megan have done before or during this event to ensure her own safety?

[Key messages that should clearly emerge from the discussion]

Ben's behaviour illustrates how control in a dating relationship takes root and develops. When one person starts to fear his/her partner, it's a clear sign that this is an unhealthy relationship. No one has the right to impose his/her will on another by using threats or force. In control situations such as this the victim may experience several emotions. For example he/she may feel angry, insecure or confused. Furthermore, the controlling partner may, for a brief while, feel as though he/she has won. However, it's important to stress that later on, once the controlling partner has thought about the consequences of what has happened, he/she is likely to feel differently. Both partners have everything to gain by establishing a relationship that is truly founded on a basis of equality.

The violent person very often tends to refuse to take responsibility for his/her own behaviour by instead focusing on external reasons or on the victim's behaviour. The aggressor is nevertheless responsible for his/her own actions, regardless of feelings of anger, jealousy, a sense of unfairness or past childhood experiences. This way of justifying violent behaviour corresponds to a particular phase in the Cycle of Violence. In fact, violence in a dating relationship is rarely experienced as an isolated incident. After the first episode, it tends to be repeated, become more and more frequent and to increase in intensity. This dynamic is called the Cycle of Violence. This cycle will be introduced later on in this session.

If you are being threatened, your safety must become your first priority. Make a plan to get away from the violent situation and carry out the plan. Likewise, whenever possible, do your best to avoid being alone with the aggressive person. Once you are safe, it would be a good idea to find a trustworthy person to help you understand what has happened. Finally, take the necessary steps to put a stop to these violent situations.



NOTE TO WORKSHOP LEADER

Expect to review the part of the scene relating to Ben's behaviour. Students sometimes underestimate the seriousness of the situation.

2.4 [Scène 4: The Influence of Friends and the True Friends Strategy.]



YOU WILL NEED 15 MINUTES TO COMPLETE THE DIALOGUE, DISCUSSION AND PRESENT THE TRUE FRIENDS STRATEGY.

« MEGAN

Since I haven't seen my friends lately, I don't know who to turn to. I spoke to Anne, a friend of Ben's about what had happened. She made me realize how I hadn't treated him right and that I had to understand him better. She said it's normal for Ben to be jealous because his mother left home when he was ten. He didn't want the same thing to happen to us. She told me I was so lucky to be with such a great guy. Anyway, now I get it; I see why Ben acted the way he did with me. I guess things weren't easy for him and it makes me feel bad that I hadn't listened. I'm going to avoid talking to other guys so I won't make him jealous.



« BEN

My friend Eric saw me drag Megan into the car and tried to catch up to us, but I'd already taken off. He phoned me up and asked me about my side of the story. He said that I was behaving violently, and that was no way to treat someone you love. He told me he was worried about Megan and me. We spoke for a long time and I ended up telling him that I agreed. There's something wrong with the way I love Megan. I want her all to myself and I'm always worried about losing her. I've realized that she's starting to be afraid of me. I'm mixed up; things aren't going well for me either. Eric wants me to go talk about it with the school counselor tomorrow to see if he might be able to help.





Suggested questions to promote discussion about Scene 4

1. What do you think about Anne's response?
2. What does Anne seem to think about jealousy?
3. How might a true friend help Megan?



At this point, introduce the True Friend Concept. Follow the directions on the next page.

4. What do you think about what Eric did?


[Key messages that should clearly emerge from the discussion]

The exclusive nature of Megan and Ben's relationship has resulted in Megan's isolation from her own friends. Anne, Ben's friend, seems to be taking his side. She looks for excuses rather than listening to what has really happened. True friends could have helped Megan recognize the signs of violence present in her relationship.

For Anne, jealousy seems to be a normal emotion. She dismisses Ben's jealous outburst. However, jealousy is no proof of love. Jealousy doesn't give anyone the right to exert control over a partner or to use violence. Jealousy tends to be a sign of low self-confidence. In any case, the best solution for all involved is to find positive ways to express anxiety without resorting to controlling behaviour.

Finally, in view of his friend's controlling behaviour, Eric helps Ben become aware of his own problems. Eric listens to Ben and takes a stand against violence. Eric doesn't judge Ben, and his approach helps Ben find ways to avoid becoming a danger to others.

[The **TRUE** Friends Concept]

 Explain to the students that the TRUE FRIENDS Concept is, in fact, a guide to explain how friends of victims or aggressors can listen and intervene in a helpful way. By responding in this way, witnesses can actively help fight against violence in dating relationships by *breaking the chains of silence*, which are too often part of such violent events.






Note: Point out that this is the behaviour expected of witnesses, and not of the victims of violence.

ON THE CHALKBOARD, WRITE OUT THE LETTERS AND KEY WORDS IN THE LEFT-HAND COLUMN. ELABORATE ON THESE KEY WORDS BY TALKING ABOUT THE WORDS IN THE RIGHT HAND COLUMN.

WRITE

TELL

REAL FRIENDS SPEAK THE TRUTH

- | | | |
|---|---|---|
| T Tell it like it is. |  | T Help your friend to talk about what is really happening to him or her. |
| R Reject violence. |  | R Clearly state that violent behaviour is unacceptable . (Be careful not to use violent behaviour to denounce violence) |
| U Accept your friend unconditionally . |  | U Judge the behaviour and not the person. |
| T Talk to your friend about your concerns. |  | T Tell your friend that you are worried about the situation and the possible consequences to both the victim and the aggressor. |
| H Help your friend by being there for him or her. |  | H Be available to help, even if the victim or the aggressor is not ready to talk about it or change the situation. One way you might help is to put your friend in touch with resource personnel if it's too hard for you to hear what your friend has to say. |

TRUTH

2.5 [Scene 4: The Influence of Friends – Take Two]



YOU WILL NEED 5 MINUTES TO COMPLETE THE DIALOGUE AND DISCUSSION.

Scene 4 repeats the theme of influence, but this time, Megan has a supportive friend. The same participant will be needed to read the text.

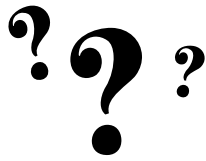


MEGAN

Last night I was so upset that I couldn't sleep. At school, Emily noticed something was wrong. I was a little worried about speaking to her because Ben doesn't like Emily very much. He wouldn't be happy if he knew I spoke to her, but Emily is a real friend. This morning, she came to see me and asked, "What's up? I realize you're head over heels in love, but I know you well enough to see that there's a problem. I've noticed lately that you seem down and on edge."

I broke down right there and couldn't stop crying. Afterwards, I told her everything about true love, his kindness, the gifts and the fun times together. I also spoke about Ben's mood swings, his anger and rules. It seemed obvious to both of us: I just can't go on like this, but I don't know how to deal with it.





Suggested questions to promote discussion about Scene 4 – Take Two

1. What do you think will happen next? What might Megan do?
 - a) What factors might make Megan continue with the relationship?
 - b) What factors might make Megan break up the relationship?

2. What might Emily do:
 - a) if Megan decides not to break up with Ben?
 - b) if Megan decides to break up with Ben?

[Key messages that should clearly emerge from the discussion]

Several factors might compel a victim to continue with a relationship. For example: fear of the partner; hope that the partner will change back to how he/she was before; fear of being alone; and threats or promises made by the aggressor. To really help the victim, whether or not he/she is ready to talk or break up the relationship, you must avoid judging. A good friend should be there for the other person, and tell him/her about resources that might be helpful. Just by being there, you are already helping your friend.

2.6

[Scene 5: The Finale]



YOU WILL NEED 5 MINUTES TO COMPLETE THE DIALOGUE AND DISCUSSION.



MEGAN

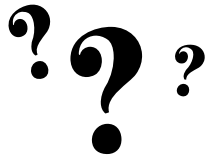
It's been a month since I broke up with Ben. I went to see a counselor; luckily Emily came with me to my first appointment to support me. I realized that it wasn't normal to always feel worried and guilty with Ben. Even though it was going well at first, now I realize that this isn't what I want in a relationship. Abuse is not what love is all about.



BEN

I was worried about seeing the counselor Eric had suggested. As it turns out, it was good for me to meet Frank. He seemed to understand my situation and this helps me understand myself and how Megan felt. Now she doesn't want to see me anymore. There was something wrong with what I did and it must have been hard on her. I loved her but I was hurting her. I can't change the past, but from now on, I'm going to control myself, not my girlfriend.





Suggested questions to promote discussion about Scene 5



If you are running out of time, focus on questions 3 and 4.

1. How do you know that things have worked out for Megan?
2. Ben isn't seeing Megan anymore. He tells himself that he is the one who is responsible for his violent behaviour. Have things worked out for Ben as well?
3. Would you also have recommended to Ben to get help?
4. What are the consequences of violence in dating relationships?

[Key messages that should clearly emerge from the discussion]

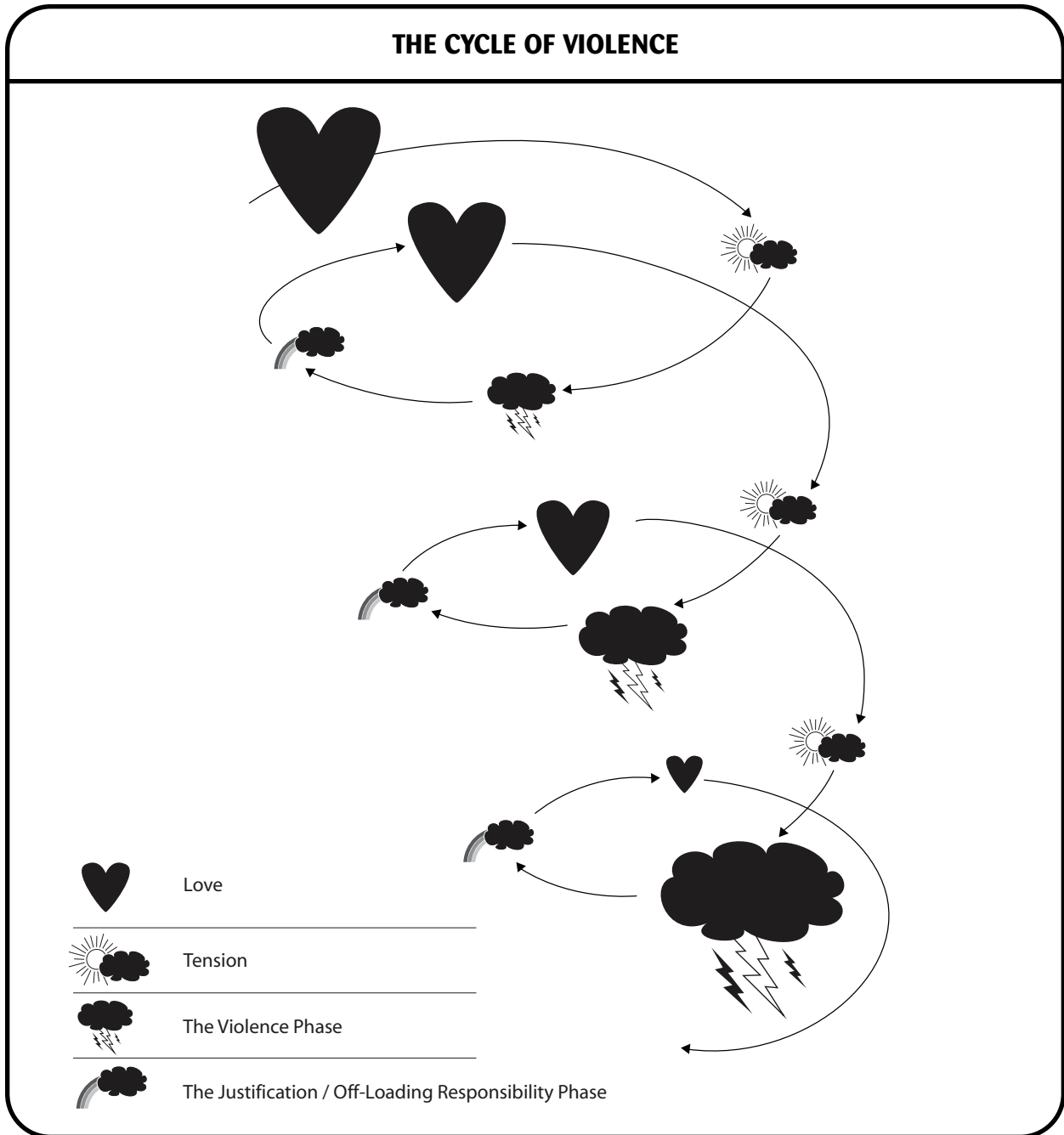
In a control situation, there is an unequal balance of power. When one person controls another more and more, the other person has less and less control over his/her own life. A boy or a girl is exerting control when he/she manipulates, tricks or threatens in order to impose his/her own needs on the partner. That's not what love is about!

You may feel uncomfortable in a dating relationship because of anger, jealousy, insecurity, fighting, fear of your partner, loss of confidence or self-esteem. If this is the case and you believe you are involved in a control situation, you may need someone trustworthy to help you better understand your problems and find ways to resolve them. A friend with a TRUE FRIEND attitude, or a knowledgeable resource person might be able to help you out.

3 [conclusion]

3.1 The Cycle of Violence

 Show Transparency 1.7 to the students. Use the following information to accompany your introduction to the Cycle of Violence transparency:



[Important Information to Convey]

If Megan and Ben's relationship were to continue, we would likely see an escalation in violence. Violence in a dating relationship is rarely an isolated event. After the first incident, it has a tendency to be repeated, to become more and more frequent and to increase in intensity. This dynamic is called The Cycle of Violence. It is depicted on this transparency as a tornado that sweeps up all in its path.

In the scenes that you have just read, you saw control evolve slowly over the span of about a year, but it's equally possible for controlling behaviour to develop during brief relationships of just a single night.

The Cycle of Violence generally consists of four phases: "The Tension-Building Phase", "The Violence Phase", "The Justification/Off-Loading Responsibility Phase" and the "The Reconciliation/ Honeymoon Phase". These stages don't necessarily all have to be present to qualify as a dynamic of violence within a dating relationship. A person who exerts control may very well bypass some phases and go directly from loving behaviour to physical abuse.

I'd like to draw your attention to the "Justification/Off-Loading Responsibility Phase" and "The Reconciliation/ Honeymoon Phase". These stages help us to understand why victims of violence are often slow to recognize their own experiences as violent and to then take subsequent steps to put an end to it.

During the justification phase, the person exerting control finds excuses and external reasons to explain his/her violent behaviour, for example, blaming it on an unhappy childhood, provocation or alcohol; and he/she off-loads the responsibility onto others. This explains why victims end up feeling responsible for the violence and try to adapt in an effort to avoid provoking another violent episode. Following justification comes the "Reconciliation and Honeymoon Phase" where excuses, gifts and promises renew the victim's hopes that the incident was an isolated one and that things will change for the better. The sooner the Cycle of Violence is broken the less those involved will suffer from the consequences.

What to do:

It's best to intervene at the first signs of trouble, for example, when a person :

- invades another person's space
- has little regard for the other person's feelings
- makes decisions for the other person
- exhibits jealousy
- puts the other person down
- forbids the other person to do certain things or to see certain people
- encourages the other person to cut ties with family or friends.

Pay attention to your feelings of discomfort:

Being in a loving relationship should, above all else, be a pleasant experience. So if your partner's behaviours make you feel uncomfortable or cause your friends to make negative comments, you are probably a victim of controlling behaviour. The situation of control may worsen by increasing in frequency and intensity, which could in turn lead to physical abuse.

Use the TRUE FRIENDS Strategy to get out of a violent situation:

- If you are experiencing control or if you exert control over someone else, you need to find a TRUE FRIEND to help you to see things more clearly and to find a solution to put a stop to the violence.
- Conversely, if you are a witness to controlling behaviour, be a TRUE FRIEND yourself. Your friend needs someone to help him/her see things more clearly.



By reading the supplementary information below, you will become more familiar with the parts of Megan and Ben's story that correspond to each phase in the Cycle of Violence. Some additional examples are provided with each phase.

THE PHASES OF THE CYCLE OF VIOLENCE IN BEN AND MEGAN'S STORY

Tension-Building:

Ben chastises Megan for having gone out with her friends. He's mad and drives fast. Megan is afraid.
(Scene 2)

Intimidation, not speaking, sulking, glaring, excessive anger - cause unease, insecurity, anxiety.

Violence:

Ben hurts Megan by forcing her to get into the car. He yells at her. Megan is afraid.
(Scene 3)

Other possible examples of violent occurrences might include fighting, insulting a partner or sulking.

Justification:

Ben says that Megan did it on purpose to make him jealous. "I love her so much that I just lost it." (Scene 3)

At this point victims should remember that there is no justification for violence and aggressors alone are responsible for the violence.

Off-Loading Responsibility onto the Victim:

Megan feels guilty. She thinks that Ben right be right, that she didn't pay enough attention to him. (Scene 2)

Megan understands Ben's reaction, reproaches herself for not having listened to him more. She plans to avoid speaking to other boys to avoid making him jealous. (Scene 4)


Reconciliation and Return to the Honeymoon Phase:

After making up, Ben and Megan snuggle close all evening at the movies. (Scene 2)

The person who behaved violently makes excuses, says he/she won't do it again, does everything to obtain forgiveness (gifts, promises). This gains the sympathy of the victim – everything is forgotten, let's start over.

If the person who exerts control attempts to change but does not consciously realize he/she is behaving violently, the violent behaviour will inevitably resurface.

3.2 Distribution of documents and announcement of the second session.

 You have three documents to hand out: The session evaluation form, the quiz and the session information handout. You may wish to use the material provided in the handout “A Story of Love, Influence, Control and Violence” for test questions. If so, you should tell the students so that they keep the document.

The evaluation form should be filled out in class. It is the only document that you must get back. First, hand out the session evaluation form. As you pick up the completed forms, hand out the summary sheet and quiz. If there is time left, encourage the students to familiarize themselves with the contents of the documents.

I would like you to give me your personal opinion about the session. Therefore, I will now ask you to complete the Session One evaluation form on your own, and hand it back in to me before leaving the class. To make it anonymous, please do not sign your name on the form.

The information handout sums up the session. It also provides a list of various resources that might interest you, as well as information and support.

The quiz on control is made up of a series of statements that describe situations or events involving control in dating relationships. You can answer the questions within the context of yourself, your current boyfriend or girlfriend, a previous relationship or a person you know. On the back of the sheet, you will find instructions for scoring the quiz. The quiz is yours to keep. There's no need to return it once you've filled it out.

The next PASSAJ session will be held on _____. We will discuss situations where teenagers use control in the specific context of sexual intercourse.

In the meantime, I'm available to answer any of your questions or discuss the theme of this session with you. (Indicate your availability and where to meet.)



The End

PASSAJ

PROGRAM



Session One: **Control in Dating** **Relationships**

Dialogue sheets

Authors: Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé

[Scene 1: The Love Story Begins]



BEN READS HIS TEXT FIRST AND THEN MEGAN READS HERS.



BEN, 19 YEARS OLD

A few days ago, I met the girl of my dreams, a girl I really like. Every day, I try to spend as much time as I can with her.



Dialogue sheet 1.1 a

[Scene 1: The Love Story Begins]



BEN READS HIS TEXT FIRST AND THEN MEGAN READS HERS.



MEGAN, 17 YEARS OLD

I have finally met a really great guy. It's true love. He is much more mature than the others. He tells me he's serious and he's ready to make our relationship work at any cost. He wants to be with me, he takes care of me and spoils me all the time. I'm so lucky.



Dialogue sheet 1.1 b

[Scene 2: Megan Goes Out with her Friends]



BEN READS HIS TEXT FIRST AND THEN MEGAN READS HERS.



BEN

Megan went out with her friends again tonight and I don't understand why. She sees them all the time at school. She tells me that she loves me, but if that's true, she should have come to see a movie with me instead.

She should stop seeing her friends so much. I'm sure they'll turn her against me. I'm going to tell her that it bothers me when she puts them first.



[Scene 2: Megan Goes Out with her Friends]



BEN READS HIS TEXT FIRST AND THEN MEGAN READS HERS.



MEGAN

I find that Ben has changed since the beginning of the year. He seems more stressed out; maybe it's because he has a lot of work to do at school.

I haven't seen much of my girlfriends this summer so I decided to go out with them. I feel bad about it now because yesterday Ben came to get me after school and he seemed angry. He told me about the extremely boring evening he had the night before and then he started to drive really fast. I was scared and I told him to slow down but he just laughed.

I feel guilty about what I'd done. Maybe he's right; I wasn't paying attention to him. Last night must have been pretty boring for him. Anyway, I apologized and we made up. We snuggled close all evening at the movies.



Dialogue sheet 1.2 b

[Scene 3: Flare-Up After School]



MEGAN READS HER TEXT FIRST AND THEN BEN READS HIS.



MEGAN

Yesterday, while waiting for Ben after school, I ran into a childhood friend. We shared stories about when we were little until Ben showed up. Without saying a word, he grabbed my arm and forced me into the car. He hurt and embarrassed me.

Ben was so upset that he took off really fast and made the tires screech. He stopped at an empty lot. Even though I tried to explain that I hadn't done anything wrong, he yelled so loud that he really scared me. He wasn't acting like himself. I just wanted him to stop.



[Scene 3: Flare-Up After School]



MEGAN READS HER TEXT FIRST AND THEN BEN READS HIS.



BEN

I got very upset after seeing Megan with another guy today. I got her into the car and took her to a quiet spot where we could talk. It's almost as if she's doing it on purpose to make me mad. She knows I get jealous. I hate it when she's with other guys; I already told her what I think about that.

After a while, I realized that she was crying and begging me to let her go. I've got to admit that I was yelling loudly. I felt kind of bad and I apologized. I was just so afraid she'd leave me. I told her that at home that's how my Dad used to take care of problems with my Mom. I love Megan so much that I just lost it. I told her that I didn't want to see her with another guy and that if she loved me, she wouldn't do it again.



Dialogue sheet 1.3 b

[Scene 4: The Influence of Friends]



MEGAN READS HER TEXT FIRST AND THEN BEN READS HIS.



MEGAN

Since I haven't seen my friends lately, I don't know who to turn to. I spoke to Anne, a friend of Ben's about what had happened. She made me realize how I hadn't treated him right and that I had to understand him better. She said it's normal for Ben to be jealous because his mother left home when he was ten. He didn't want the same to happen to us. She told me I was so lucky to be with such a great guy. Anyway, I get it; I see why Ben acted the way he did with me. I guess things weren't easy for him and it makes me feel bad that I hadn't listened. I'm going to avoid talking to other guys so I won't make him jealous.



[Scene 4: The Influence of Friends]



MEGAN READS HER TEXT FIRST AND THEN BEN READS HIS.



BEN

My friend Eric saw me drag Megan into the car and tried to catch up to us, but I'd already taken off. He phoned me up and asked me about my side of the story. He said that I was behaving violently, and that was no way to treat someone you love. He told me he was worried about Megan and me. We spoke for a long time and I ended up telling him that I agreed. There's something wrong with the way I love Megan. I want her all to myself and I'm always worried about losing her. I've realized that she's starting to be afraid of me. I'm mixed up; things aren't going well for me either. Eric wants me to go talk about it with the school counselor tomorrow to see if he might be able to help.



Dialogue sheet 1.4 b

[Scene 4: The Influence of Friends – Take Two]



MEGAN READS HER TEXT.



MEGAN

Last night I was so upset that I couldn't sleep. At school, Emily noticed something was wrong. I was a little worried about speaking to her because Ben doesn't like Emily very much. He wouldn't be happy if he knew I spoke to her, but Emily is a real friend. This morning, she came to see me and asked, "What's up? I realize you're head over heels in love, but I know you well enough to see that there's a problem. I've noticed lately that you seem down and on edge."

I broke down right there and couldn't stop crying. Afterwards, I told her everything about true love, his kindness, the gifts and the fun times together. I also spoke about Ben's mood swings, his anger and rules. It seemed obvious to both of us: I just can't go on like this, but I don't know how to deal with it.



[Scene 5: The Finale]



MEGAN READS HER TEXT FIRST AND THEN BEN
READS HIS.

MEGAN

It's been a month since I broke up with Ben. I went to see a counselor; luckily Emily came with me to my first appointment to support me. I realized that it wasn't normal to always feel worried and guilty with Ben. Even though it was going well at first, now I realize that this isn't what I want in a relationship. Abuse is not what love is all about.



Dialogue sheet 1.6 a

[Scene 5: The Finale]



MEGAN READS HER TEXT FIRST AND THEN BEN READS HIS.



BEN

I was worried about seeing the counselor Eric had suggested. As it turns out, it was good for me to meet Frank. He seemed to understand my situation and this helps me understand myself and how Megan felt. Now she doesn't want to see me anymore. There was something wrong with what I did and it must have been hard on her. I loved her but I was hurting her. I can't change the past, but from now on, I'm going to control myself, not my girlfriend.



Dialogue sheet 1.6 b



Session One:
Control in Dating
Relationships

Transparencies

Authors : Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé

[**Scene 1:** **The Love Story Begins**]

◀ **BEN, 19 YEARS OLD**

A few days ago, I met the girl of my dreams, a girl I really like. Every day, I try to spend as much time as I can with her.



◀ **MEGAN, 17 YEARS OLD**

I have finally met a really great guy. It's true love. He is much more mature than the others. He tells me he's serious and he's ready to make our relationship work at any cost. He wants to be with me, he takes care of me and spoils me all the time. I'm so lucky.



[Scene 2: Megan Goes Out with her Friends]

« BEN

Megan went out with her friends again tonight and I don't understand why. She sees them all the time at school. She tells me that she loves me, but if that's true, she should have come to see a movie with me instead.

She should stop seeing her friends so much. I'm sure they'll turn her against me. I'm going to tell her that it bothers me when she puts them first

»

[Scene 2: Megan Goes Out with her Friends]

◀◀ **MEGAN**

I find that Ben has changed since the beginning of the year. He seems more stressed out; maybe it's because he has a lot of work to do at school.

I haven't seen much of my girlfriends this summer so I decided to go out with them. I feel bad about it now because yesterday Ben came to get me after school and he seemed angry. He told me about the extremely boring evening he had the night before and then he started to drive really fast. I was scared and I told him to slow down but he just laughed.

I feel guilty about what I'd done. Maybe he's right; I wasn't paying attention to him. Last night must have been pretty boring for him. Anyway, I apologized and we made up. We snuggled close all evening at the movies. ▶▶

[Scene 3: Flare-Up After School]

◀◀ **MEGAN**

Yesterday, while waiting for Ben after school, I ran into a childhood friend. We shared stories about when we were little until Ben showed up. Without saying a word, he grabbed my arm and forced me into the car. He hurt and embarrassed me.

Ben was so upset that he took off really fast and made the tires screech. He stopped at an empty lot. Even though I tried to explain that I hadn't done anything wrong, he yelled so loud that he really scared me. He wasn't acting like himself. I just wanted him to stop.



[Scene 3: Flare-Up After School]

◀ BEN

I got very upset after seeing Megan with another guy today. I got her into the car and took her to a quiet spot where we could talk. It's almost as if she's doing it on purpose to make me mad. She knows I get jealous. I hate it when she's with other guys; I already told her what I think about that.

After a while, I realized that she was crying and begging me to let her go. I've got to admit that I was yelling loudly. I felt kind of bad and I apologized. I was just so afraid she'd leave me. I told her that at home that's how my Dad used to take care of problems with my Mom. I love Megan so much that I just lost it. I told her that I didn't want to see her with another guy and that if she loved me, she wouldn't do it again.

▶▶

[Scene 4: The Influence of Friends]

◀ MEGAN

Since I haven't seen my friends lately, I don't know who to turn to. I spoke to Anne, a friend of Ben's about what had happened. She made me realize how I hadn't treated him right and that I had to understand him better. She said it's normal for Ben to be jealous because his mother left home when he was ten. He didn't want the same to happen to us. She told me I was so lucky to be with such a great guy. Anyway, I get it; I see why Ben acted the way he did with me. I guess things weren't easy for him and it makes me feel bad that I hadn't listened. I'm going to avoid talking to other guys so I won't make him jealous.

[Scene 4: The Influence of Friends]

◀ BEN

My friend Eric saw me drag Megan into the car and tried to catch up to us, but I'd already taken off. He phoned me up and asked me about my side of the story. He said that I was behaving violently, and that was no way to treat someone you love. He told me he was worried about Megan and me. We spoke for a long time and I ended up telling him that I agreed. There's something wrong with the way I love Megan. I want her all to myself and I'm always worried about losing her. I've realized that she's starting to be afraid of me. I'm mixed up; things aren't going well for me either. Eric wants me to go talk about it with the school counselor tomorrow to see if he might be able to help.



[Scene 4: The Influence of Friends – Take Two]

◀ MEGAN

Last night I was so upset that I couldn't sleep. At school, Emily noticed something was wrong. I was a little worried about speaking to her because Ben doesn't like Emily very much. He wouldn't be happy if he knew I spoke to her, but Emily is a real friend. This morning, she came to see me and asked, "What's up? I realize you're head over heels in love, but I know you well enough to see that there's a problem. I've noticed lately that you seem down and on edge."

I broke down right there and couldn't stop crying. Afterwards, I told her everything about true love, his kindness, the gifts and the fun times together. I also spoke about Ben's mood swings, his anger and rules. It seemed obvious to both of us: I just can't go on like this, but I don't know how to deal with it.

[Scene 5: The Finale]

« MEGAN

It's been a month since I broke up with Ben. I went to see a counselor; luckily Emily came with me to my first appointment to support me. I realized that it wasn't normal to always feel worried and guilty with Ben. Even though it was going well at first, now I realize that this isn't what I want in a relationship. Abuse is not what love is all about.

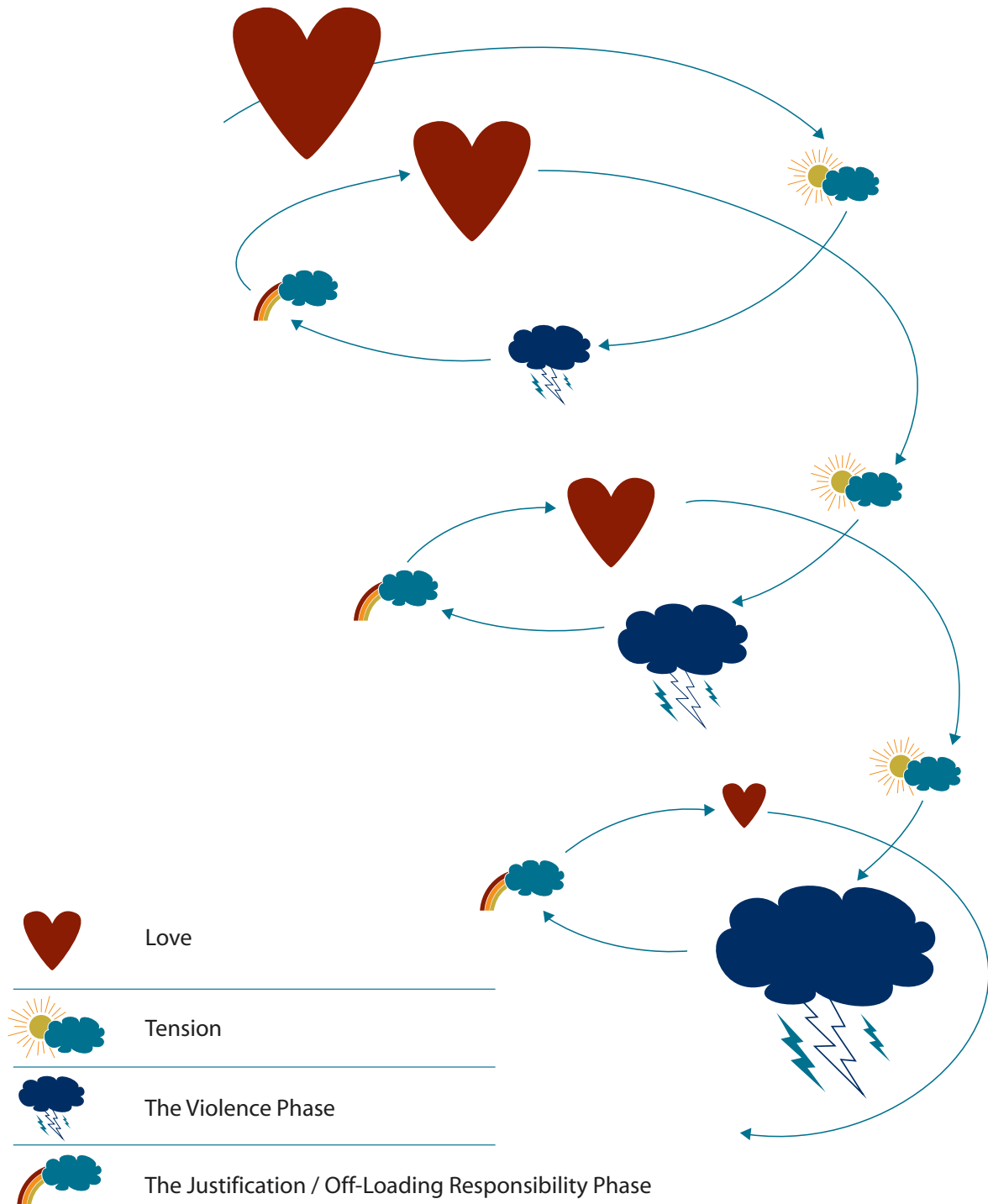


« BEN

I was worried about seeing the counselor Eric had suggested. As it turns out, it was good for me to meet Frank. He seemed to understand my situation and this helps me understand myself and how Megan felt. Now she doesn't want to see me anymore. There was something wrong with what I did and it must have been hard on her. I loved her but I was hurting her. I can't change the past, but from now on, I'm going to control myself, not my girlfriend.



[The Cycle of Violence]





Session One:
Control in Dating
Relationships

Material
for distribution

Authors: Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé



[Session Evaluation]

Boy ☐ Girl ☐ 15/16 year olds ☐ 16/17 year olds ☐

Session: 1 ☐ 2 ☐ 3 ☐

Name of School _____ Group Number _____

1. I found the content of the session interesting.



2. The workshop leader gave a dynamic presentation.



3. The information was clearly presented.



4. I felt comfortable participating in the session.



5. I learned something new.



6. I know more about what to do if a friend is experiencing a problem like this.



7. I know more about what to do if I were to experience this problem.



8. I know more about who to talk to if I were to experience this problem.



9. I would recommend participating in this session to my friends.



Please use the space below to write down any thoughts, comments or suggestions you may have.

Thank you for your participation!
© PASSAJ

PASSAJ

Handout #1



[A Story of Love, Influence, Control and Violence]



At times the lines become blurred between loving and abusive behaviour; and regardless of age, sex or religion, no one is exempt from violence.

The freedom to say what you think, live your own life and speak to anyone you choose may be taken away when a partner starts to exert control, give orders and warnings, and make demands.

When you're being controlled in a dating relationship you start to lose self-confidence, you have trouble making decisions, become isolated and lose friends. You feel sad and begin to be fearful. A partner's controlling behaviour can take many forms and may become increasingly more constraining through behaviours such as jealousy, intimidation, restrictions and even verbal, physical or sexual abuse.

While it's possible for a couple to regain the understanding and loving behaviour they once shared, if controlling behaviours aren't addressed they are liable to resurface at any time.

In dating relationships, couples have a lot to gain by establishing a truly egalitarian partnership. In unequal partnerships, however, couples stand to lose many of the benefits that are generally found in relationships based on equality.

Remember...

Control is unacceptable and has no place in a loving partnership. It can lead to intimidation and fear as well as physical or sexual abuse.



Authors: Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé

© Passaj



The first signs of control in a dating relationship might occur when your partner:

- asks you to stop seeing your friends so you can spend all your time together
- says that he/she will leave you if you don't stop pursuing personal goals such as competing in sports
- says he/she doesn't understand why you have to spend so much time studying and that he/she has the right to see you every day
- decides what you will do together on the weekend without consulting you
- advises you not to talk to a particular friend anymore
- demands that you speak with him/her first before making any decisions
- keeps an eye on you when you talk to other guys or girls
- forces you to change jobs or recreational activities
- threatens to teach you a lesson "if you don't get over here right now"
- calls you constantly to find out what you are doing and with whom.



Control happens when you impose your needs on your dating partner with negative consequences for your partner's well-being.



Watch out !

Do you try to control your partner in your dating relationship?
Does your partner try to control you? Here are some red flags to watch for:

- your personal alarm bells are going off: you feel uneasy and deep down, things don't feel right
- your friends express concern and make negative comments about your dating relationship
- either you or your partner:
 - invade the other's privacy
 - show little concern for the other's feelings
 - put the other partner down
 - make decisions for the other person
 - show jealousy
 - encourage the other partner to cut ties with family and friends
 - forbid the other partner to do certain activities or to see certain people.



Other examples of violence in relationships include causing humiliation: taking over a partner's money and controlling how it's spent; controlling a partner's use of time and the people he/she spends time with as well as physically or sexually abusing a partner.

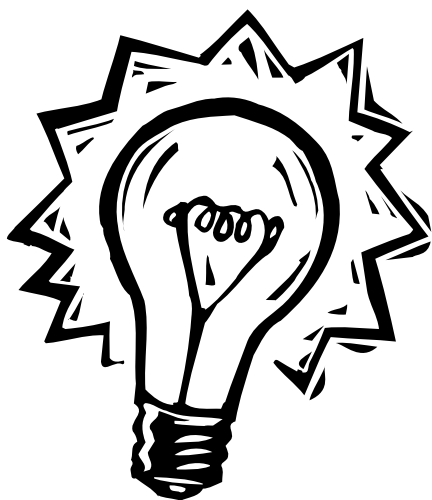




Fortunately, the majority of dating relationships don't become violent. You may never have to experience these types of problems and you will find fulfillment in your dating relationships.

On the other hand, it's very likely that some people you know will become involved in controlling or violent relationships and the support you provide to them will be essential.

When faced with a controlling situation, don't hesitate to seek advice for yourself or to offer your support to the person experiencing control. The earlier you take action, the easier it is to correct the problem.



To be a good friend,
you must be a **TRUE FRIEND**:

- T** Tell it like it is. Help your friend to talk about what is really happening to him or her.
- R** Reject violence. Clearly state that violence is unacceptable.
(Be careful not to use violent behaviour or words to denounce violence.)
- U** Accept your friend **unconditionally**. Listen to your friend without judging.
- T** Talk to your friend about your concerns about the situation and the possible consequences.
- H** Help your friend by being there for him or her.

Always try to be a TRUE friend.



What Should You Do In a Control Situation?

If you're in danger:

- try to protect yourself, ensure your own safety and get out; of the dangerous situation – this isn't the time to stop and try to explain
- don't keep silent. Talk about it with someone you trust to help you see the situation more clearly and put a stop to the violence.

If you're experiencing control but you aren't in any immediate danger:

- don't feel ashamed – others have been there too
- understand that the responsibility for violence and control lies with the person who exerts it
- don't keep silent. Talk about it with someone you trust. Look until you find someone who will help and support you as you seek to put a stop to the situation.

If you are exerting control over someone else:

- be aware that no one has the right to impose his/her will on another person by using blackmail, promises, threats or force
- be aware that negative consequences arise when you control another person and these consequences can be detrimental to a fulfilling relationship
- tell yourself that you can change your behaviour
- talk to someone you trust; look until you find someone who will help and support you as you seek to change and break the cycle of violence.



Even when you're in love, it's important to hold into your friendships. When you're experiencing control in a relationship, a true friend can encourage you not to turn away from your problems or ignore your feelings of unease but to face up to them. A true friend can help you to determine how to get out of situations that pose a threat to you or to others.



Remember, you can also reach out for information and support through the resources available in your community, such as:

Teachers, counselors, social workers and psychologists at your school or local community service centre (CLSC) in Quebec, or **community services** in your home province.

Friends, parents, coaches and leaders in sports and recreational activities within your social circle.

- **Kids Help Phone:** 1-800-668-6868 or www.kidshelpphone.ca (Click on "Get Informed" on the home page and then click on "Violence and Abuse".)
- **GAYLINE:** 1-514-866-5090 (Montreal) or 1-888-505-1010 (within Quebec) or www.gayline.qc.ca

[Quiz: Control in Dating Relationships... Are You Affected by It?]



Authors: Marie-Annick Côté and Francine Lavoie

This quiz will help you to determine if controlling behaviours are harming either your dating relationships or those of your friends.

- The quiz is made up of a series of statements describing controlling behaviours and situations that might occur in dating relationships.
- For each statement, circle the appropriate letter beside the statement to indicate if it applies to yourself (**Me**); to your **Partner**; or to a couple you know – **Acquaintance**.
- If you don't have a current partner, you can still complete the quiz by recalling a past dating relationship; a brief relationship (one night); or even relationships you have with your friends.

FOR EXAMPLE:			
Getting revenge when someone doesn't do what you want him/her to do.	M	P	A
1. First, ask yourself: "Do I get revenge when my partner doesn't do what I want him/her to do?" If you have done this before, then circle the letter "M" for <u>Me</u> .	M		
2. Next, ask yourself: "Does my partner get revenge when I don't do what he/she wants me to do?" If your partner has done this before, then circle the letter "P" for <u>Partner</u> .		P	
3. Lastly, ask yourself: "Do I know another teen who gets revenge when a partner doesn't do what he/she wants?" If this is the case, then circle the letter "A" for <u>Acquaintance</u> .			A

N.B. Some statements may describe situations that neither you nor anyone else you know has experienced. If this is the case, don't circle anything.

- * You can circle more than one letter for each statement whenever it applies.
- * You will find the instructions to calculate your scores at the end of the quiz.

[Quiz: Control in Dating Relationships... Are *You* Affected by It?]

Key: M=Me P=Partner A=Acquaintance

1. Feeling stupid, inadequate or having low self-confidence because someone puts you down.	M	P	A	
2. Deciding how someone should dress, act or fix his/her hair.				M P A
3. Feeling afraid of being alone with a partner.	M	P	A	
4. Demanding that a partner be available at all times, even if it means giving up his/her own activities in order to do this.				M P A
5. Feeling constrained by a partner's jealousy.	M	P	A	
6. Constantly trying to find out where the partner is, who a partner is with and what he/she is doing.				M P A
7. Keeping things from the other person, or even lying to avoid sudden mood swings.	M	P	A	
8. Flirting with other guys or girls but hiding it from a partner.				M P A
9. Being hesitant to express your opinions when a partner disagrees for fear he/she will get angry.	M	P	A	
10. Threatening to spread false rumours about someone else to make him/her do something he/she doesn't want to do.				M P A
11. Always having to make the other partner happy and do what he/she wants.	M	P	A	
12. Getting revenge when a partner doesn't do what you want him/her to do.				M P A
13. Being afraid to break up with a partner, fearing revenge, unpleasant or violent behaviour.	M	P	A	
14. Threatening suicide if a partner should leave the relationship.				M P A
15. Being afraid that a partner will hurt a loved one or a pet.	M	P	A	
16. Confiscating or breaking valued objects in order to punish, intimidate or warn a partner.				M P A
17. Being afraid of being hurt either emotionally or physically by a partner.	M	P	A	
18. Hurting a partner, for example, by pushing him/her, throwing things, pinching, scratching, burning, hitting, restraining or pulling hair.				M P A
19. Giving a partner drugs, medications or alcohol without his/her knowledge in order to make him/her do things he/she wouldn't normally do.				M P A

PARTIAL SCORES:

Partial Score for Control You Have Experienced:

Partial Score for Control You Have Exerted Over Others:

Partial Score for Control You Have Witnessed:

<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>

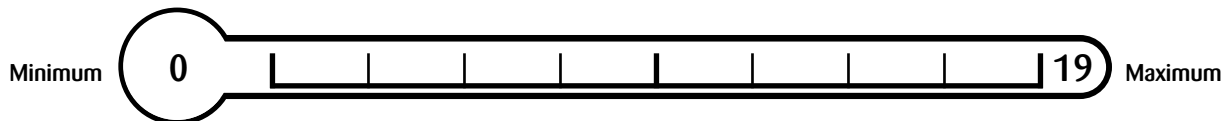
[How do I Calculate My Scores?]



- 1) Add up the number of circled letters in each column and then write these numbers down on the "Partial Score" line.
- 2) Transfer each Partial Score into the circles below the line.
- 3) Add up each of the scores in each of the three rows to get a Total Score for Control You Have Experienced, a Total Score for Control You Have Exerted Over Others, and a Total Score for Control You Have Witnessed.

[How to Interpret Your Scores]

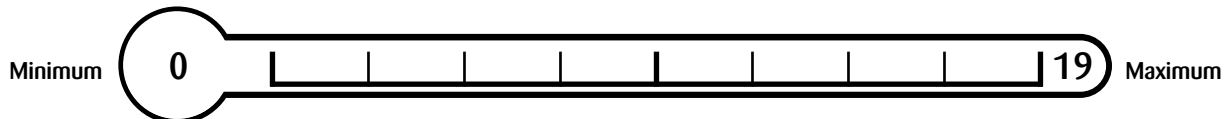
Control You Have Experienced



The lower your score is for control you've experienced, the less likely it is that violence is a factor in your dating relationship. In other words, the closer your score is to zero, the less likely it is that you are subjected to violence in your relationship. As such, the PASSAJ Program can provide information for you to improve your relationship as well as to experience a healthy and respectful relationship with your partner. It will also help you to keep a watchful eye out for problems and to better understand those who experience these kinds of problems.

The higher your score is for control you've experienced, the greater the risk that your dating relationship is being pulled into a vortex of violence or that violence has, in fact, already become established. In fact, it's likely that your partner has tried to control you in various ways. Maybe you've already been feeling uneasy about your relationship and your high score isn't really a surprise. On the other hand, maybe you were shocked by your high score. Just remember that it's important not to panic. Think about the solutions that were brought up in this session and then find someone to talk it over with.

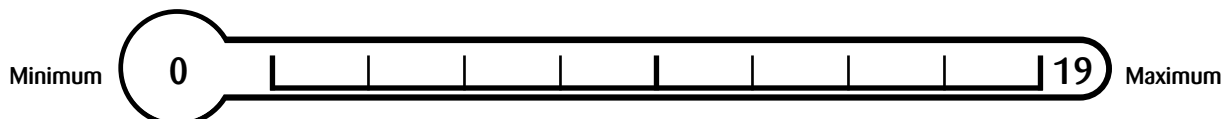
Control You Have Exerted Over Others



The lower your score is for control you've exerted over others, the lower the risk that violence is a problem in your dating relationship. In other words, the closer your score is to zero, the less likely it is that you are violent towards your partner. If this is the case, the PASSAJ Program will help you to make your dating relationships even better.

The higher your score for control you've exerted over others, the greater the chances are that violence has crept into your dating relationship or that control has perhaps already taken root. In fact, it's quite likely that you've adopted some harmful behaviours towards your partner. The PASSAJ sessions provide you with the opportunity to learn how to stop behaving this way and to regain self-control.

Control You Have Witnessed



The higher your score is for control you've witnessed, the more likely it is you've seen someone being subjected to violence. Possibly, you may even know teens who are experiencing violence and one of these teens may even be confiding in you. The role you can play in supporting these friends is a vital one.

If your score for witnessed control seems high to you, it's not so farfetched! As a matter of fact, researchers claim that chances are very high that, at some point in your life, you will know at least one person who is struggling with violence in a dating relationship.

PASSAJ

PROGRAM



Session Two:

**Sexual
Abuse**

Classroom activities

Authors: Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé

[Session Two: Sexual Abuse]

GOAL

To prevent sexual abuse in dating relationships and between friends.

GENERAL OBJECTIVES

Seven general objectives were identified for the program.

Students will learn to:

- 1) distinguish between healthy interpersonal relationships and relationships where sexual abuse is present
- 2) understand the right to express personal values and limits with regards to sexuality
- 3) recognize the responsibility of the abusive person in a sexual relationship
- 4) recognize the important role played by witnesses and confidants
- 5) understand the importance of assertiveness and of giving clear, direct messages about sexuality
- 6) recognize the necessity of obtaining mutual consent in sexual relationships
- 7) become aware of the consequences of sexual abuse.

SPECIFIC OBJECTIVES

Using hypothetical examples of teens in various sexual abuse situations within both a stable dating relationship and a brief sexual encounter, students will:

- a) learn about the main components of sexual abuse
- b) distinguish between the key elements of healthy intimacy and the key elements in sexual abuse situations
- c) express sympathy and support for victims of sexual abuse
- d) learn how to respond as a witness or confidant in a sexual abuse situation
- e) recognize the responsibility of abusers in sexual abuse situations instead of blaming victims
- f) recognize the consequences of sexual abuse for victims
- g) identify the consequences of sexual abuse for abusers.

With the help of a questionnaire distributed at the end of the session, students will:

- h) reflect on their own values and limits with regard to sexuality in order to be able to express them more clearly

The information handout will help to:

- i) define the concept of sexual health
- j) illustrate sexual abuse and sexual assault under the law with examples
- k) provide the necessary tools to witnesses, victims and aggressors in order to prevent sexual abuse
- l) recognize the risk factors associated with sexual abuse
- m) identify resource personnel and support services that specialize in issues of sexual abuse.

[Session Outline]

What do we mean by sexual abuse?

The PASSAJ Program authors have made a conscious choice to use the term sexual abuse in order to include all abuse that is sexual in nature, whether or not the abuse is punishable by law. The common element in all of these types of abuse is the use of physical force or psychological pressure to obtain sexual submission. Depending on the situation, the victim may lack the capacity to give consent, may feel pressured to consent or may even refuse to give consent. Finally, the victim's consent may be considered legally invalid.

This definition of sexual abuse encompasses examples such as compelling someone to appear naked in front of a webcam in his/her bedroom, forcing a partner to mimic acts of pornography or refusing to use a condom. It also includes sexual harassment or sexual assault with a weapon.



Note to Workshop leader: Keep in mind that the times indicated below are rough estimates. You will need approximately 70 minutes to complete the session within a 75-minute class period.

	TIME	NUMBER
1 INTRODUCTION TO THE PROGRAM	7 MINUTES	4
1.1 Welcome, Review and Introduction to the Session Theme		4
1.2 Behavioural Expectations during the Sessions		4
1.3 Positive Aspects of Sexual Relations		5
2 DEFINITION OF SEXUAL ASSAULT UNDER THE LAW	10 MINUTES	6
3 FOCUS OF THE SCENARIOS: COMMUNICATION AND SEXUALITY	45 MINUTES	11
3.1 Breaking into Groups and Group Work	(13 minutes)	11
3.2 Analysis of Scenarios		12
3.3 1 : David and Jasmine – By the Campfire	(6 minutes)	13
3.4 2 : Mark and Sophie – Pressure	(6 minutes)	15
3.5 3 : Sarah and Nick – One Night	(10 minutes)	17
3.6 4 : Alex and Jessica – One Evening	(10 minutes)	19
4 CONSEQUENCES OF SEXUAL ASSAULT	4 MINUTES	21
5 CONCLUSION	4 MINUTES	24
5.1 Take Home Messages		24
5.2 Distribution of documents		25

Equipment

- A whiteboard and erasable markers
- An overhead projector and screen

Transparencies

Eight Transparencies:

Number	Scenario	Description
2.1		Definition of Sexual Assault Under the Law
2.2	1	David and Jasmine – By the Campfire
2.3	2	Mark and Sophie – Pressure
2.4	3	Sarah and Nick – One Night
2.5	4	Alex and Jessica – One Evening
2.6a		Possible Consequences of Sexual Assault for the Victim
2.6b		Possible Consequences of Sexual Assault for the Perpetrator
2.7		Take Home Messages

Group Index Cards

Distribute one index card per group.

Hand out only one of the four different scenarios to each group.

Number	Scenario	Description
2.1	1	David and Jasmine – By the Campfire
2.2	2	Mark and Sophie – Pressure
2.3	3	Sarah and Nick – One Night
2.4	4	Alex and Jessica – One Evening

Photocopied material for distribution

A copy of each of the following documents to hand out to students and the teacher at the end of the session:

One copy of the Session Evaluation Form

One copy of the Information Handout #2: “ Sexuality – When is it Healthy, When is it Harmful? ”

Two copies of the “ Self-Assessment of My Desires and Limits ” Questionnaire

1 [Introduction to the Program]

1.1 Welcome, Review and Introduction to the Session Two Theme

Hello! My name is _____. I'm here to discuss the second PASSAJ program theme. For those of you who missed the first session, we discussed the story of Megan and Ben and the theme of control. The story showed how control takes root and develops in a relationship. We recognized the importance of trusting your own instincts in recognizing the first signs of control. We also discussed how people within our own social circle can help us distinguish between a healthy dating relationship and an abusive relationship. We determined that it's essential to remain in contact with our circle of friends, because quite often the controlling person tries to isolate the partner.

Today, in groups, we will discuss the issue of abuse in sexual relationships. In the scenarios provided, each partner has different sexual limits and desires; and one of the partners uses control to obtain the sexual contact he or she desires.

1.2 Behavioural Expectations during the Sessions

We will examine four fictitious scenarios. You may be aware of other examples, but it's important to avoid discussing situations in class that could affect the private lives of the people involved. At the end of the session, I will hand out the contact information for resource personnel should you feel the need to talk about a personal situation. I will also be available should you have any questions.

When I use the expression "loving relationships", this includes all types of relationships, whether they are long-term relationships; short-term relationships such as dates; and relationships between friends. Remember that during our discussions we value respect for differences in sexual orientation, values, personal experiences and others' points of view. It's also important not to judge and to maintain confidentiality and mutual respect. While students must be able to express their ideas and opinions in an atmosphere of mutual respect without being ridiculed or put down; you must also reject suggestive, racist or sexist comments.

1.3 Positive Aspects of Sexual Relations

Sexual relations should be pleasant. In your view, how can a sexual relationship be fulfilling for both partners?



- Keep in mind that it's not necessary to generate a complete list of the student's answers.
- Continue the discussion after jotting down a few ideas on the board.

The conditions that make a sexual relationship fulfilling may vary somewhat from person to person according to his or her own values. We can sum it up by saying that at the very least, three conditions must exist to establish a positive sexual relationship:



- Write the title "The Three C's" on the board and the three underlined themes. Explain each one. Likely the students will have identified at least one of these conditions. Highlight their contributions to the discussion.

The Three C's

1. Be Comfortable with Your own Desires and Limits

You must know what types of sexual activities suit you and which ones do not. Your desires and limits are a function of your own personal values and may vary according to the context of the activity. To be comfortable with your choices you must first get to know yourself. At the end of the session, I will hand out a questionnaire to help you reflect on this.

2. Communicate Clearly

It's important to clearly express your desires and limits to your partner because it's impossible for him/her to guess what you want based on impressions. For sexual relations to be pleasurable, each partner must be able to listen to and respect the other.

3. Ensure Consent is Mutual

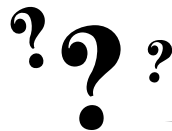
Consent is mutual when both partners are in agreement. They both agree to the sexual activities and to the context of the activity. It shouldn't be obtained by threats or in exchange for promises. Consent is essential, because absence of consent is considered assault under the law.

2 [Definition of sexual assault under the law]

[Key Messages to Convey]

For sexual activity to be satisfying you must know and communicate your desires as well as your limits, in addition to ensuring that consent is mutual. You will probably experience or witness either uncomfortable situations or perhaps even sexual abuse at some point in your life. In other words, not everyone knows and uses the three C's.

Sexual abuse happens when control is used in a sexual context. It happens in a relationship where one person imposes his or her needs on the other. Sometimes, sexual abuse can be considered sexual assault under the law.



Questions to ask the students before providing the definition of sexual assault:

1. What is sexual assault according to the Criminal Code of Canada?
2. Must physical force be involved?
3. Must there be intercourse?



NOTE TO WORKSHOP LEADER

Keep in mind that the goal here is to promote discussion: show the students the transparency of the definition (2.1) as soon as you have obtained a few brief responses.

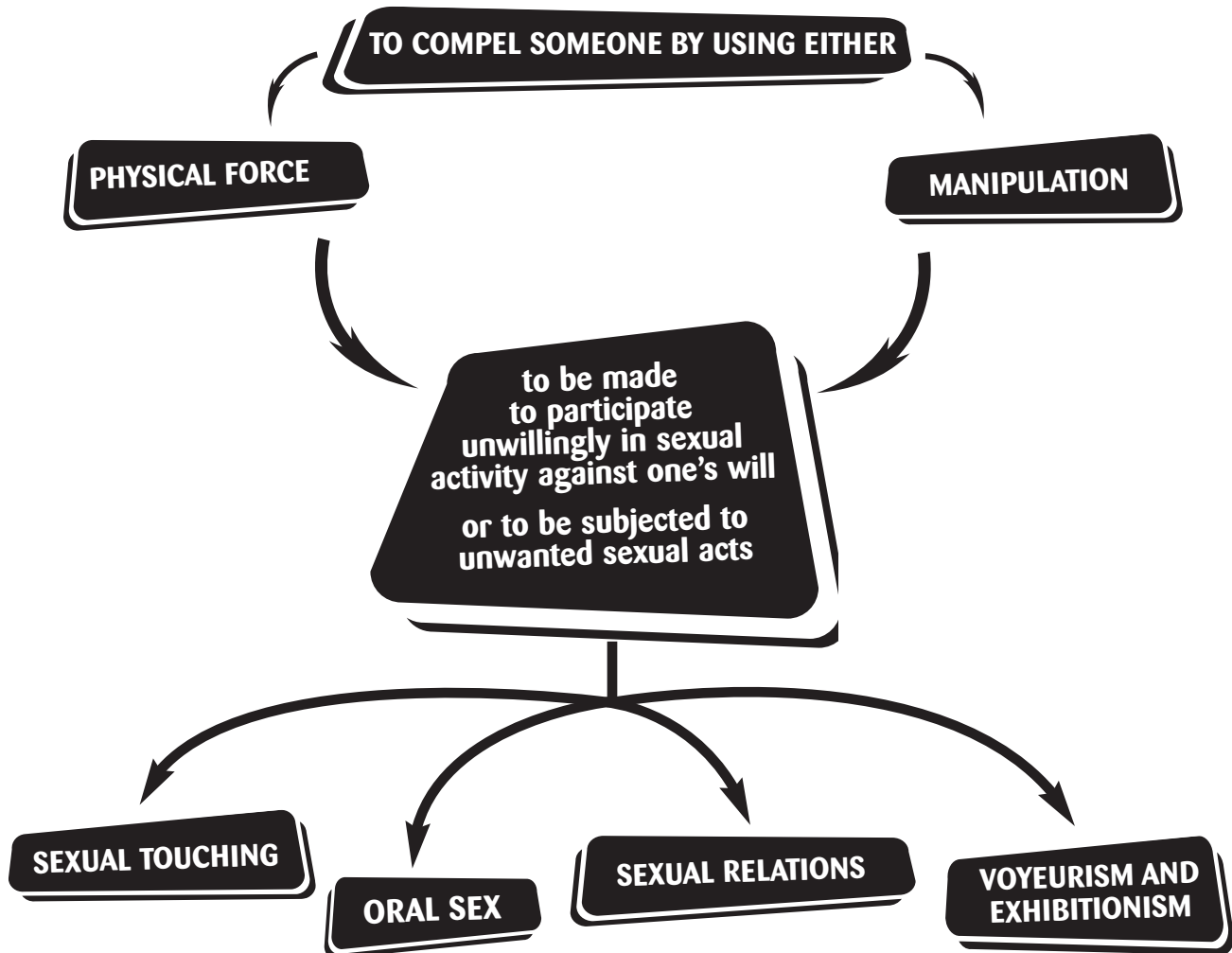
The following two paragraphs will help you to clarify the first part of the definition of sexual assault found in the boxed text on the transparency. The text that follows the transparency information provided below will help you to clarify the second part of the definition: the concept of consent.

Sexual assault happens when sexual activity occurs in the absence of mutual consent between partners. If one partner is unwilling, then kissing and touching may be considered sexual assault, even when physical force isn't used.

Threatening to hurt someone when he or she refuses to have sexual contact, forcing someone to have oral sex, or making persistent attempts to touch someone sexually despite that person's refusal, are all examples of sexual assault.

Transparency
2.1

[Sexual Assault is:]



It is therefore essential to ensure that you have free and clear consent from any person with whom you want to have a sexual relationship. In the absence of consent, however, it would be considered a criminal offence under the law.

Under the law, three essential conditions must be met for a person to be capable of giving consent. The person must:

- 1) be 14 years or older
- 2) be capable and fully conscious of consenting
- 3) feel free to safely refuse consent



Continue reading the section of the transparency that deals with the concept of consent. Explain the three conditions required under the law. Later on in the session, relevant sections of the Criminal Code will be provided for information. At this point, lengthy discussions should be avoided. There will be more time for this when the groups discuss the scenarios and answer follow-up questions.

THE PERSON MUST BE 14 YEARS OF AGE OR OLDER

The law states that in order to consent, the person must be 14 years of age or older.

There are, however, specific provisions in the law that permit a 12- or 13-year-old to participate in sexual activity with his or her partner. This person:

- must be younger than 16 years of age
- must not be more than two years older than the 12- or 13-year-old
- must not be in a position of authority over the other (for example, a babysitter, a camp counsellor or a coach)
- must not use pressure, force or threats to obtain consent from his/her partner

The law protects children from abuse. Therefore, under no circumstances is the consent of a child of 11 years of age or under considered valid.

THE PERSON MUST BE CAPABLE AND FULLY CONSCIOUS OF CONSENTING

A person who participates in sexual activity with another person who is under the influence of drugs or alcohol could be accused of a criminal act or of a sexual offence. This is because the impaired consciousness or judgment of the other person could be considered as an inability to consent.

N.B.: If the accused is also under the influence of drugs or alcohol, the person's voluntarily impaired consciousness or judgment does not constitute a ground of defence. The person would still be accused.

THE PERSON MUST FEEL FREE TO SAFELY REFUSE CONSENT

A person who has agreed to engage in sexual activities but who has felt pressured to do so can bring forward a complaint of sexual assault if: 1) the person feared the use of force against himself or herself or against another person or 2) the person was compelled to participate in sexual activity through abuse of trust or authority.



❄️❄️❄️ Supplementary information has been provided below to help you become familiar with the following relevant sections of the Criminal Code ¹:

• PREAMBLE

“ Sexual assault is fundamentally similar to assault and battery as described in article 265 of the Criminal Code. The distinguishing feature in sexual assault is that the assault must have been committed in circumstances that are sexual in nature and in a way that harms the integrity of the victim.

The Criminal Code of Canada distinguishes between different types of sexual assault based on the gravity of the assault and the manner in which it was committed:

- **Article 271: Sexual assault.** First-level sexual assault includes physical contact of a sexual nature: touching or penetration without using violence or inflicting bodily harm.
- **Article 272: Sexual assault with a weapon, threats to a third party or causing bodily harm.** Second-level sexual assault also includes physical contact of a sexual nature but with some degree of violence: assault with a weapon or assault committed by several people, threats to hurt the victim or others, or causing bodily harm to the victim.
- **Article 273: Aggravated sexual assault.** The third and final level occurs when the victim is injured, mutilated or disfigured, or when the life of the victim is endangered.

The more severe the assault, the worse the sentence will be for the perpetrator. ”

• VICTIMS UNDER THE AGE OF 14

“ Every person is guilty of an indictable offence and liable to imprisonment for a term not exceeding ten years or is guilty of an offence punishable on summary conviction, who for a sexual purpose,

- touches, directly or indirectly, with a part of the body or with an object, any part of the body of a person under the age of fourteen (section 151: Sexual interference);
- invites, counsels or incites a person under the age of fourteen years to touch, directly or indirectly, with a part of the body or with an object, the body of any person, including the body of the person who so invites, counsels or incites and the body of the person under the age of fourteen years (section 152: Invitation to sexual touching).

Where an accused is charged with an offence under section 151 or 152 (and others), in respect of a complainant under the age of fourteen years, it is not a defence that the complainant consented to the activity that forms the subject matter of the charge (section 150.1(1)).

No person aged twelve or thirteen years shall be tried for an offence under section 151 or 152, or subsection 173(2) unless the person is in a position of trust or authority towards the complainant or is a person with whom the complainant is in a relationship of dependency (section 150.1(3)). ”

¹ Legal references were obtained from the Criminal Code updated December 10, 2006, and were extracted from the Justice Canada website (<http://laws.justice.gc.ca/>) on January 14, 2007.

• **IN OTHER CASES:**

No consent is obtained, for the purposes of sections 271, 272 and 273 (Sexual assault), where

- a) the agreement is expressed by the words or conduct of a person other than the complainant;
- b) the complainant is incapable of consenting to the activity
- c) the accused induces the complainant to engage in the activity by abusing a position of trust, power or authority
- d) the complainant expresses, by words or conduct, a lack of agreement to engage in the activity or
- e) the complainant, having consented to engage in sexual activity, expresses, by words or conduct, a lack of agreement to continue to engage in the activity.

It is not a defence to a charge under section 271, 272 or 273 (Sexual Assault) that the accused believed that the complainant consented to the activity that forms the subject-matter of the charge, where

- a) the accused's belief arose from the accused's
 - i) self-induced intoxication, or
 - ii) recklessness or wilful blindness, or
- b) the accused did not take reasonable steps, in the circumstances known to the accused at the time, to ascertain that the complainant was consenting (section 273.2). ”

[Key Messages to Convey]

There can be subtle differences between experiences that are unpleasant, abusive and violent.

It's best to avoid being

- in a situation where you may have to accuse your partner or, conversely,
- have to try to prove in a court of law that the other person consented and wasn't subjected to threats or manipulation.

3 [Focus of the scenarios: communication and sexuality]

3.1 Breaking into Groups and Group Work

The class will now split up into four mixed groups. Each group will have a different scenario to discuss and 10 minutes to complete the suggested questions. You will then go back to your seats and a spokesperson from each group will read out the group's scenario and present your questions and answers to the class. If you are the group secretary, please don't write on the index card; use a separate sheet of paper instead.

Another option: you may choose to form smaller groups by allowing several groups to discuss the same scenarios. If you choose to do this, make sure you have enough copies of each worksheet for each of the groups.



THE ACTIVITY

Enlist the help of the classroom teacher to form the mixed groups. To keep movement to a minimum and to prevent the less serious students from grouping together, try forming the four groups based on where the students are seated. Space the four groups far enough apart from each other that they can't overhear the other scenarios and discussions. Ensure that each group quickly appoints a capable secretary to read out the scenario and write down the answers to the questions. Group members should sit close enough together to hear the reading and participate in the discussion.

Hand out a different scenario to each group and give them 10 minutes to complete the work. Circulate amongst the groups to answer questions and encourage participation during the activity. At times, you may have to intervene within the groups to answer questions and encourage participation. Ensure that the atmosphere is conducive to discussion. The answers recorded by the secretary must represent the opinion of the whole group. It's also important to avoid having one student negatively influence the discussion by speaking in favour of violence or ridiculing possible solutions. Remind students as necessary about the rules of respect you presented at the beginning of the session. Concur ahead of time with the classroom teacher about what you expect regarding his or her participation with the groups and during their discussions.

A few minutes before the end of the group discussion tell the students to return to their seats.

3.2 [Analysis of the Scenarios]



PROCEDURE FOR GROUP PRESENTATIONS TO THE CLASS

Ask the students to return to their respective seats.

Place transparency 2.2 (Scenario 1) on the overhead projector. Ask the spokesperson of this group to read Scenario One aloud, present the scenario questions and the group's answers. If time permits, you may ask the other students to respond.

Follow the same procedure for each of the remaining scenarios.

Each scenario and its related questions may give rise to biases against the victims or raise doubt about the assailant's responsibility. Ensure that the ensuing discussion helps to foster the messages and values inherent in this prevention program.

The discussion should generate solutions for more respectful behaviour on the part of the person who wishes to have sexual contact, and encourage the intervention of friends and witnesses to help the victims to avoid assault situations.

Be aware that within the group, there may be students who have been victims or who have committed assault. If so, agree ahead of time with the classroom teacher to direct such students to resource personnel who can help alleviate any emotional burdens that may be stirred up by the program content.

Situation	Description	Characters	Time
1	A boy misinterprets a friend's desires	David and Jasmine	6 minutes
2	A girl repeatedly pressures her boyfriend	Mark and Sophie	6 minutes
3	A boy compels his partner to have sex	Nick and Sarah	10 minutes
4	A boy uses alcohol to lead his partner into having sex	Alex and Jessica	10 minutes

3.3 [Scenario 1: David and Jasmine – By the Campfire]



YOU WILL NEED 6 MINUTES TO COMPLETE THE SCENARIO AND THE DISCUSSION

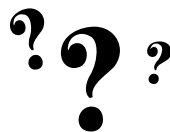
If time is short, focus on questions 1, 3 and 5.

Jasmine goes with her friends to a campfire in the woods. Jasmine doesn't really feel like going but goes anyway because she doesn't want to look like a party pooper. As it turns out, it isn't so bad. They tell jokes and sing around the fire, but David's advances bother her a little. He's already tried twice to put his arms around her. It's really embarrassing for Jasmine because David's a popular guy in their gang of friends. She doesn't dare push him away because she's afraid of making a scene.

David continues his attempts to get close and starts stroking Jasmine's thigh. Still embarrassed, she asks him to go for a walk. She intends to tell him in private that she doesn't want to hook up with him.

David agrees right away. He knows a quiet little spot and takes Jasmine there. He kisses and touches her, certain this is what she wants. Jasmine tells him to stop, saying she just wants to talk to him. David continues, believing that since she arranged to be alone with him, she'd really like to go further but she's probably too shy to tell him. Jasmine gets mad and yells at him to stop. David finally leaves her alone and they go back to the fire without speaking.

Jasmine goes home later than expected and her parents question her. She finally tells them what happened. Shocked, her mother and father tell her that this is a case of sexual assault and tell her she should file a complaint.



1. Is this sexual assault under the law?
2. What do you think of this statement: "Jasmine was foolish not to have rejected David's advances from the start and for having suggested that they take a walk away from the others?"
3. What might David have done instead?
4. What might Jasmine have done instead?
5. How might David have known that Jasmine didn't want to have sex with him?

[Messages that should clearly emerge from the discussion]



ENCOURAGE DISCUSSION TO DETERMINE WHETHER OR NOT THERE HAS BEEN SEXUAL ASSAULT. THE DEBATE ALLOWS THE STUDENTS TO BETTER COMPREHEND THE DEFINITION OF SEXUAL ASSAULT WHICH WAS INTRODUCED EARLIER.

David was too persistent but is this a case of sexual assault under the law?

Ascertain that the partner consents:

David clearly communicated his intentions, but he didn't make the effort to ascertain that Jasmine was consenting. Since he continued after Jasmine told him to stop he has committed sexual assault. Legally, David is required to take reasonable steps to ensure that there is consent.

When a person says "NO" it means "NO" and must be respected. When a person says "NO" it means he or she doesn't consent. A person's general behaviour can also be an indication that he or she means "NO". Ensuring mutual consent implies that even if the person believes there is reason to think the other person may be saying an uneasy "yes", he or she should also question whether it's possible this person could really be saying "NO". The responsibility lies with the person who initiates sexual contact to ensure that the other person consents. It's preferable to avoid finding yourself, after the fact, in a position where assault is in question and a complaint may be brought forward.

A unilateral plan is made for sexual activity (by only one of the partners):

David really wants to have sex with Jasmine. As a result, he interprets each of her actions as a series of consents.

Sexual assault sometimes occurs when one of the partners had planned or hoped to have sex. The person then tries to interpret the behaviour of the other as a sign of consent. The person doesn't really listen to the partner and takes it for granted that they will have sexual relations. By agreeing to go to your boyfriend or girlfriend's home or by letting your partner buy you a drink, you're not expressing consent for sexual relations. Furthermore, a person who accepts kissing or sexual touching doesn't necessarily signify consent to all types of sexual contact. Lastly, each partner has an equal right to change his or her mind at any time.

As for Jasmine, she has no interest whatsoever in David's advances but to avoid public embarrassment, she leaves the group to tell him privately she doesn't want to spend the evening with him. By worrying more about David than herself, Jasmine has placed herself in a vulnerable position by isolating herself from her friends. As soon as David starts to kiss and touch her, she tells him to stop and by doing so, clearly communicates her lack of consent.

The importance of staying true to your own desires and limits when dealing with social pressures cannot be understated. If Jasmine had been assured that her rebuff of a popular boy was justified, she undoubtedly could have more easily said "no" in public to his advances. Furthermore, it's important to recognize that assertiveness is a skill developed over a lifetime. For instance, a person may have no difficulty being assertive at work, but may not be as assertive in an intimate relationship.



Discussion of this scenario can often give rise to biases about the victim's lack of assertiveness and therefore her implicit role in the assault. You must ensure that it becomes clear from the discussion that the responsibility for the assault lies with the person who commits it. Sexual abuse is not a problem of lack of assertiveness on the part of the victim but rather, the act of one person taking control over another. This is your opportunity to underscore that the ideal way to avert this type of situation, as much for David as for Jasmine, is to use the concept of the three C's:

- be **comfortable** with your own desires and limits,
- **communicate** clearly,
- ensure **consent** is mutual.

3.4 [Scenario 2: Mark and Sophie – Pressure]



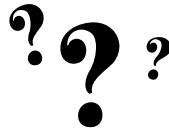
YOU WILL NEED 6 MINUTES TO COMPLETE THE SCENARIO AND THE DISCUSSION

If time is short, focus on questions 1, 2, and 4.

Mark has been going out with Sophie for a few weeks. He is very attracted to her and eventually would like to have sex with her. Sophie has often asked him to take their relationship to the next level, but Mark would prefer to wait until the relationship is more stable.

Sophie often makes comments when they hang out with their group of friends at school. She says, for example, that he isn't a real man or that, if he were normal, he would "do it".

For a week now, Sophie has been increasingly pressuring Mark to have sex. She talks about it every time they see each other. She tells Mark that if he really loved her, he'd have sex with her. Mark doesn't feel ready but feels as though he has no choice if he wants to keep going out with her; that night they have sex.



1. Under the law, is this sexual assault?
2. How do you think Mark feels? Do you think a boy could really feel uncomfortable in a situation like this?
3. What could Sophie have done differently?
4. What could Mark have done differently?
5. If you were part of Mark and Sophie's group of friends, how could you intervene when Sophie starts criticizing Mark? Would you do it and why?

[Messages that should clearly emerge from the discussion]

In Mark and Sophie's case, this may not constitute sexual assault in terms of the law even though manipulation is clearly present. Mark consented to the sexual intercourse. He made a decision while fully understanding of the consequences and was free to safely refuse. He could have chosen to break up with Sophie because she clearly didn't respect him but he might have been afraid of the consequences of this decision. This scenario is a good example of both sexual and psychological abuse.

Putting down or blackmailing someone to obtain sexual contact are methods used to constrain or force another person into doing something he or she doesn't want to do. This is unacceptable. Even when there are expectations regarding sexual activity in a stable dating relationship or in a short-term relationship, this doesn't mean you have to conform to the wishes of your partner when those wishes don't suit you.

Mark has the right to choose when and how he has sex. Many 16- and 17-year-olds haven't engaged in sexual relations and are perfectly happy. To be a man or to be normal also means acting in accordance with your own values and needs while respecting the values and needs of others.

In this situation, a witness or friend should be a TRUE FRIEND. Real friends speak the TRUTH: tell it like it is – help your friend put into words what is really happening; reject violence; accept your friend unconditionally without judging; talk to your friend about your concerns; and help your friend by being there for him or her.

A friend or witness to this situation could easily tell Sophie that by making comments in public about their private life, she is being disrespectful towards Mark; and that her behaviour is abusive and unacceptable. A friend could tell her that she is giving Mark a bad reputation and that it's worrisome to see her manipulate her boyfriend to make him have sex with her. A friend could listen to Sophie to try to understand her and be available to help her to find more appropriate ways to communicate her sexual desires to Mark.

A friend or witness to this situation could also tell Mark that Sophie's behaviour is abusive and unacceptable; and that it's worrisome to see he's ready to put aside his personal convictions. This friend should listen to Mark's reasons for hesitating to resist Sophie's pressures. A friend should encourage Mark not to think that it's better to go along with everything just to keep his girlfriend. A friend should also support Mark if rumours circulate. Finally, a friend should respect Mark regardless of whether or not he decides to break up with Sophie or to continue his relationship with her.

3.5 [Scenario 3: Sarah and Nick – One Night]

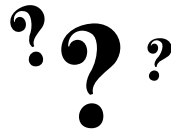


YOU WILL NEED 10 MINUTES TO COMPLETE THE SCENARIO AND THE DISCUSSION.

If time is short, focus on questions 1, 4, 5 and 6.

Nick and Sarah have been dating for a few months and have sex together regularly. This weekend, Nick's parents are going away to their cabin. It's the first time that Nick and Sarah can spend the night together in Nick's parents' house. Around 10 o'clock, they head up to the bedroom and start to make out.

Ten minutes later, Sarah and Nick hear his parents walk back into the house. They've canceled their trip because of bad weather. Nick closes the door of his bedroom and picks up where he left off. Sarah asks him to stop because she doesn't feel comfortable continuing when Nick's parents are there. The thought that they might be overheard has turned her off completely. Nick doesn't seem to understand and he keeps going. Sarah gently pushes him away telling him that she doesn't feel like it anymore. He answers that he can't stop himself, that he can't control it. Sarah doesn't dare yell and cause a fight because she doesn't want the parents to hear them. They go all the way.



1. Is this considered sexual assault under the law?
2. How do you think Sarah feels?
3. Is this a realistic situation?
4. Is it true that a boy who has started having sex cannot stop himself?
5. What do you think of this statement: "Once you have started to have sex, you have no right to change your mind" ?
6. How could Sarah have tried to avoid this unwanted sexual activity?
7. If Sarah told a friend about what happened that night, what could her friend do? If Nick told a friend about that night, what could his friend do?

[Messages that should clearly emerge from the discussion]

This is an example of sexual assault. Urgent or pressing sexual needs cannot absolve a person of responsibility when he/she commits assault. These needs must be held in check or satisfied in other ways than by assault.

The law recognizes that sexual assault can occur even in stable dating relationships or with married couples. The fact that Sarah and Nick have already had sex doesn't mean that Sarah is consenting this time. Consent must be established with each sexual contact. A person also has the right to change his or her mind at any time.

It's unacceptable to accuse the victim of being responsible for what happens to him or her. In assault situations, the fault lies squarely with the assailant. If this had happened to you, you might think you would act more assertively than Sarah. While it's easy to talk about what you would do, how would you really respond if you found yourself in this situation?

In this scenario, it was probably hard to predict how Nick would behave. Sarah should be wary of continuing her relationship with Nick. He should respect the desires and limits of his partner and not be concerned solely with his own desires and limits.

Nick and Sarah's friends could apply the TRUE FRIEND Strategy. Sexual assault is unacceptable. What happened at Nick's house is truly worrisome. By refusing to remain silent, a friend can ensure that Sarah gets the help she needs to deal with the impact of the sexual assault she has been subjected to; and that Nick is forced to take responsibility for the repercussions and consequences of his actions.

3.6 [Scenario 4: Alex and Jessica – One Evening]



YOU WILL NEED 10 MINUTES TO COMPLETE THE SCENARIO AND THE DISCUSSION.

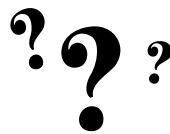
If time is short, focus on questions 1, 3, 4, 5 and 6.

Alex and Jessica meet at a party at Matt's house. They have seen each other before but have never really had a chance to talk. Since the party started, they have been chatting and having a few beers. Jessica does not often drink.

Noticing that Jessica seems interested in him and that she's starting to get drunk, Alex asks Matt if they can use a bedroom. He tells him that after another few beers, he would like to take Jessica into the room.

Two or three beers later, Jessica is wasted. Alex winks at Matt and leads Jessica to the bedroom saying: "Come lie down for a while, you can hardly stand up."

That's the last thing Jessica remembers. She wakes up in the middle of the night and she realizes then that they have had sex.



1. Is this considered sexual assault under the law?
2. If Alex says that Jessica led him on because she was wearing sexy clothes, or that he thought Jessica wanted to have sex because she was showing signs of interest, how would you respond?
3. Since Alex had quite a few beers, is he responsible for what happened?
4. Since Jessica also had quite a few beers, is she responsible for what happened?
5. Could Matt be accused of complicity?
6. How could this scenario be changed to avoid sexual assault?

[Messages that should clearly emerge from the discussion]

This is a situation of sexual assault. This is delinquent behaviour that has been planned in advance by Alex. He has manipulated Jessica into having sex. He has committed a criminal act.


Before having sex with someone, Alex must ensure that the other person has given clear consent. It's possible to feel attraction or feel uncomfortable with certain clothing choices, however, sexual intention cannot be deduced from clothing. To claim provocation is never an acceptable defence. Regardless of how Jessica was dressed, Alex is the one who chose to act the way he did and he alone is responsible for his behaviour.

An assailant who has been drinking is still criminally responsible. A person cannot claim lack of responsibility due to his or her use of drugs or alcohol. Alex assaulted someone and remains responsible for his violent acts. In this situation, the law doesn't tolerate alcohol consumption as a defence, just as inebriation is not accepted as a defence for causing a car accident.

By consuming drugs or alcohol, one increases the probability of becoming a victim of sexual assault by being less aware of the risks inherent in a situation. When consumed in large quantities, alcohol or drugs can prevent the victim from making clear decisions, from protecting him or herself, or from escaping undesirable situations. Lack of awareness, however, doesn't make the victim responsible for the assault committed by another person.

Matt may not be accused of an offence, but he nonetheless has a responsibility as a witness. He could have prevented the sexual assault. As a friend of one or the other and as host of the party, he could have told Alex that Jessica was in no shape to consent to sexual activity. He could have told him that leading her to have sex in the condition she was in was sexual assault and therefore a criminal act. He should have been concerned about the situation, paid attention and kept an eye on things. All the other guests at the party should have been doing the same.

4 [Consequences of sexual assault]

 Present Transparency 2.6a to the students and read out the consequences for the person who has been assaulted.

Next, present Transparency 2.6b and read out the consequences for the person who commits the assault.

Note: The point is not to compare the number or seriousness of the consequences for one person or the other, but to show that neither person gains from an assault situation.

Complete the presentation of the transparencies with the following comments:

The experience of sexual assault has the effect of turning a person's life upside down for the immediate future. Some people will suffer longer, especially if they have not received support. Although the assailant may feel that he or she has won in the short term, once found out, this person has a lot to lose in the long term - not only legally, but also on a personal and relationship level.

Whether it happens within a partnership, a family, a casual relationship or at work, all forms of sexual assault are illegal. They can all cause harm. If you believe you have experienced or committed any of these kinds of abuse in your childhood or more recently, it's important to find a TRUE FRIEND who can help you out.

2.6a [Possible Consequences of Sexual Assault]

For the person who experiences sexual assault

An experience that turns your life upside down...

PSYCHOLOGICAL AND SOCIAL CONSEQUENCES

- I feel betrayed
- I feel guilty
- I feel responsible for what happened to me
- I feel bad – I don't like myself
- I feel ashamed
- I'm afraid of my partner
- I don't feel like doing anything
- I feel like quitting school
- I'm sad, depressed
- I'm confused
- I feel like being alone, I don't want to see anyone anymore

SEXUAL CONSEQUENCES

- I'm unable to have sexual contact anymore
- I don't have any sexual desire or pleasure anymore
- I feel sexually frigid
- I have contracted sexually transmitted or blood borne diseases

PHYSICAL CONSEQUENCES

- I don't sleep well, I have nightmares, I have insomnia
- I might be pregnant
- I use a lot of drugs or alcohol

...is an experience you can recover from with support, and with the help of close friends and resource personnel.



2.6b [Possible Consequences of Sexual Assault]

For the person who commits the assault

**A feeling of having won for the moment...
but losing out big time later on!**

PSYCHOLOGICAL AND SOCIAL CONSEQUENCES

I risk...

- ... losing my friends
- ... losing my reputation
- ... feeling ashamed, disliking myself
- ... losing the respect of others
- ... being feared by my partner

DISCIPLINARY ACTIONS AND LEGAL CONSEQUENCES

I risk...

- ... being kicked off sports teams
- ... being expelled from school
- ... being sent to court and being sentenced to:
 - performing community work
 - staying in a group home
 - undergoing treatment
 - time in prison

SEXUAL CONSEQUENCES

I risk...

- ... being rejected by my partner
- ... living without happiness and mutual affection
- ... missing out on learning what it really means to make love
- ... contracting sexually transmitted and blood borne diseases

You can stop behaving abusively! And it's really worth it if you want to experience happy, loving relationships. You need the help of close friends and resource personnel.



5

[Conclusion]

5.1 Take Home Messages



INTRODUCE THE STUDENTS TO TRANSPARENCY 2.7.

Transparency

2.7

TAKE HOME MESSAGES

Sexual Abuse and Sexual Assault under the law

1. Be comfortable with your own limits and desires and communicate them clearly. Respect your own values.
2. “ Communicating ” means expressing yourself and listening to others.
3. Listening to others means:
 - treating others as people, not as objects for your own gratification
 - obtaining consent for sexual contact
4. Putting pressure on others, blackmailing or manipulating your partner for your own sexual ends is unacceptable.
5. Intervening when a person is in a situation where he or she is at risk of sexual assault is a duty.
6. If you have been involved in assault, you have to speak out. Talk about it with someone you trust so that it stops. Find a resource person who can help you get through this.

[Key Messages to Convey]

Values, expectations and desires regarding sexuality evolve over time. You have to talk to each other, listen and learn to respect each other to avoid situations where sexuality becomes unpleasant or distances you from your partner instead of bringing you closer together.

5.2 [Distribution of documents and announcement of the third session.]



HAND OUT THE FOLLOWING THREE DOCUMENTS TO THE STUDENTS:

- 1) The Session Evaluation Form
- 2) The Information Handout “ Sexuality – When is it Healthy, When is it Harmful? ”
- 3) The “ Self-Assessment of My Desires and Limits ” Questionnaire
(two copies per student)

Introduce the three documents before handing them out. The session evaluation form must be filled out in class. It's the only document that you must get back. If time remains, encourage students to familiarize themselves with the contents of the information sheet and questionnaire. The teacher may choose to use the information sheet to create exam questions. If this is the case, it's advisable to let students know so that they keep the document.

You must now complete the session evaluation form on your own and hand it back to me before leaving the class. I would like you to give me your own personal opinion about this session.

The information handout elaborates on the theme of this session. It includes information about resource personnel and support groups who provide information and support and who are there to listen.

The self-assessment questionnaire about desires and limits allows each of you to pinpoint what does and doesn't suit you in terms of sexual practices in various contexts. You have been given two copies. If you have a boyfriend or girlfriend, it would be interesting to compare and discuss your answers. You could also write the date on the questionnaire and fill it out again later on in order to compare your own answers at two different times.

The next PASSAJ session will be held on _____. We will discuss the topic of sexual harassment in different contexts such as work.

In the meantime, I am available to answer your questions and to discuss the theme of this session. (Say when you are available and where to meet.)



The End

PASSAJ

PROGRAM



Session Two:

**Sexual
Abuse**

Group Index Cards

Authors: Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé

[Scenario 1: David and Jasmine – By the Campfire]

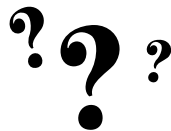


Jasmine goes with her friends to a campfire in the woods. Jasmine doesn't really feel like going but goes anyway because she doesn't want to look like a party pooper. As it turns out, it isn't so bad. They tell jokes and sing around the fire, but David's advances bother her a little. He's already tried twice to put his arms around her. It's really embarrassing for Jasmine because David's a popular guy in their gang of friends. She doesn't dare push him away because she's afraid of making a scene.

David continues his attempts to get close and starts stroking Jasmine's thigh. Still embarrassed, she asks him to go for a walk. She intends to tell him in private that she doesn't want to hook up with him.

David agrees right away. He knows a quiet little spot and takes Jasmine there. He kisses and touches her, certain this is what she wants. Jasmine tells him to stop, saying she just wants to talk to him. David continues, believing that since she arranged to be alone with him, she'd really like to go further but she's probably too shy to tell him. Jasmine gets mad and yells at him to stop. David finally leaves her alone and they go back to the fire without speaking.

Jasmine goes home later than expected and her parents question her. She finally tells them what happened. Shocked, her mother and father tell her that this is a case of sexual assault and tell her she should file a complaint.



1. Is this sexual assault under the law?
2. What do you think of this statement: "Jasmine was foolish not to have rejected David's advances from the start and for having suggested that they take a walk away from the others"?
3. What might David have done instead?
4. What might Jasmine have done instead?
5. How might David have known that Jasmine didn't want to have sex with him?

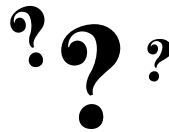
[Scenario 2: Mark and Sophie – Pressure]



Mark has been going out with Sophie for a few weeks. He is very attracted to her and eventually would like to have sex with her. Sophie has often asked him to take their relationship to the next level, but Mark would prefer to wait until the relationship is more stable.

Sophie often makes comments when they hang out with their group of friends at school. She says, for example, that he isn't a real man or that, if he were normal, he would "do it".

For a week now, Sophie has been bugging Mark to have sex. She talks about it every time they see each other. She tells Mark that if he really loved her, he'd have sex with her. Mark doesn't feel ready but feels as though he has no choice if he wants to keep going out with her; that night they have sex.



1. Under the law, is this sexual assault?
2. How do you think Mark feels? Do you think a boy could really feel uncomfortable in a situation like this?
3. What could Sophie have done differently?
4. What could Mark have done differently
5. If you were part of Mark and Sophie's group of friends, how could you intervene when Sophie starts criticizing Mark? Would you do it and why?

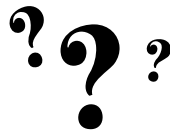
Group Index Card 2.2.

[Scenario 3: Sarah and Nick – One Night]



Nick and Sarah have been dating for a few months and have sex together regularly. This weekend, Nick's parents are going away to their cabin. It's the first time that Nick and Sarah can spend the night together in Nick's parents' house. Around 10 o'clock, they head up to room and start to make out.

Ten minutes later, Sarah and Nick hear his parents walk in the house. They've canceled their trip because of bad weather. Nick closes the door of his bedroom and picks up where he left off. Sarah asks him to stop because she doesn't feel comfortable continuing when Nick's parents are there. The thought that they might be overheard has turned her off completely. Nick doesn't seem to understand and he keeps going. Sarah gently pushes him away telling him that she doesn't feel like it anymore. He answers that he can't stop himself, that he can't control it. Sarah doesn't dare yell and cause a fight because she doesn't want the parents to hear them. They go all the way.



1. Is this considered sexual assault under the law?
2. How do you think Sarah feels?
3. Is this a realistic situation?
4. Is it true that a boy who has started having sex cannot stop himself?
5. What do you think of this statement: "Once you have started to have sex, you have no right to change your mind"?
6. How could Sarah have tried to avoid this unwanted sexual activity?
7. If Sarah told a friend about what happened that night, what could her friend do? If Nick told a friend about that night, what could his friend do?

Group Index Card 2.3.

[Scenario 4: Alex and Jessica – One Evening]



Alex and Jessica meet at a party at Matt's house. They have seen each other before but have never really had a chance to talk. Since the party started, they have been chatting and having a few beers. Jessica does not often drink.

Noticing that Jessica seems interested in him and that she's starting to get drunk, Alex asks Matt if they can use a bedroom. He tells him that after another few beers, he would like to take Jessica into the room.

Two or three beers later, Jessica is wasted. Alex winks at Matt and leads Jessica to the bedroom saying: "Come lie down for a while, you can hardly stand up."

That's the last thing Jessica remembers. She wakes up in the middle of the night and she realizes then that they have had sex.



1. Is this considered sexual assault under the law?
2. If Alex says that Jessica led him on because she was wearing sexy clothes, or that he thought Jessica wanted to have sex because she was showing signs of interest, how would you respond?
3. Since Alex had quite a few beers, is he responsible for what happened?
4. Since Jessica also had quite a few beers, is she responsible for what happened?
5. Could Matt be accused of complicity?
6. How could this scenario be changed to avoid sexual assault?

PASSAJ

PROGRAM

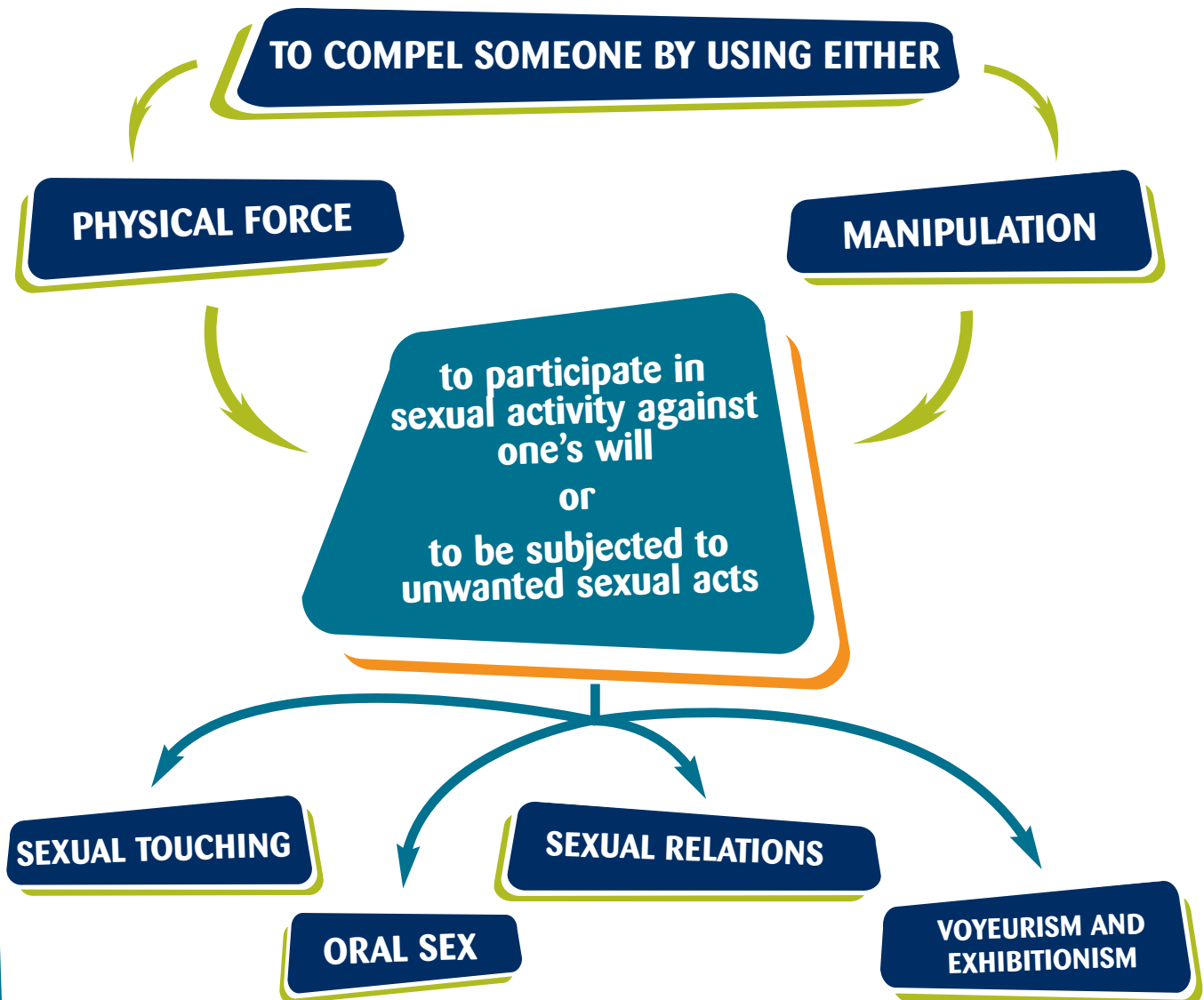


Session Two: Sexual Abuse

Transparencies

Authors: Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé

[Sexual Assault is:]



It is therefore essential to ensure that you have free and clear consent from any person with whom you want to have a sexual relationship. In the absence of consent, however, it would be considered a criminal offence under the law.

Under the law, three essential conditions must be met for a person to be capable of giving consent. The person must:

- 1) be 14 years or older
- 2) be capable and fully conscious of consenting
- 3) feel free to safely refuse consent

[Scenario 1: David and Jasmine – By the Campfire]

« Jasmine goes with her friends to a campfire in the woods. Jasmine doesn't really feel like going but goes anyway because she doesn't want to look like a party pooper. As it turns out, it isn't so bad. They tell jokes and sing around the fire, but David's advances bother her a little. He's already tried twice to put his arms around her. It's really embarrassing for Jasmine because David's a popular guy in their gang of friends. She doesn't dare push him away because she's afraid of making a scene.

David continues his attempts to get close and starts stroking Jasmine's thigh. Still embarrassed, she asks him to go for a walk. She intends to tell him in private that she doesn't want to hook up with him.

David agrees right away. He knows a quiet little spot and takes Jasmine there. He kisses and touches her, certain this is what she wants. Jasmine tells him to stop, saying she just wants to talk to him. David continues, believing that since she arranged to be alone with him, she'd really like to go further but she's probably too shy to tell him. Jasmine gets mad and yells at him to stop. David finally leaves her alone and they go back to the fire without speaking.

Jasmine goes home later than expected and her parents question her. She finally tells them what happened. Shocked, her mother and father tell her that this is a case of sexual assault and tell her she should file a complaint.



1. Is this sexual assault under the law ?
2. What do you think of this statement: “ Jasmine was foolish not to have rejected David's advances from the start and for having suggested that they take a walk away from the others ” ?
3. What might David have done instead ?
4. What might Jasmine have done instead ?
5. How might David have known that Jasmine didn't want to have sex with him ?

[Scenario 2: Mark and Sophie – Pressure]



Mark has been going out with Sophie for a few weeks. He is very attracted to her and eventually would like to have sex with her. Sophie has often asked him to take their relationship to the next level, but Mark would prefer to wait until the relationship is more stable.

Sophie often makes comments when they hang out with their group of friends at school. She says, for example, that he isn't a real man or that, if he were normal, he would "do it".

For a week now, Sophie has been bugging Mark to have sex. She talks about it every time they see each other. She tells Mark that if he really loved her, he'd have sex with her. Mark doesn't feel ready but feels as though he has no choice if he wants to keep going out with her; that night they have sex.



1. Under the law, is this sexual assault ?
2. How do you think Mark feels? Do you think a boy could really feel uncomfortable in a situation like this ?
3. What could Sophie have done differently ?
4. What could Mark have done differently ?
5. If you were part of Mark and Sophie's group of friends, how could you intervene when Sophie starts criticizing Mark ? Would you do it and why ?

Scenario 3:

Sarah and Nick - One Night

« Nick and Sarah have been dating for a few months and have sex together regularly. This weekend, Nick's parents are going away to their cabin. It's the first time that Nick and Sarah can spend the night together in Nick's parents' house. Around 10 o'clock, they head up to room and start to make out.

Ten minutes later, Sarah and Nick hear his parents walk in the house. They've canceled their trip because of bad weather. Nick closes the door of his bedroom and picks up where he left off. Sarah asks him to stop because she doesn't feel comfortable continuing when Nick's parents are there. The thought that they might be overheard has turned her off completely. Nick doesn't seem to understand and he keeps going. Sarah gently pushes him away telling him that she doesn't feel like it anymore. He answers that he can't stop himself, that he can't control it. Sarah doesn't dare yell and cause a fight because she doesn't want the parents to hear them. They go all the way. »



1. Is this considered sexual assault under the law ?
2. How do you think Sarah feels ?
3. Is this a realistic situation ?
4. Is it true that a boy who has started having sex cannot stop himself ?
5. What do you think of this statement: " Once you have started to have sex, you have no right to change your mind " ?
6. How could Sarah have tried to avoid this unwanted sexual activity ?
7. If Sarah told a friend about what happened that night, what could her friend do ? If Nick told a friend about that night, what could his friend do ?

[Scenario 4: Alex and Jessica - One Evening]

« Alex and Jessica meet at a party at Matt's house. They have seen each other before but have never really had a chance to talk. Since the party started, they have been chatting and having a few beers. Jessica does not often drink.

Noticing that Jessica seems interested in him and that she's starting to get drunk, Alex asks Matt if they can use a bedroom. He tells him that after another few beers, he would like to take Jessica into the room.

Two or three beers later, Jessica is wasted. Alex winks at Matt and leads Jessica to the bedroom saying: " Come lie down for a while, you can hardly stand up. "

That's the last thing Jessica remembers. She wakes up in the middle of the night and she realizes then that they have had sex. »



1. Is this considered sexual assault under the law ?
2. If Alex says that Jessica led him on because she was wearing sexy clothes, or that he thought Jessica wanted to have sex because she was showing signs of interest, how would you respond ?
3. Since Alex had quite a few beers, is he responsible for what happened ?
4. Since Jessica also had quite a few beers, is she responsible for what happened ?
5. Could Matt be accused of complicity ?
6. How could this scenario be changed to avoid sexual assault ?

Possible Consequences of Sexual Assault

For the person who experiences sexual assault

An experience that turns your life upside down...

PSYCHOLOGICAL AND SOCIAL CONSEQUENCES

- I feel betrayed
- I feel guilty
- I feel responsible for what happened to me
- I feel bad – I don't like myself
- I feel ashamed
- I'm afraid of my partner
- I don't feel like doing anything
- I feel like quitting school
- I'm sad, depressed
- I'm confused
- I feel like being alone, I don't want to see anyone anymore

SEXUAL CONSEQUENCES

- I'm unable to have sexual contact anymore
- I don't have any sexual desire or pleasure anymore
- I feel sexually frigid
- I have contracted sexually transmitted or blood borne diseases

PHYSICAL CONSEQUENCES

- I don't sleep well, I have nightmares, I have insomnia
- I might be pregnant
- I use a lot of drugs or alcohol

...is an experience you can recover from with support, and with the help of close friends and resource personnel.



Possible Consequences of Sexual Assault

For the person who exerts sexual assault

**A feeling of having won for the moment...
but losing out big time later on!**

PSYCHOLOGICAL AND SOCIAL CONSEQUENCES

I risk ...
... losing my friends
... losing my reputation
... feeling ashamed, disliking myself
... losing the respect of others
... being feared by my partner

DISCIPLINARY ACTIONS AND LEGAL CONSEQUENCES

I risk ...
... being kicked off sports teams
... being expelled from school
... being sent to court and being
sentenced to:

- performing community work
- staying in a group home
- undergoing treatment
- time in prison

SEXUAL CONSEQUENCES

I risk ...
... being rejected by my partner
... living without happiness and mutual affection
... missing out on learning what it really means to make love
... contracting sexually transmitted and blood borne diseases

**You can stop behaving abusively! And it's really
worth it if you want to experience happy,
loving relationships. You need the help of close
friends and resource personnel.**



[Take home messages]

[Sexual Abuse and Sexual Assault under the law]

1. Be comfortable with your own limits and desires and communicate them clearly.
Respect your own values.
2. “Communicating” means expressing yourself and listening to others.
3. Listening to others means:
 - treating others as people, not as objects for your own gratification,
 - obtaining consent for sexual contact.
4. Putting pressure on others, blackmailing or manipulating your partner for your own sexual ends is unacceptable.
5. Intervening when a person is in a situation where he or she is at risk of sexual assault is a duty.
6. If you have been involved in assault, you have to speak out. Talk about it with someone you trust so that it stops. Find a resource person who can help you get through this.

PASSAJ

PROGRAM



Session Two: **Sexual** **Abuse**

**Material
for distribution**

Authors: Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé



[Sexuality – When is it Healthy, When is it Harmful?]



Healthy sexuality involves:

- a positive attitude
- feeling confident
- desire
- pleasure
- being interested in sexuality
- accepting responsibility for your own actions
- the ability to express your own limits and values
- the ability to maintain bonds of intimacy
- the ability to avoid situations that endanger your safety and health

Furthermore, it involves treating your partner with:

- sympathy
- affection
- respect
- acceptance and support
- honesty
- equality



Sexual Health

Sexual health also includes the healthy functioning of your reproductive system and sexual organs.

Therefore, we can talk about sexual health in the same way we talk about physical or mental health. You can improve sexual health at any age: for example, you can learn to better understand your own limits and desires and to communicate more effectively with your partner. You can do this by honouring your own desires and limits as well as those of your partner and by respecting your partner's decisions regarding consent.

When people focus solely on their own gratification without considering their partners' feelings or values, it's a sure sign that something is wrong. Additionally, there are other instances of harmful behaviour towards partners. For example, at times the desire to dominate a partner may be expressed through sexual behaviour, which could in turn lead to sexual abuse.



Sexual assault in dating relationships or friendships means to:

- force or lead someone, through manipulation, threats, promises or deception, to participate in a sexual act against his/her will, such as sexual touching, kissing, removing clothing, having oral sex or sexual intercourse.

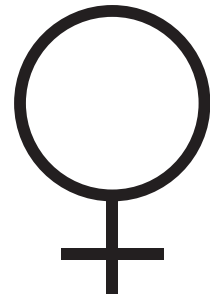
Sexual assault is:

- a betrayal of trust
- exerting control over another person
- a criminal act

**ABSENCE OF CONSENT IS CONSIDERED
ASSAULT UNDER THE LAW.**



Her story



Here are some real-life accounts of harmful behaviours experienced by 15- 17-year old girls:

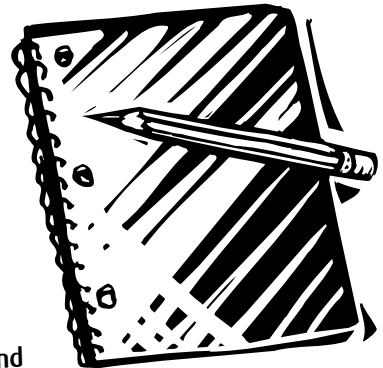
"I hate it when he grabs my boobs in front of everybody."

"After the party, I went over to his house to spend the night. He kept touching me all night long and kept after me to have sex with him. Even though I kept telling him no, the next morning I finally gave in so he'd leave me alone."

"When I was speaking to someone else, he'd cut me off by kissing me. He made me feel ashamed in public."

"It felt like he was using me. He always wanted to make love and he'd ejaculate without worrying about me."

"He refuses to use a condom and says if I really loved him, I'd understand."



ACCOUNTS OF SEXUAL ASSAULTS:

"My partner wanted to sleep with me and I said no. He pushed me around and didn't speak to me again for two days. Another time, even though I said no again, he just did what he wanted anyway."

"After making me drink too much, he slapped me around then forced me to have sex with him while treating me like dirt."

"When he decided to try sadomasochism, he tied me to the bed and forced me to have sex with him until he was satisfied. The whole time, I begged him to stop. I yelled and fought back as hard as I could."

"He came over to my place - it was late and raining. When I told him I didn't want to make love, he told me I was a bad person and threatened me with a knife. He told me that coming to see me had been a waste of time."

"He forced me to have oral sex while holding me down by the shoulders. I didn't want to do it."



What Should You Do if You Are Sexually Abused?

- Talk about it. Don't keep your problems to yourself. It's not always easy, but it's the best way to face up to the situation.
- You have probably wanted to do something to try to stop the abuse but perhaps you haven't been successful. Don't waste time blaming yourself. You should know that the responsibility lies with the person who commits the abuse.
- Get in touch with a support service like Kids Help Phone to find out if, for example, it might be a good idea to go and see a doctor.
- If the person you confide in doesn't understand or doesn't believe you, don't be discouraged; talk to other people until you find someone who will listen.
- Get informed. Read about sexual abuse.
- Consider lodging a complaint. Resource personnel are available to help you with this process. Learn more about it.

IF YOU DECIDE TO QUIT SEEING THIS PERSON:

- Ensure your own safety. For example, when you tell your partner that you are leaving because of his/her violent behaviour, or when you go to retrieve your belongings from the apartment, make sure someone else is there with you.
- Find out about the services available to you; focus on how to express what you have experienced and regain your self-confidence.

IF YOU DECIDE TO REMAIN IN THE RELATIONSHIP:

- Ensure your own safety. Plan what to do if you are at risk of being sexually abused again so you can try to avoid it.
- Explain your feelings to your partner and say that you want things to change. If nothing happens it may be time to consider breaking up.
- Talk again about your sexual needs and limits and discuss clearly under what conditions you will stay in the relationship.



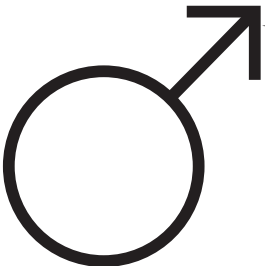
His Story

Even though it doesn't happen as often as with girls, guys can also be sexually abused by their girlfriends or girls who are friends, and they can suffer just as much as girls do from harmful behaviours or sexual abuse. Furthermore, it's a fallacy that guys are always ready and willing to have sex. Lastly, be aware that it's possible for guys to be assaulted by other men.

"She laughed at me in front of my friends saying that I wasn't man enough to make love to her."

"She's ready to do it anywhere, anytime. There are places and times where I don't feel like doing it, but she could care less."

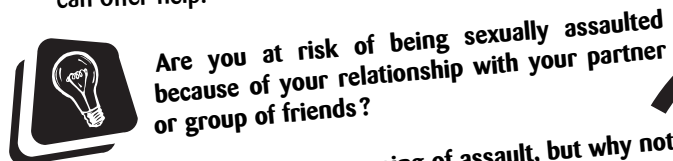
"I was at a party and I was getting pretty drunk. A guy took advantage of me by rubbing himself up against me in a bedroom."



What Should You Do?

What Should You Do if You Witness Sexual Abuse or if You Think It Might Happen?

- Try to stop the abuse while taking your own safety into account.
- Offer your assistance instead of waiting for the victim to come to you for help. For example, you can help him/ her to get home.
- Express disapproval when someone brags about sexual abuse.
- Show that you are against all forms of sexual abuse, whether it's harmful sexual behaviour or sexual assault under the law.
- Give help and comfort to victims.
- Call the police if necessary or any other service provider who can offer help.



Are you at risk of being sexually assaulted because of your relationship with your partner or group of friends?

Sometimes there's no advance warning of assault, but why not try to prevent it when you can? Nobody wants to have to live through this kind of situation.

« IF YOU THINK YOU ARE AT RISK, YOU HAVE TAKEN THE FIRST STEP TOWARDS BECOMING MORE AWARE OF THE PROBLEM. THE NEXT STEP IS TO TALK TO SOMEONE WHO CAN HELP YOU TO SEE YOUR RELATIONSHIPS MORE CLEARLY SO YOU CAN LOOK AFTER YOUR OWN SEXUAL WELL-BEING. »

What Should You Do if You Have Sexually Abused Someone?

- Instead of blaming the other person, recognize that you are responsible for your own actions.
- Call a telephone help line and ask for help anonymously.
- Learn to recognize the signs of distress in your partner.
- Confirm your understanding of your partner's desires and consent.
- Learn to respect refusals.
- Do what is necessary to express your anger in healthier ways.
- Make a choice to improve your sexual health.
- Consult with a service provider, or talk to resource personnel such as a social worker or a psychologist.

With this in mind, pay attention if:

...your partner:

...speaks approvingly of sexual abuse or sexual harassment and of others who do the same; treats you like an object; or has already physically or psychologically abused you.

...your group of friends:

...normalizes or brags about sexual abuse or sexual conquests; includes guys who have abused or harassed girls; encourages overconsumption of drugs or alcohol; or wants you to cut ties with friends who are against sexual exploitation.

...you:

... think it's better to keep quiet about your sexual needs and limits so you don't lose your boyfriend or girlfriend; you have very little confidence in your ability to assert yourself; and you want to be included in your group of friends at any cost.

...these days:

...you consume a lot of drugs or alcohol and you don't care about your own safety; you've become isolated in a place where



Remember, you can also reach out for information and support through the resources available in your community, such as:

Teachers, counselors, social workers and psychologists at your school or local community service centre (CLSC) in Quebec, or community services in your home province.
Friends, parents, coaches and leaders in sports and recreational activities within your social circle.

- Kids Help Phone: 1-800-668-6868 or www.kidshelpphone.ca (Click on "Get Informed" on the home page and then click on "Violence and Abuse".)
- GAYLINE: 1-514-866-5090 (Montreal) or 1-888-505-1010 (within Quebec) or www.gayline.qc.ca





[Session Evaluation]

Boy ☐ Girl ☐ 15/16 year olds ☐ 16/17 year olds ☐

Session: 1 ☐ 2 ☐ 3 ☐

Name of School _____ Group Number _____

1. I found the content of the session interesting.



2. The workshop leader gave a dynamic presentation.



3. The information was clearly presented.



4. I felt comfortable participating in the session.



5. I learned something new.



6. I know more about what to do if a friend is experiencing a problem like this.



7. I know more about what to do if I were to experience this problem.



8. I know more about who to talk to if I were to experience this problem.



9. I would recommend participating in this session to my friends.



Please use the space below to write down any thoughts, comments or suggestions you may have.

Thank you for your participation!
© PASSAJ

[Quiz: Self-Assessment of My Desires and Limits]

Certain sexual practices may or may not suit you. Your desires and limits may vary depending on the circumstances. They are also influenced by your own personal values. In the table below, check off the sexual activities that suit you, taking into consideration the various circumstances listed.

I'M FINE WITH	Kissing	Cuddling	Petting without touching genitals	Caressing breasts, butt	Caressing genitals	Masturbating the other person	Oral sex	Sexual intercourse	Anal intercourse	Sex in a threesome
In a brief relationship (one night)										
If I love him/her										
If we've been together for a long time										
Not now, but maybe later on										
With a friend										
When I'm married										
No, never										
Wherever, whenever										
If I'm comfortable with the person										
Only in a comfortable place										
If no one can see or hear us										
If no parents are around										

Record the date you completed this questionnaire so that at a future date you may review and possibly revise your answers: _____.

If you have a partner, compare your desires and limits together. Make sure that you are both comfortable with the sexual activities that you engage in and the various circumstances in which they occur.

PASSAJ

PROGRAM



Session Three:

**Sexual
Harassment**

Classroom Activities

Authors: Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé

[Session Three: Sexual Harassment]

GOAL:

To prevent sexual harassment among teens in interpersonal relationships in the context of school, work and leisure.

GENERAL OBJECTIVES

The following five general objectives were identified for the program.

Students will be able to:

- 1) Recognize the differences between healthy interpersonal relationships and relationships where sexual harassment is present
- 2) Identify ways to resolve sexual harassment situations
- 3) Be encouraged to confront sexual harassment and to endorse the supportive role played by witnesses and confidants
- 4) Recognize the responsibility of the harasser
- 5) Gain awareness of psychological consequences and legal implications of sexual harassment.

SPECIFIC OBJECTIVES

Using hypothetical examples of various sexual harassment situations in school, work and leisure settings, students will learn to:

- a) Identify resource personnel and support services within schools, workplaces and the community that can help deal with sexual harassment issues
- b) Identify the key elements of sexual harassment
- c) Distinguish between the components of a healthy interpersonal relationship and the components of sexual harassment
- d) Express sympathy for victims of sexual harassment and offer support
- e) Understand the connection between sexual harassment and the negative feelings experienced by victims
- f) Recognize the responsibility of harassers for their actions instead of assigning blame to victims
- g) Apply a Problem-Solving Technique to sexual harassment situations
- h) Make the distinction between what is sexual harassment as opposed to attempts at humour and efforts to establish a relationship.

The information handout will help to:

- i) Define and illustrate the concept of sexual harassment using examples
- j) Identify possible detrimental consequences of sexual harassment for victims and harassers as well as negative implications at workplace and school environments
- k) Review the steps involved in the Problem-Solving Technique and the examples of solutions
- l) Identify resource personnel and support services that specialize in dealing with sexual harassment issues.

[Session Outline]



Note to Workshop leader: Keep in mind that the times indicated below are rough estimates. You will need approximately 70 minutes to complete the session within a 75-minute class period.

	TIME	NUMBER
1 INTRODUCTION TO THE PROGRAM	2 MINUTES	4
1.1 Welcome, Review and Introduction to the Session Theme		4
1.2 Behavioural Expectations during the Sessions		4
2 DEFINITION OF SEXUAL HARASSMENT	5 MINUTES	5
3 AN EXAMPLE OF SEXUAL HARASSMENT	2 MINUTES	7
4 GROUP WORK	20 MINUTES	9
5 INFORMATION SHARING AS A CLASS	28 MINUTES	11
5.1 Introduction to the Problem-Solving Technique		11
5.2 Scenario One: Melissa and Dan at School		13
5.3 Scenario Two: Jack and his Team Mates		14
5.4 Scenario Three: Simon and Amanda at the Restaurant		14
5.5 Key Messages to Convey During the Information Sharing Session		15
6 “H” REPRESENTS THE HARASSER	8 MINUTES	18
6.1 A Few Important Distinctions		18
6.1.1 The Differences between Sexual Harassment and Humour		18
6.1.2 The Differences between Sexual Harassment and Attempts to Establish an Intimate Relationship		18
6.2 Brainstorming Session: What I Can Do to Stop Sexual Harassment		19
7 CONCLUSION	5 MINUTES	20
7.1 Putting a Stop to Sexual Harassment		20
7.2 Session Evaluation		21

Equipment

- A whiteboard and erasable markers
- An overhead projector and screen
- Sticky notes (Post-it Notes) for the Brainstorming Session

Transparencies

Three Transparencies:

Number	Description
3.1	Definition of Sexual Harassment
3.2	An Example of Sexual Harassment
3.3	A Problem-Solving Technique

Photocopies of material to distribute to the groups

Plan to have three copies of each set of index cards so you have enough material for larger groups of 30 or more students, or to allow for the formation of smaller groups. Photocopy the cards and cut them out. (N.B., to make the cards more durable, make them out of light cardboard and plasticize each card.)

Group Index Cards

One photocopied set of index cards and worksheets for each group
(There are three different scenarios – only one set of cards representing the corresponding scenario should be given to each group)

Index Cards

Set	Description
A	Melissa and Dan at School
B	Jack and his Team Mates
C	Simon and Amanda at the Restaurant

Worksheets

Set	Description
A	Melissa and Dan at School
B	Jack and his Team Mates
C	Simon and Amanda at the Restaurant

Photocopied material to distribute to students at the end of the session

Information Handout “Confronting Sexual Harassment”
Session Evaluation Form

1 [Introduction to the program]

1.1 Welcome, Review and Introduction to the Session Theme

Hello! This is the third and final PASSAJ Session. Today, the topic of discussion is harassment, not in the usual sense of the word, such as in “My mother harasses me to make my bed”, but in the legal sense of the word as it relates to sexual abuse.

As you will recall, my name is _____. To quickly review the content of the previous session, who can tell me what the “3 C’s” represent?

 Remind the students that the “3 C’s” represent the following three conditions required for healthy sexual relations:

- 1) To be comfortable with your own desires and limits
- 2) To communicate clearly
- 3) To ensure consent is mutual

In groups, you will apply a Problem-Solving Technique to different scenarios portraying sexual harassment. In the two previous sessions, the situations of control and sexual assault took place primarily in dating relationships. Today, we will discuss scenarios of sexual harassment that might occur within interpersonal relationships at work, at school or during leisure activities. These situations may arise with people in positions of authority such as bosses, supervisors, coaches and teachers, as well as with friends.

1.2 Behavioural Expectations during the Sessions

As in previous sessions, the scenarios presented today are hypothetical accounts. During the session, please refrain from talking about any situations involving people you know: it would be uncomfortable for students to have their private lives discussed in public. It is important for you to be able to express your opinions in an atmosphere of mutual respect without being ridiculed or put down. You must not, however, accept inappropriate, racist or sexist remarks.

During the session, I will identify several types of support services. At the end of the session, I will distribute the phone numbers and websites of these various groups to you. Don’t hesitate to contact any of them should you feel the need to discuss a problem that is bothering you. Please come and see me at the end of the session if you have any questions.

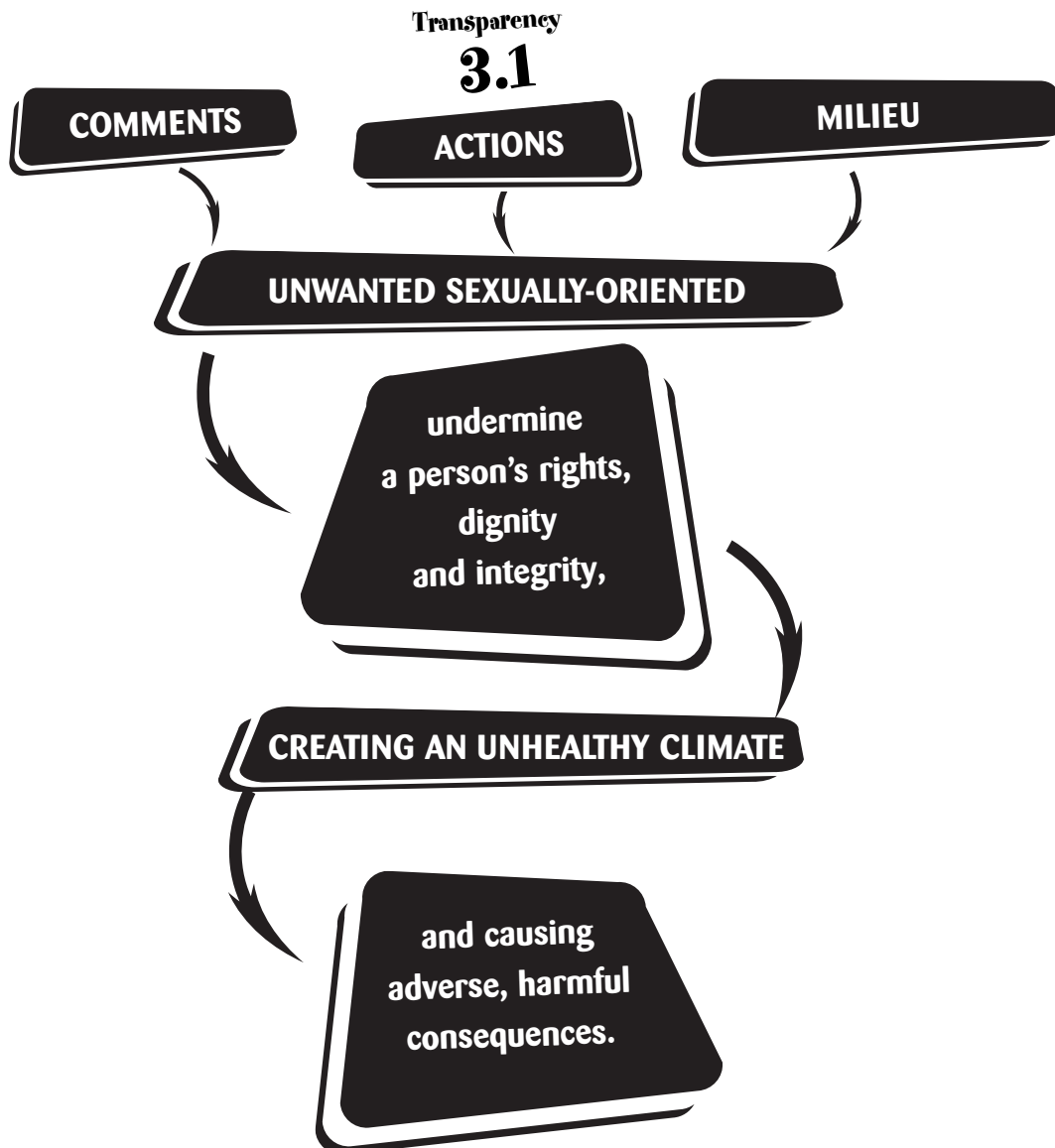
2 [Definition of Sexual Harassment]

What is sexual harassment? Please tell me what you think are some of the components of sexual harassment and I will write your ideas on the board.



Keep in mind that the point is not to come up with a complete definition, but rather to allow the students to express what they already know on the subject and to simply note down a few ideas. Next, introduce Transparency 3.1 “Definition of Sexual Harassment”. To ensure that all the students understand the terms used in the definition, you must read through the entire transparency including the explanations and examples on the following page.

Sexual harassment is when:



[The legal system also takes into account repetitiveness in sexual harassment situations.]



You must explain some of the concepts embedded in the definition of sexual harassment as you read through the transparency. The following are a few examples and explanations that you may include with the reading:

“Comments”	“You have great boobs.” “I’d love to get you into bed.”
“Actions”	Putting a hand on someone’s butt Sexual touching
“Milieu”: Owners and supervisors could be accused of sexual harassment if they tolerate sexual harassment or the display of sexually harassing images in settings they are responsible for such as auto repair shops, restaurants or schools.	Display of sexual images in public places A sexist or homophobic milieu
“Unwanted”:	Unwelcome, unsolicited
“That undermine”:	The comments, actions and milieux must not only be unwelcoming and sexual in nature, but they must also have adverse consequences for the victim. For example, they must be disturbing to the victim, cause injury or harm. Sometimes, one person will perceive a gesture as harassment while another person may not perceive it that way. People’s perceptions are influenced by their past experiences, values and education.
“Rights”	The right to study The right to play sports The right to get help
“Dignity”: Pride, self-respect	For example: Putting a person down Starting rumours
“Integrity” - Physical integrity - Moral integrity, honesty	Disrespect for physical and personal privacy Attempts to corrupt or buy someone
“Causing adverse, harmful consequences”	Victims of sexual harassment may: - avoid settings where harassment has occurred - quit school or an activity because of sexual harassment - experience health problems because of sexual harassment
“The legal system also takes into account repetitiveness in sexual harassment situations.”	For example, an unwelcome and recurrent sexual gesture that may initially appear harmless would in fact be considered sexual harassment because it is repetitive and could cause emotional and physical harm.

3 [Common Problem-Solving Technique]

3.1 An Example of Sexual Harassment

Introduce Transparency 3.2 “An Example of Sexual Harassment” to the students. Reveal the text a little at a time by placing a sheet of paper over the text you wish to hide. Read Taylor’s words to the students and ask them to tell you whether or not they think this is an example of sexual harassment.

Transparency

3.2

[An Example of Sexual Harassment]

“I’ve had enough of my friends pinching my butt. At first they laughed as if it were a joke. I was afraid to tell them to quit it. Everyone seemed to think it was so funny... It’s been going on for several days now and I’m fed up with it!”

Do you think Taylor is a boy or a girl?

If you think someone is sexually harassing you, the first thing to ask yourself is:

How do I feel in this situation?

“I feel bad, tense, angry.”

Is this sexual harassment?

“Yes, because this behaviour is unwelcome and sexual in nature. The behaviour is repetitive, harmful and doesn’t respect my personal integrity.”



 **AS YOU READ THROUGH THE TRANSPARENCY INCLUDE THE FOLLOWING EXPLANATIONS:**

Boy or Girl?

Show the students that Taylor could just as easily be a boy as a girl. Even though girls experience sexual harassment more often than boys, it also happens to boys. Furthermore, sexual harassment can occur between girls as well as between boys.

How do I feel?

Try to clarify your own feelings and personal comfort level in a situation to decide if what is happening to you is sexual harassment. It is important to know that even when faced with serious circumstances, victims may deny the distress they feel or even normalize the situation in order to survive in a destructive or threatening environment. Consequently, it is very important to follow through with the Problem-Solving Technique or to ask other people how they would feel in the same situation. Keep in mind that most people would likely express discomfort when faced with similar circumstances of harassment. Just as you would help someone in an abusive dating relationship, it is important for you to remain available to help friends or co-workers to realize that what is happening is sexual harassment.

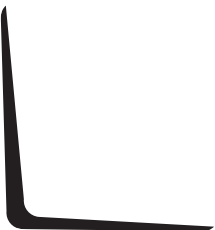
Sexual harassment or not?

Make it clear to the students that this is a case of sexual harassment because the actions are unsolicited and sexual in nature. They are also very disturbing to Taylor. A simple joke, as a result of its repetition, has turned into sexual harassment.

What should you do if you are sexually harassed? What might Taylor do?

People who are sexually harassed often react with surprise and silence while others may respond with humour or hostility. However, if the problem persists, a solution has to be found. Unfortunately, there is no magic answer to the problem. A solution that works for one person in a specific situation may not necessarily work for another person in the same or different circumstances.

The following activity will help you to analyze and find solutions to three other scenarios.



4

[Group Work]



EXPLAIN THE ACTIVITY TO THE STUDENTS.

“You will analyze and find solutions to three different scenarios: A: Melissa and Dan at School, B: Jack and his Team Mates, and C: Simon and Amanda at the Restaurant.”

Break up into mixed groups of 4 to 5 students. (Group size will depend on the total number of students.)

To encourage better participation from students, you may also let them form single gender or smaller groups of two or three participants. If you choose to do this, make sure that you have enough copies of the INDEX CARDS and WORKSHEETS to supply all the groups.

To encourage teamwork, make sure the students sit in a circle or facing one another. Wait until the students have settled into their groups before explaining the various materials that you will hand out to them:

- **ONE SET OF WORKSHEETS (A, B or C) for writing out group responses.**
- **ONE SET OF INDEX CARDS (A, B or C) including the scenario card (Card 1) which the students should read when indicated to do on the WORKSHEET.**

Show the students where it says on the worksheet that the groups should refer to the INDEX CARDS. Stress the importance of formulating a group response before reading each of the cards.

Next, hand out the material to the groups and tell students that they must only write on the WORKSHEET because the index cards will be used again by other classes.

Finally, clearly indicate to the students that they have 20 minutes to complete the activity. After this time, they will regroup as a class to share their information. The spokesperson for each group will be chosen at random.*

*Since no one knows in advance who will present the group results, this helps to ensure that all students remain involved throughout the group work.

During the activity, circulate amongst the groups, answering questions and encouraging student participation. A few minutes before the group discussion time is up, warn students that they must soon return to their places to share their information and solutions with the rest of the class.



Other Options:

- Tell the students that they may choose to dramatize their scenarios and solutions in front of the class. However, while this choice encourages more dynamic discussion, tell the students that because of time constraints only three groups may dramatize their solutions (one group per scenario). If students choose this option, make sure to show your appreciation for all the solutions – the ones that are acted out in front of the class as well as those that are presented verbally. Avoid placing too much emphasis on the dramatizations.
- If student numbers are small or if class conditions make group work difficult, the activity may be completed as a class rather than in groups.

5

[Information Sharing as a Class]



Important Note: To avoid running out of time for Activity 6.2, be sure to conclude the information-sharing session 15 minutes before the end of the class period. You should be aware that, even though it comes at the end of the session, Activity 6.2 has a strong motivating influence on students and plays an essential role in the PASSAJ Program. If necessary, cut short the class analysis of scenarios and solutions!

5.1 Introduction to the Problem-Solving Technique



Tell the students that they have just used a problem-solving method. Next, introduce Transparency 3.3 “A Problem-Solving Technique”. As you read through the transparency include the explanations below.

What should you do if you are sexually harassed?

There are no right or wrong answers. You must reflect on the problem and seek out several solutions. Try to come up with as many solutions as you can.

The next step is to analyze solutions and choose one. A good solution takes into account the possible risks involved, the personality of the harasser and available resources.

Next, it's time to take action. You must decide where, when and with whom you will put the chosen solution to the test.

The final step is to evaluate the action. If the harassing behaviour stops it means that the action has worked. You must ensure, however, that this behaviour doesn't happen again. Sometimes putting a solution into action won't have the desired results. You need to continue looking for solutions and find one that will produce the results you are looking for. The Problem-Solving Technique must be repeated as often as necessary to be successful. Don't hesitate to seek out resource personnel to help you in this task. The first time you do this, you might consider asking for help anonymously by saying you need help for a hypothetical friend.

Now, each group will share the solution it has prepared with the rest of the class.



You may wish to keep Transparency 3.3 on the overhead projector during the discussion period.

[A Problem-Solving Technique]

HOW DO I FEEL?



IS THIS SEXUAL HARASSMENT?

What should I do?

1. REFLECT ON THE PROBLEM AND TRY TO FIND SEVERAL SOLUTIONS

2. ANALYZE AND CHOOSE A SOLUTION ACCORDING TO:

your personality



available resources



risks involved



3. ACT

Where?



When?



With whom?



4. EVALUATE THE ACTION

Positive Results



It's a go. Stick with it!

Negative Results



You need to find other solutions.
Get help!

5.2 [Scenario 1: Melissa and Dan at School]



First, we will apply the Problem-Solving Technique to the scenario involving Melissa and Dan. Ask the students in the first group to read out the scenario or to dramatize their solution in front of the class.



MELISSA, 18 YEARS OLD

I'm in my first year in college. I study hard because I know I'll need good grades to get into medical school in university. I have a biology exam next week but I feel like I just don't get it. So, I decided to go and see my professor, Dan, for help. I had several questions to ask him but things didn't go the way I expected and now I don't know what do!



DAN, 25 YEARS OLD

The beautiful Melissa asked me to meet her before the exam. I told her to meet me at 6 p.m. because there probably wouldn't be many people left on campus. A few minutes after she arrived, I put my hands on her shoulders while staring at her breasts and said, "I'll be glad to help you - if you're nice to me."



Assign a spokesperson from the first group and ask this student to summarize the group's ideas and chosen solution. Ask the group if they think their chosen solution will work. This assessment corresponds to the "Evaluate the Action" step. If the students don't think it will work, tell them that in a real situation they would have to go back to the "What Should I Do?" step until an effective solution is found that will work for Melissa.

Next, ask the other groups who have worked on the same scenario to present their solutions.

You can read out the resources listed on the "RESOURCES" index card yourself or ask a student to read them out. Using this list, you can suggest a range of possible ideas to the class that could be used in this situation. At this point, ask the students to name the telephone help lines and other resources that they are familiar with.

Use the same procedure for each of the remaining scenarios.

5.3 [Scenario 2: Jack and his Team Mates]

« JACK, 18 YEARS OLD

Three weeks ago, I started playing hockey with the town hockey team. I really like being part of the team, but it's starting to get to me when the guys bother me about the size of my penis in the shower.



Sexual harassment situations like the one experienced by Jack are sometimes viewed by others as having no solution. To begin with, it's important to recognize that Jack is, in fact, demonstrating strength and not weakness as he reflects on and seeks proactive ways to change an unpleasant situation. His teammates might suggest that Jack could stop taking a shower in the locker room or that he could quit the hockey team. However, these solutions won't help put an end to the harassment and they also have negative consequences for Jack. Ask the students if they thought that Jack might respond with humour or a comeback, or that he could talk about his discomfort. Should Jack feel uncomfortable with any of the proposed solutions, then he would have to continue searching for other solutions until he finds one that really suits him.

5.4 [Scenario 3: Simon and Amanda at the Restaurant]

« AMANDA, 17 YEARS OLD

I've finally found a job at a restaurant. The pay is great and the tips are even better. The only problem I have is with my manager. I think he has a crush on me, I get the feeling he sometimes corners me on purpose to brush up against me. It makes me feel very uncomfortable.

« SIMON, 32 YEARS OLD

I arranged for Amanda to be alone with me at closing time tonight. When she was cashing out, I ran my hand down her back and told her that I thought she was very sexy. When she didn't respond, I said, "If you don't like it you can always try to find another job somewhere else!"

5.5

[Key Messages to Convey During the Information-Sharing Session]



Some of the key messages below may apply more specifically to a particular scenario. Some key messages may even be identified by the groups prior to the class discussion of the scenarios. Ultimately, it is important that all the key messages be conveyed to students before the end of the class analysis.

It is against the law for **PEOPLE IN POSITIONS OF AUTHORITY** such as teachers, coaches, therapists or babysitters to try to seduce a person under their authority or to have an intimate relationship with such a person. Damage to a reputation, suspension from work or loss of a promotion are just a few of the possible consequences that may result when this prohibition is disregarded. However, if a relationship of authority between two adults has been clearly severed it may then be possible for them to establish an intimate relationship.

THE CONCEPT OF SAFETY IS AN IMPORTANT FACTOR in all sexual harassment situations. If there is an immediate danger it may be better for the victim to get away from the situation rather than to try to come up with solutions right away. For example, both Melissa and Amanda could make up an excuse that a friend is waiting for them outside – any excuse will do – to immediately leave the college or restaurant. Even though neither young woman responded right away to their harassers, it does not mean that they accepted what happened. Sometimes it is wise for victims of sexual harassment to take a step back to come up with a better and safer strategy based on the situation, their personalities and capabilities.

REPEATED JOKES are no joke and may be considered sexual harassment. In Jack's case, these are not mere jokes since they affect his personal integrity. Whether his penis is larger or smaller than average is no one's concern but his own, and potentially the concern of those with whom he has intimate relations.

It is important for Jack and others, for that matter, to know that penis size has nothing to do with sexual performance. Furthermore, when a penis is smaller in size, this has no bearing on the size it may attain during an erection; and it may, in fact, become comparable in size to that of an average-sized penis. Moreover, people who have reached a certain level of sexual maturity know that penis size is not an essential factor for a satisfying sexual relationship between two partners.

Jack needs help to find a solution that benefits him, poses few inconveniences and, above all, carries no risks. With reference to risks in these types of situations, students should be made aware that there are many types of methods and products offered on the Internet and in specialty shops claiming to increase penis size. However, it's important for them to know that these products can be costly, that they are completely ineffective and even pose a health threat.

The hockey team locker room has become a **HARASSING ENVIRONMENT** for Jack. The team coach and the recreation centre are responsible for the locker room. Just as people in charge of equipment used by the public should be held accountable if the equipment is defective, those in positions of responsibility must also be held accountable to intervene when someone using a public facility is being harassed. In other words, a harassing environment must not be tolerated and those in charge of this setting have a duty to intervene in order to keep it free of sexual harassment.

In a **HARASSING ENVIRONMENT, THE BEHAVIOUR OF WITNESSES** is equally important and can greatly help or hinder the person being harassed. When witnesses laugh or remain silent when someone is being sexually harassed they make things worse for the victim. The victim may then believe that everyone is laughing at him/ her and that everyone condones the situation. Furthermore, when witnesses laugh or do nothing, it encourages the harasser to continue the behaviour and provides tacit agreement with the situation. A simple, well-timed intervention from a witness is sometimes all that is needed to make harassing behaviour stop!

WHAT COULD WITNESSES DO? Witnesses should look for a variety of solutions! Members of the team who were in the locker room or the coach witnessing the situation could intervene. Even a simple remark to the team can have a substantial impact. Witnesses could also make the effort to be a **TRUE FRIEND** to the harassers and explain to them that when a “bad joke” becomes sexual harassment it isn’t funny any more and that serious consequences could result.

The decision to **LODGE A FORMAL COMPLAINT** can be a difficult one to make since this is a serious course of action that could lead to fairly unpleasant consequences. Nonetheless, such a solution is sometimes deemed an important and necessary measure in order to retain one’s self-esteem, to stop being afraid or to finally put an end to harassing behaviour.



Up to this point, the groups have only tried using the Problem-Solving Technique to help victims. Now, they can try using the same technique to help harassers as well as witnesses and confidants in sexual harassment situations.

WITNESSES:

Friends who tried to help Melissa resolve the problem or friends in whom she has confided may also use the Problem-Solving Technique to find solutions. For example: I'm a friend of Melissa's and I witnessed or became involved in the sexual harassment situation. How can I help her while taking into account my own personality, available resources and possible risks to myself? I could try to be a TRUE FRIEND to Dan by helping him understand that his behaviour is unacceptable. I could also make myself available to help Melissa. In addition, I could also find someone who might be able to suggest a better solution or help carry out a chosen solution.

HARASSERS:

The Problem-Solving Technique can also be used for harassers who want to stop being perceived as such. This is not the case with Simon since he wasn't aware of the harassing and illegal nature of his actions in the scenario. In fact, he even said to Amanda, "If you don't like it you can always try to find another job somewhere else!" If, however, Simon did want to change and stop his harassing behaviour, what could he do? You have chosen to help Amanda with the following solution: _____ (indicate here the solution identified by the group). What solutions might help Simon? He could, for example, learn to distinguish between sexual harassment and attempts to attract someone. He could apply the 3 C's when he desires someone as well as learn what sexual harassment is and how it relates to being in a position of authority. He could also stop putting this kind of pressure on his employees and especially on women.

6 [“H” Represents Harassers]

6.1 A Few Important Distinctions

 **WRITE A LARGE “H” IN THE MIDDLE OF THE BOARD OR ON A LARGE PIECE OF CARDBOARD.**

The letter “H” represents harassers. Harassers typically abuse the power they have and may consequently deny wanting to “dominate” others by saying they were just joking or trying to attract attention. Harassers might also be socially awkward and may unintentionally harass others in an attempt to attract someone or show off.

6.1.1 Distinctions between Sexual Harassment and Humour

Some harassers think sexual jokes are funny. If they stopped to ask how people felt about their jokes, they might actually realize that not everyone finds them amusing. When a joke bothers someone it is not funny anymore. Even amongst those who laugh at the jokes there are those who do not find them funny. Laughter can sometimes hide uneasiness. Although others may laugh, as witnesses to these jokes you could choose to say that you do not find them funny.

People may tolerate a bad joke once but if it continues, harassers risk being regarded as obnoxious or socially awkward; and harassers could be accused of sexual harassment if they persist with their antics.

6.1.2 Distinctions between sexual harassment and attempts to establish an intimate relationship

Harassers may not know the differences between sexual harassment and attempts to attract someone. They may be too persistent or even socially awkward. When a person is trying to attract someone, it's important to behave in positive ways.

When I want to attract someone:
I try to be likeable,
I'm attentive to the other person's
desires, limits and needs
and I respect them.

The other person feels:
good, happy, attractive,
cherished, desirable, respected
and safe.

**Being too persistent in my attentions when the feelings
aren't mutual = Sexual Harassment**

6.2 [Brainstorming Ideas: What I Can do to Stop Sexual Harassment]

Even though it comes at the end of the session, do not skip this activity because it will have a strong motivating influence on the class.



DESCRIPTION OF THE ACTIVITY

On the reverse side of the sheet entitled “Confronting Sexual Harassment”, there is a boxed title “What I Can Do on a Personal Level”. Give each student a copy of this sheet onto which you will have attached a blank sticky note or Post-it beside the box.

I am giving each of you a copy of the “Confronting Sexual Harassment” Handout. Look for the sticky note placed near the boxed title “What I Can Do on a Personal Level”. Read the suggested ideas of how to confront sexual harassment. Using the examples, think about what you could personally do to stop sexual harassment. Write your idea down on the Post-it note, then come up to the board and place it near the letter “H” representing harassing people (or harassing milieux).

7

[Conclusion]

7.1 Putting a Stop to Sexual Harassment

 The letter “H”, representing harassing people or milieux, is now surrounded by actions to be carried out. Point this out to the students and read out a few of the suggested ideas to them.


As you can see the letter “H” representing harassers has been surrounded by actions. I think that once these actions have been taken, the harassing behaviours will stop.

There is more than one right way to stop sexual harassment. There are almost as many solutions as there are people in this class. We would no longer be victims or witnesses in sexual harassment situations if each and every one of us took real action against it.

Don’t forget about simple solutions: when you use a simple, well-timed solution, negative consequences are minimal; but don’t forget to look out at all times for your own personal safety.

If you must make a complaint, get help. Initially, you may want to find out how to proceed by asking for information “on behalf of a friend”.

Lastly, it’s important to stress that it’s illegal to make a false complaint. Not only will you cause harm to yourself and the people or places that are falsely accused, but you will also cause harm to those whose complaints are genuine.

 The classroom teacher may choose to leave the sticky notes (Post-its) on the board. However, be sure to remove any messages that may identify a student, and any messages that are sexist, abusive or racist. If time permits, you can read out some of the solutions the students have made. At this time, if it is relevant, you may bring up any suggestions involving violence. Just as in the TRUE FRIENDS Strategy, students should be reminded that violent responses are not encouraged because violence provokes more violence and could put the victim in danger.

7.2 [Session Evaluation]



Hand out the Session Evaluation Forms to the students.

We have just completed the third and final session of the PASSAJ Program. I've enjoyed working with you on the dating violence and sexual harassment prevention activities.

Please fill out the Session Evaluation Forms individually and return them to me before you leave the class. Please do not sign your name on the sheet. Remember to keep the Information Handout "Confronting Sexual Harassment". Thanks for your participation.



If the Session Handout will be used as test material, remind the students of this. Announce any other activities that the school may be planning to offer in conjunction with the sexual harassment theme.

It has been proven to be particularly helpful for schools to ensure follow through on the particular questions and interests expressed by the students. This can be done by planning follow-up activities relating to the particular questions and interests expressed by the students: for example, holding a seminar on the legal age of consent for sexual intercourse or conducting a survey with the school sports teams.



The End

PASSAJ

PROGRAM



Session Three: Sexual Harassment

Group Index Cards

Authors: Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé



Plan to have three copies of each set of index cards so you have enough material for larger groups of 30 or more students, or to allow for the formation of smaller groups.

Photocopy the cards and cut them out. (N.B., to make the cards more durable, make them out of light cardboard and plasticize each card.)

CARD 1**SCENARIO A: Melissa and Dan at College****MELISSA, 18 YEARS OLD**

I'm in my first year in college. I study hard because I know I'll need good grades to get into medical school in university. I have a biology exam next week but I feel like I just don't get it. So, I decided to go and see my professor, Dan, for help. I had several questions to ask him but things didn't go the way I expected and now I don't know what to do!

DAN, 25 YEARS OLD

The beautiful Melissa asked me to meet her before the exam. I told her to meet me at 6 p.m. because there probably wouldn't be many people left on campus. A few minutes after she arrived, I put my hands on her shoulders while staring at her breasts and said, "I'll be glad to help you – if you're nice to me."

Session Three: Scenario A: Melissa and Dan at College © PASSAJ

Card 1
SCENARIO A
Melissa and Dan at College

**CARD 2
MELISSA**

HOW DOES MELISSA FEEL?

Each person responds differently when faced with sexual harassment.

Here's an example of how Melissa might feel:

Melissa feels quite distressed. At first, she's caught off guard and isn't really sure how to respond. She's disappointed because Dan's behaviour doesn't fit with her expectations of a teacher. She's offended that he thinks he can bargain with her for biology advice. Finally, she's apprehensive and worries about what he might be capable of doing, not only to her but also to her exam mark.

Session Three: Scenario A: Melissa and Dan at College © PASSAJ

**CARD 3
WHAT DOES THE LAW SAY?**

IS THIS SEXUAL HARASSMENT UNDER THE LAW? YES

- It is sexual harassment because Dan's words and actions were made in a **sexual context** that:
 - Melissa finds **unwelcome**.
 - **affects Melissa's dignity** - to be found attractive is usually flattering, however, Melissa finds Dan's attempts to attract her both degrading and troubling.
 - **infringes on Melissa's right** to get help from her professor.
 - **causes harm and could result in Melissa experiencing negative consequences** such as distress, confusion and humiliation; and could also have a negative impact on her academic standing and reduce her ability to trust male authority figures.
- It's against the law for people in positions of power, such as teachers, coaches, therapists or babysitters to **try to seduce someone under their authority or to have an intimate relationship with such a person**.

Session Three: Scenario A: Melissa and Dan at College © PASSAJ

Card 2
SCENARIO A
Melissa

Card 3
SCENARIO A
What does the Law Say?

CARD 4
PERSONALITY

ANALYZE THE SOLUTION

Melissa's **PERSONALITY** will influence the way she handles the situation. However, if she chooses an approach that isn't true to her own character, the strategy may be ineffective or she may not be able to follow through with it. To succeed, Melissa must be comfortable with the solution she chooses. She should take into consideration her own personal values: for example, Melissa may value being direct and open, and may dislike the abuse of power. She should also consider her own personality: Melissa may be shy or reserved, or she may like to take charge of a situation. Finally, she should take into account her own abilities: for example, she may be someone who can express herself and her feelings without any difficulty.

Session Three: Scenario A: Melissa and Dan at College © PASSAJ

CARD 5
RESOURCES

ANALYZE THE SOLUTION

Here are a few examples of specific **RESOURCES** Melissa could refer to in this situation:

- the college's violence and sexual harassment prevention committee
- brochures on sexual harassment
- the code of discipline at Melissa's college
- the students' union
- counseling services available at her college
- the college administration
- a telephone help line
- lastly, it's important for Melissa to remember that she could also enlist the help of a teacher she trusts as well as friends, parents and students in her program.

Session Three: Scenario A: Melissa and Dan at College © PASSAJ

Card 4
SCENARIO A
Personality

Card 5
SCENARIO A
Resources

**CARD 6
RISKS**

ANALYZE THE SOLUTION

Make sure that the chosen solution involves minimal RISKS for Melissa, i.e., it shouldn't put her safety at risk and should have few negative consequences for her.

- If there is a possibility of immediate danger, such as being sexually or physically assaulted or forcibly confined, it's important for Melissa to act quickly and get out of the situation to ensure her own safety.
- If there is a possibility of immediate danger, Melissa might be wise to step back and reflect on the best strategy to choose in order to minimize negative consequences to herself.

Session Three: Scenario A: Melissa and Dan at College © PASSAJ

**CARD 7
TAKE ACTION**

ACT

In your chosen plan of action, have you considered the following factors?

WHERE? It would be best for Melissa to put her plan into action in a location:

- where she won't be isolated from others
- where she can get help if she feels she's in danger
- from which she can quickly escape.

WHEN? If Melissa isn't in any immediate danger, she can choose to take action:

right away if she feels prepared to do so

or later, so she can step back from the situation. If she decides to wait, she should:

- find out the availability of people she wants to consult with
- make an appointment with them
- obtain the information she needs before taking action.

WITH WHOM?

Melissa may choose to act alone but it may be easier and safer for her to take action in the presence of a friend, witness, parents or the director of the college.

Session Three: Scenario A: Melissa and Dan at College © PASSAJ

Card 6
SCENARIO A
Risks

Card 7
SCENARIO A
Action

CARD 1

SCENARIO B : Jack and his Team Mates

Three weeks ago, I started playing hockey with the town hockey team. I really like being part of the team, but it's starting to get to me when the guys hassle me about the size of my penis in the shower.

JACK, 18 YEARS OLD

Session Three: Scenario B: Jack and his Team Mates © PASSAJ

CARD 2

JACK

HOW DOES JACK FEEL?

Each person responds differently when faced with sexual harassment.

Here's an example of how Jack might feel:

Jack is discouraged by the way his new team mates treat him. He feels humiliated by all the remarks being made about his penis and it's really embarrassing that it's become the object of so much attention. He feels really angry about the situation but he isn't quite sure how to put a stop to it.

Session Three: Scenario B: Jack and his Team Mates © PASSAJ

Card 1
SCENARIO B
Jack and his Team Mates

Card 2
SCENARIO B
Jack

CARD 3
WHAT DOES THE LAW SAY?

IS THIS SEXUAL HARASSMENT UNDER THE LAW? YES

It is sexual harassment because his team mates' words and actions were made in a sexual context that:

- Jack finds **unwelcome**
 - **affects Jack's dignity and integrity**. It's disturbing and degrading for Jack to be the target of jokes about this personal physical attribute.
 - **infringes on his right** to use the team locker room in peace
 - **causes harm and could result in Jack experiencing negative consequences** such as feeling uncomfortable talking to his team mates; finding the simple act of getting changed in the locker room stressful; feeling angry and isolated; or even quitting the hockey team.
- The hockey team locker room has become a **harassing environment** for Jack. The team coach and the recreation centre are responsible for the locker room. Just as people in charge of equipment used by the public should be held accountable if the equipment is defective, those in positions of responsibility must also be held accountable to intervene when someone using a public facility is being harassed.

Session Three: Scenario B: Jack and his Team Mates © PASSAJ

CARD 4
PERSONALITY

ANALYZE THE SOLUTION

Jack's personality will influence the way he handles the situation. However, if he chooses a solution that isn't true to his nature, the strategy may be ineffective or he may not be able to follow through with it. To succeed, Jack must be comfortable with the approach he chooses. He should take into consideration his own personal values: for example, Jack may value being direct and open, and dislike the abuse of power. He should also consider his own personality: Jack may be shy or reserved, or he may be combative. Finally, he should take into account his own abilities: for example, he may be someone who expresses himself and his feelings without any difficulty.

Session Three: Scenario B: Jack and his Team Mates © PASSAJ

Card 3
SCENARIO B
What does the Law Say?

Card 4
SCENARIO B
Personality

**CARD 5
RESOURCES**

ANALYZE THE SOLUTION

Here are a few examples of specific **RESOURCES** Jack could refer to in this situation:

- members of the hockey league's violence and sexual harassment prevention committee
- brochures on sexual harassment
- the code of discipline at the recreation centre
- other players on Jack's team
- the team coach
- a telephone help line
- lastly, it's important for Jack to remember he could also enlist the help of friends, parents or an adult he trusts.

Session Three: Scenario B: Jack and his Team Mates © PASSAJ

**CARD 6
RISKS**

ANALYZE THE SOLUTION

Make sure that the chosen solution involves minimal **RISKS** for Jack, i.e., it shouldn't put his safety at risk and should have few negative consequences for him.

- **If there is any possibility of immediate danger** such as being threatened physically by other players, Jack would have to act quickly and leave the building to ensure his own safety.
- **If there is no immediate danger**, Jack might be wise to step back and reflect on the best strategy to choose in order to minimize negative consequences to himself.

Some examples of negative consequences include: being assaulted by some of the players; being held responsible for retaliating with physical violence; getting kicked off the hockey team; and lastly, the players' taunting could get worse and cause Jack to leave the team.

Session Three: Scenario B: Jack and his Team Mates © PASSAJ

Card 5
SCENARIO B
Resources

Card 6
SCENARIO B
Risks

CARD 7
TAKE ACTION

ACT

In your chosen plan of action, have you considered the following factors?

WHERE? It would be best for Jack to put his plan into action in a location:

- where he won't be isolated from others
- where he can get help if he feels he's in danger
- from which he can quickly escape.

WHEN? If Jack isn't in any immediate danger, he can choose to take action:

right away if he feels prepared to do so

or later, so he can step back from the situation. If he decides to wait, he should:

- find out the availability of people he wants to consult with
- make an appointment with them
- obtain the information he needs before taking action.

WITH WHOM ?

Jack may choose to act alone but it may be easier and safer for him to take action in the presence of a friend, witness, coach or parents.

Session Three: Scenario B: Jack and his Team Mates © PASSAJ

Card 7
SCENARIO B
Action

CARD 1

SCENARIO C: Simon and Amanda at the Restaurant

I've finally found a job at a restaurant. The pay is great and the tips are even better. The only problem I have is with my manager. I think he has a crush on me, I get the feeling he sometimes corners me on purpose to brush up against me. It makes me feel very uncomfortable.

AMANDA, 17 YEARS OLD

I arranged for Amanda to be alone with me at closing time tonight. When she was cashing out, I ran my hand down her back and told her that I thought she was very sexy. When she didn't respond, I said, "If you don't like it you can always try to find another job somewhere else!"

SIMON, 32 YEARS OLD

Session Three: Scenario C: Simon and Amanda at the Restaurant © PASSAJ

**CARD 2
AMANDA**

HOW DOES AMANDA FEEL?

Each person responds differently when faced with sexual harassment.

Here's an example of how Amanda might feel:

Amanda felt pleased to have such an easygoing boss and was even flattered by his attention. But this time, she thinks he's really crossed the line. Amanda feels angry and worried; she really wants to say something but she isn't quite sure what the best response would be.

Session Three: Scenario C: Simon and Amanda at the Restaurant © PASSAJ

Card 1
SCENARIO C
Simon and Amanda at the Restaurant

Card 2
SCENARIO C
Amanda

CARD 3
WHAT DOES THE LAW SAY?

IS THIS SEXUAL HARASSMENT UNDER THE LAW? YES

- Simon implied that he expects sexual favours. It is sexual harassment because Simon's words and actions were made in a sexual context that:
 - Amanda finds **unwelcome**
 - **affects Amanda's dignity** - to be thought attractive is usually flattering, but Amanda finds Simon's attempt to seduce her both troubling and demeaning.
 - **affects Amanda's integrity** - Simon feels he can treat her in this fashion because she is young, likely attractive, and vulnerable (she needs the work).
 - **infringes on Amanda's right** to work in a safe and healthy environment
 - **causes harm and could result in Amanda's experiencing negative consequences** such as having an ambiguous relationship with her boss; feeling uneasy and constrained in his presence; loss of trust towards future employers; being stranded in the restaurant and possibly assaulted; and loss of her job if she rejects Simon's advances.

THE LAW ALSO TAKES INTO ACCOUNT REPETITIVENESS IN HARASSMENT SITUATIONS.

- **IMPORTANT NOTE:** Her boss is in a position of authority and, as a 17-year old, Amanda is a minor. **It is against the law for people in positions of authority** such as teachers, coaches, therapists or babysitters to try to seduce a person under their authority or to have an intimate relationship with such a person.

Session Three: Scenario C: Simon and Amanda at the Restaurant © PASSAJ

CARD 4
PERSONALITY

ANALYZE THE SOLUTION

Amanda's **PERSONALITY** will influence the way she handles the situation. However, if she chooses a solution that isn't true to her own nature, the strategy may be ineffective or she may not be able to follow through with it. To succeed, Amanda must be comfortable with the solution she chooses. She should take into consideration her own personal values: for example, Amanda may value being direct and open, and dislikes the abuse of power. She should also consider her own personality: Amanda may be shy or reserved, or she may like to take charge of a situation. Finally, she should take into account her own abilities: for example, she may be someone who can express herself and her feelings without any difficulty.

Session Three: Scenario C: Simon and Amanda at the Restaurant © PASSAJ

Card 3
SCENARIO C
What does the law say?

Card 4
SCENARIO C
Personality

CARD 5 RESOURCES

ANALYZE THE SOLUTION

Here are a few examples of specific **RESOURCES** Amanda could refer to in this situation:

- the violence and sexual harassment prevention committee, if the restaurant is part of a chain
- a union representative
- brochures on sexual harassment
- the restaurant manager's boss
- fellow employees at the restaurant
- a telephone help line
- lastly, it's important for Amanda to remember that she could also enlist the help of a trusted adult, as well as friends and parents.

Session Three: Scenario C: Simon and Amanda at the Restaurant © PASSAJ

CARD 6 RISKS

ANALYZE THE SOLUTION

Make sure that the chosen solution involves minimal **RISKS** for Amanda, i.e., it shouldn't put her safety at risk and should have few negative consequences for her.

- If there is any possibility of immediate danger, such as being sexually or physically assaulted or forcibly confined, it's important for Amanda to act quickly and get out of the situation to ensure her own safety.
- If there is no immediate danger, Amanda might be wise to step back and reflect on the best strategy to choose in order to minimize negative consequences to herself.

Session Three: Scenario C: Simon and Amanda at the Restaurant © PASSAJ

Card 5
SCENARIO C
Resources

Card 6
SCENARIO C
Risks

CARD 7
TAKE ACTION

ACT

In your chosen plan of action, have you considered the following factors?

WHERE? It would be best for Amanda to put her plan into action in a location:

- where she won't be isolated from others
- where she can get help if she feels she's in danger
- from which she can quickly escape

WHEN?

If Amanda isn't in any immediate danger, she can choose to take action:

right away if she feels prepared to do so

or later, so she can step back from the situation. If she decides to wait, she should:

- find out the availability of people she wants to consult with
- make an appointment with them
- obtain the information she needs before taking action.

WITH WHOM ?

Amanda may choose to act alone but it may be easier and safer for her to take action in the presence of a friend, witness, parents or fellow employee.

Session Three: Scenario C: Simon and Amanda at the Restaurant © PASSAJ

Card 7
SCENARIO C
Action

PASSAJ

PROGRAM



Session Three: Sexual Harassment

Transparencies

Authors: Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé

[Sexual harassment is when:]



[The legal system also takes into account repetitiveness in sexual harassment situations.]

[An Example of Sexual Harassment]

“I’ve had enough of my friends pinching my butt. At first, they laughed as if it was a joke. I was afraid to tell them to stop because everyone seemed to think it was so funny... It’s been going on for several days and I’m fed up with it!”

Do you think Taylor is a girl or a boy?

When a situation occurs that might be sexual harassment, the first thing to ask is:

How do I feel in this situation?

“I feel bad, on edge, angry.”

Is this sexual harassment?

“Yes, because this behaviour is **unwelcome and sexual in nature**. The behaviour is **repetitive, harmful and does not respect my personal integrity**.”

[A Problem-Solving Technique]

HOW DO I FEEL?



IS THIS SEXUAL HARASSMENT?

What should I do?

1. REFLECT ON THE PROBLEM AND TRY TO FIND SEVERAL SOLUTIONS

2. ANALYZE AND CHOOSE A SOLUTION ACCORDING TO:

your personality



available resources



risks involved



3. ACT

Where?



When?



With whom?



4. EVALUATE THE ACTION

Positive Results



It's a go. Stick with it!

Negative Results



You need to find other solutions.
Get help!



Session Three:

**Sexual
Harassment**

**Material
for distribution**

Authors: Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé



[Session Evaluation]

Boy ☐ Girl ☐ 15/16 year olds ☐ 16/17 year olds ☐

Session: 1 ☐ 2 ☐ 3 ☐

Name of School _____ Group Number _____

1. I found the content of the session interesting.



2. The workshop leader gave a dynamic presentation.



3. The information was clearly presented.



4. I felt comfortable participating in the session.



5. I learned something new.



6. I know more about what to do if a friend is experiencing a problem like this.



7. I know more about what to do if I were to experience this problem.



8. I know more about who to talk to if I were to experience this problem.



9. I would recommend participating in this session to my friends.



Please use the space below to write down any thoughts, comments or suggestions you may have.

Thank you for your participation!
© PASSAJ

[Implementing the Problem-Solving Technique]

Scenario
A

WORKSHEETS (one photocopy per group)

INSTRUCTIONS

- ☒ Place the INDEX CARDS face down in the middle of the table.
- ☒ Write down the first name of each member in your group.

- Student 1 _____
- Student 2 _____
- Student 3 _____
- Student 4 _____
- Student 5 _____

- ☒ Have one member of your group read out Card 1 – SCENARIO A.
- ☒ As a group, answer all of the questions below. Choose one person to write down the group's responses.

You have 20 minutes to complete this activity

HOW DOES MELISSA FEEL?

- ☒ What do you think Melissa's feelings might be?
Write down several ideas in the spaces below.

- ☒ After recording the group's answers, have one member of your group read out Card 2 – MELISSA.

IS THIS SEXUAL HARASSMENT ACCORDING TO THE LAW?

Transparency
3.1

COMMENTS ACTIONS MILIEUX

UNWANTED SEXUALLY-ORIENTED

that undermine
a person's rights,
dignity
and integrity

CREATING AN UNHEALTHY ENVIRONMENT

and causing
adverse, harmful
consequences

[The law also takes into account the repetitive nature of the situation.]

☐ Yes ☐ No

Explain why or why not:

🗨 Have a group member read out Card 3 – WHAT DOES THE LAW SAY ABOUT IT?

What Should Melissa Do?

THINK AND LOOK FOR DIFFERENT SOLUTIONS

🗨 As a group, identify all the solutions that could help Melissa to solve her problem. Write your answers in the blank spaces below.

🗨 Next, decide which solution you think is the best in Melissa's situation. **UNDERLINE** this solution.

ANALYZE THE CHOSEN SOLUTION USING THE THREE CRITERIA LISTED BELOW.

- 1** In your opinion, does **your chosen solution** suit **all personality types**?
For example, a shy personality?

☐ Yes ☐ Somewhat ☐ No

🌀 Have a group member read out Card 4 – PERSONALITY

- 2** In the spaces below, write down the **PEOPLE AND/OR SUPPORT SERVICES** that could help Melissa implement the solution you chose.

Immediately (as the incident occurs):

After the incident:

🌀 Have a group member read out Card 5 – RESOURCES.

- 3** Are there any **RISKS** associated with the **solution you chose**?

Will Melissa be in any
immediate danger?

☐ Yes ☐ No

Explain why or why not:

Will the chosen solution result
in any long-term negative
impacts for Melissa?

☐ Yes ☐ No

Explain what these are:

🌀 Have a group member read out Card 6 – RISKS.

- 🌀 Decide as a group whether or not to opt for this solution:
- If your group decides **against it**, you can either modify the approach so it takes into account the three criteria or choose another solution.
 - If your group **does** opt for this solution, follow through with it.

TAKE ACTION

- 🌀 Determine WHERE, WHEN and WITH WHOM the **solution** will be carried out.

WHERE:

WHEN:

WITH WHOM:

- 🌀 Have a group member read out CARD 7 – TAKE ACTION.

🌀 If time permits, answer the following questions:

- How might Dan respond to the fact that some people think his behaviour is sexually harassing?
- How might Dan respond to the solution that Melissa has chosen?
- How could he change his behaviour so it's no longer considered harassing?

[Implementing the Problem-Solving Technique]

Scenario
B

WORKSHEETS (one photocopy per group)

INSTRUCTIONS

- Place the INDEX CARDS face down in the middle of the table.
- Write down the first name of each member in your group.

- Student 1 _____
- Student 2 _____
- Student 3 _____
- Student 4 _____
- Student 5 _____

- Have one member of your group read out Card 1 – SCENARIO B.
- As a group, answer all of the questions below. Choose one person to write down the group's responses.

You have 20 minutes to complete this activity

HOW DOES JACK FEEL?

- What do you think Jack's feelings might be?
Write down several ideas in the spaces below.

- After recording the group's answers, have one member of your group read out Card 2 – JACK.

IS THIS SEXUAL HARASSMENT ACCORDING TO THE LAW?

Transparency
3.1

COMMENTS ACTIONS MILIEUX

UNWANTED SEXUALLY-ORIENTED

that undermine
a person's rights,
dignity
and integrity

CREATING AN UNHEALTHY ENVIRONMENT

and causing
adverse, harmful
consequences

[The law also takes into account the repetitive nature of the situation.]

☐ Yes ☐ No

Explain why or why not:

🔊 Have a group member read out Card 3 – WHAT DOES THE LAW SAY ABOUT IT?

What Should Jack Do?

THINK AND LOOK FOR DIFFERENT SOLUTIONS

🔊 As a group, identify all the solutions that could help Jack to solve his problem. Write your answers in the blank spaces below.

🔊 Next, decide which solution you think is the best in Jack's situation. UNDERLINE this solution.

ANALYZE THE CHOSEN SOLUTION USING THE THREE CRITERIA LISTED BELOW.

- 1** In your opinion, does **your chosen solution** suit all personality types?
For example, a shy personality?

☐ Yes ☐ Somewhat ☐ No

 Have a group member read out Card 4 – PERSONALITY

- 2** In the spaces below, write down the **PEOPLE AND/OR SUPPORT SERVICES** that could help Jack implement the solution you chose.

Immediately (as the incident occurs):

After the incident:

 Have a group member read out Card 5 – RESOURCES.

- 3** Are there any **RISKS** associated with the solution you chose?

Will Jack be in any immediate danger?

☐ Yes ☐ No

Explain why or why not:

Will the chosen solution result in any long-term negative impacts for Jack?

☐ Yes ☐ No

Explain what these are:

 Have a group member read out Card 6 – RISKS.

- ❖ Decide as a group whether or not to opt for this solution:
- If your group decides **against it**, you can either modify the approach so it takes into account the three criteria or choose another solution.
 - If your group **does** opt for this solution, follow through with it.

TAKE ACTION

- ❖ Determine WHERE, WHEN and WITH WHOM the **solution** will be carried out.

WHERE:

WHEN:

WITH WHOM:

- ❖ Have a group member read out CARD 7 – TAKE ACTION.

❖ If time permits, answer the following questions:

- How might hockey the members of the team respond if they thought their behaviour could be sexually harassing?
- How might the players respond to the solution that Jack has chosen?
- How could the players change their behaviour so it's no longer considered harassing?

[Implementing the Problem-Solving Technique]

Scenario
C

WORKSHEETS (one photocopy per group)

INSTRUCTIONS

- ☒ Place the INDEX CARDS face down in the middle of the table.
- ☒ Write down the first name of each member in your group.

- Student 1 _____
- Student 2 _____
- Student 3 _____
- Student 4 _____
- Student 5 _____

- ☒ Have one member of your group read out Card 1 – SCENARIO C.
- ☒ As a group, answer all of the questions below. Choose one person to write down the group's responses.

You have 20 minutes to complete this activity

HOW DOES AMANDA FEEL?

- ☒ What do you think Amanda's feelings might be?
Write down several ideas in the spaces below.

- ☒ After recording the group's answers, have one member of your group read out Card 2 – AMANDA.

IS THIS SEXUAL HARASSMENT ACCORDING TO THE LAW?

Transparency 3.1

COMMENTS ACTIONS MILIEUX

UNWANTED SEXUALLY-ORIENTED

that undermine a person's rights, dignity and integrity

CREATING AN UNHEALTHY ENVIRONMENT

and causing adverse, harmful consequences

[The law also takes into account the repetitive nature of the situation.]

☐ Yes ☐ No

Explain why or why not:

Have a group member read out Card 3 – WHAT DOES THE LAW SAY ABOUT IT?

What Should Amanda Do?

THINK AND LOOK FOR DIFFERENT SOLUTIONS

As a group, identify all the solutions that could help Amanda to solve her problem. Write your answers in the blank spaces below.

Next, decide which solution you think is the best in Amanda's situation. UNDERLINE this solution.

ANALYZE THE CHOSEN SOLUTION USING THE THREE CRITERIA LISTED BELOW.

- 1** In your opinion, does **your chosen solution** suit all personality types?
For example, a shy personality?

Discuss your opinions.

☐ Yes ☐ Somewhat ☐ No

🌀 Have a group member read out Card 4 – PERSONALITY

- 2** In the spaces below, write down the **PEOPLE AND/OR SUPPORT SERVICES** that could help Amanda implement the solution you chose.

Immediately (as the incident occurs):

After the incident:

🌀 Have a group member read out Card 5 – RESOURCES.

- 3** Are there any **RISKS** associated with the **solution you chose**?

Will Amanda be in
any immediate danger?

☐ Yes ☐ No

Explain why or why not:

Will the chosen solution result
in any long-term negative
impacts for Amanda?

☐ Yes ☐ No

Explain what these are:

🌀 Have a group member read out Card 6 – RISKS.

- ❖ Decide as a group whether or not to opt for this solution:
 - If your group decides **against it**, you can either modify the approach so it takes into account the three criteria or choose another solution.
 - If your group **does** opt for this solution, follow through with it.

TAKE ACTION

- ❖ Determine WHERE, WHEN and WITH WHOM the solution will be carried out.

WHERE:

WHEN:

WITH WHOM:

- ❖ Have a group member read out CARD 7 – TAKE ACTION.

❖ If time permits, answer the following questions:

- How might Simon respond to the fact that some people think his behaviour is sexually harassing?
- How might Simon respond to the solution that Amanda has chosen?
- How could he change his behaviour so it's no longer considered harassing?

PASSAJ

Handout #3



[Confronting Sexual Harassment]



Sexual harassment is present in virtually every aspect of society. It is also a form of sexual abuse. At some point in the future there is a strong likelihood that you'll be faced with sexual harassment, whether it's in your place of work or study or in a leisure setting. Moreover, we are all vulnerable to sexual harassment which occurs in situations where one person's unwelcome, sexually-oriented actions or comments undermine another person's dignity and integrity.



The following is a list of some of the possible, harmful consequences of sexual harassment:

FOR THOSE WHO ARE SEXUALLY HARASSED:

- lower self-esteem
- avoidance behaviours such as changing work hours and travel plans, and keeping away from certain places. These adaptations may have negative consequences for people's careers and quality of life.
- choosing to quit work, school or sports activities
- lower productivity, a drop in school marks, absenteeism
- anxiety, anger, sadness, depression, decreased pleasure in life

FOR WORK OR STUDY ENVIRONMENTS:

- the reality of complaints and legal actions
- decreased employee productivity; decreased scholastic performance
- loss of employees and clients
- an atmosphere of distrust
- difficulty with recruiting new students or employees
- acquiring a bad reputation

FOR THE HARASSER:

Who may briefly feel as though he/she has won, but who risks losing a great deal in the immediate future.

- dealing with stress related to complaints of harassment
- growing unease on the part of colleagues
- disciplinary actions such as suspension from work or loss of promotions
- reduced access to management positions or professional development opportunities.

BY ESTABLISHING RELATIONSHIPS THAT ARE TRULY
BASED ON EQUALITY, EVERYONE WINS.

HARASSMENT IS WHEN I:

- persist in touching someone in a sexual way even when I'm rejected
- make frequent, inappropriate sexual comments
- blackmail or make promises to someone in exchange for sexual favours.



A harassing environment is one where an unhealthy, demeaning atmosphere is allowed to develop, for example when:

- degrading, sexual messages are publicly displayed.
- despite being aware of what is happening, those in charge tolerate the infringement of personal privacy by staff members in places such as washrooms.
- people are obliged to participate in initiation practices that are sexual in nature.

Those in charge of school or work environments may be required to compensate for personal damages as a result of legal actions when they allow such unhealthy climates to develop. Furthermore, people who are involved in such situations may also have to face disciplinary measures.

Authors: Francine Lavoie, Marie-Christine Pacaud, Marjolaine Roy and Catherine Lebossé



What Can You Do if You Are Being Sexually Harassed?

THE FOLLOWING IS A PROBLEM-SOLVING TECHNIQUE THAT CAN BE ADAPTED TO MANY SITUATIONS:

- 1) Ask yourself "How do I feel?" Analyzing your feelings of unease may help you to see that a situation is unhealthy, especially when the circumstances are ambiguous
- 2) Determine if it is, in fact, sexual harassment. Sexual harassment exists when:
 - the behaviour is unsolicited, repetitive, harmful and sexual in nature
 - and when it undermines your dignity, freedom and integrity
- 3) Seek out several solutions: analyze and choose one of the solutions, including a back up plan, while taking into account your character available resources and possible risks
- 4) Put your solution to the test
- 5) Evaluate the results and if necessary seek out support and further solutions.



In some situations it's important to ensure that, above all else, your own immediate safety is protected. In addition to being sexually harassed, if your personal safety is threatened, or if you are sexually assaulted, you can bring a complaint forward to the police.



Here are a few examples of possible solutions:

- ask the person to stop
- restate what the person has just said to you in a voice loud enough to be heard by witnesses
- describe the behaviours that you consider sexually harassing so that the harasser understands how you experience the situation
- anonymously send written information about sexual harassment to the harasser
- if other people are being sexually harassed, discuss the problem as a group
- check with resource personnel in your milieu to find out more about its sexual harassment policy. By saying that you are seeking information on behalf of another person, you can find out if the policy will help you
- get in touch with external organizations that defend human rights or provide support services
- demand that your personal space be respected by asking the harasser to stay a reasonable distance away from you
- lodge a complaint with the sexual harassment committee for your sports league, place of work or study.



Don't forget that in some cases, harassment can be dealt with quickly and effectively on your own. When sexual harassment arises, people often respond spontaneously. For example, in some circumstances, a humorous reply might be all that is needed to put a person back in his/her place and demonstrate lack of interest. Unfortunately, there are no magic solutions that suit everyone in all situations. In different circumstances you may respond with surprise and silence because you find it hard to believe and think it could be a misunderstanding. When this happens, you can always resort to the Problem-Solving Technique.



If You are Sexually Harassing Someone:

SUGGESTION 1

Even though some people may actually find your behaviour amusing, your choice to harass others will cause harm to yourself. It's time to seek alternative ways to behave in your relationships with others. You have everything to gain. You may find the anonymity of telephone help lines useful as you reflect on how to change.

SUGGESTION 2

Even though you recognize some of your actions as harassment, you rationalize them by telling yourself that you're just trying to attract someone. It's time to take a second look at your tactics. There's a difference between trying to attract someone and harassing someone.



Together we can put a stop to sexual harassment

Witnesses shouldn't encourage these behaviours. Instead, it's important to take a stand against sexual harassment. Show your disapproval. Intervene to put a stop to harassment whenever possible. Request that a sexual harassment policy be put into place and for the policy to be put into practice. As a group, insist that pornographic images be removed from public work spaces such as computers and coffee rooms.



Here are a few ideas for personal action:

- I will endeavour to show my disapproval, either directly or indirectly, whenever I witness sexual harassment
- I will endeavour to avoid joking about or normalizing sexual harassment situations
- I will endeavour to take steps to protect myself from anyone who sexually harasses me
- I will endeavour to help any victims of sexual harassment, within my own capabilities
- I will endeavour to inform my friends and colleagues about the problem of sexual harassment.

A Personal Challenge...

WHAT I WILL DO TO STAND UP
TO SEXUAL HARASSMENT:



I will remember to reach out for information and support through the resources in my community, for example:

teachers, counselors, social workers and psychologists at my school or local community service centre (CLSC) in Quebec, or community services in my home province.
friends, parents, coaches and leaders in sports and recreational activities within my social circle.



- Kids Help Phone: 1-800-668-6868 or www.kidshelpphone.ca
Click on "Get Informed" on the home page, and then click on "Violence and Abuse".
- GAYLINE: 1-514-866-5090 (Montreal) or 1-888-505-1010 (within Quebec)
or www.gayline.qc.ca
- Help and Information Center on Sexual Harassment in the Workplace for the Province of Quebec.: (514) 526-0789 or www.gaihst.qc.ca/english.htm
- The Quebec Human and Youth Rights Commission (514) 873-5146 or 1-800-361-6477
www.cdpdj.qc.ca (on the homepage, click on the button for English language information);