

Sexual Violence Awareness Month May 2022

School Package

Table of Contents

Sexual Violence Awareness Month & Prevalence	4
Continuum of Violence	5
Virtual Learning Opportunities	6
About Social Action	9
Grade Specific Lessons, Activities & Social Action	10
Kindergarten “Body Positivity”	11
Grade 1 “Talking about Touches”	14
Grade 2 “Feelings”	17
Grade 3 “Safety Network”	19
Grade 4 “Healthy Friendships”	22
Grade 5 “Respecting Others”	24
Grade 6 “Diversity”	26
Grade 7 “Communication”	28
Grade 8 “Conflict Resolution”	31
Grade 9 “Healthy Dating Relationships”	34
Grade 10 “Boundaries”	38
Grade 11 “Consent”	40
Grade 12 “Reality of Consent”	42
CASASC Only Yes Means Yes Consent Campaign	45
Support & Resources	46
CASASC Education Program Offerings	47



Connect with education@casasc.ca to bring a full program lesson to your class.

Did you know that May is Sexual Violence Awareness Month (SVAM)?

SVAM is used to raise awareness around the issue of sexual violence in our communities. Sexual violence can take many forms, and can impact anyone regardless of age, race, religion, culture, ability, sexual identity and orientation, and more.

The Central Alberta Sexual Assault Support Centre (CASASC) of Red Deer is committed to ending sexual violence and helping build safer communities that is rooted in the values of respect, education, awareness, and renewal. We believe in building safer, healthier and more informed communities surrounding the issues of sexual assault and sexual abuse.

The CASASC Education Team would like to acknowledge the importance of this month with your staff and students so we may together prevent various forms of violence within our communities. As a team, we believe in giving knowledge and encouraging empowerment in students to create healthy school environments and respectful peer relationships.

Throughout this package, you will find grade specific and age-appropriate information, conversation points, and activities to use with students to talk about topics such as boundaries, communication, conflict resolution, and healthy dating relationships.

You will also note several social action opportunities for students and adults to engage with to be part of the solution and prevention of sexual violence.

Developing the skills highlighted in this package can empower us to contribute to healthy relationships, choose not to engage in violence in the first place, and overall to prevent various forms of abuse.

Resources and activities will be sorted by grade for your convenience. As an added resource, the CASASC Education Team offers FREE educational programming geared towards preventing violence and promoting healthy relationships, see page 47 for more details.

We appreciate all the hard work that staff and students do all year round to foster supportive and healthy schools in our community.

Thank You!

CASASC Education Team



Sexual Violence Awareness Month & Prevalence

Sexual Violence Awareness Month (SVAM) is recognized every May in Alberta. Since its inception on May 1st, 2018, SVAM has brought community organizations, survivors and their families, school districts, and the community together to end sexual violence in their communities.

Sexual violence can be described as any sexual act, or attempt to obtain a sexual act, with the use of violence and coercion, against that person's voluntary consent. The violence or threat of violence can be done regardless of a person's relationship to the survivor.

While the topic of sexual violence is a difficult topic to discuss, it is important to know that it is happening within our community, and there are ways to prevent sexual violence. We know that our Alberta communities and individuals are not immune to the impacts of sexual violence.

A 2019 study of Sexual Assault and Sexual Abuse in Alberta found that 45% of adult Albertans have experienced some type of sexual abuse in their lifetime. That's 2 in 3 females and 1 in 3 males. Additionally, child sexual abuse was experienced by just under one in two girls (44%) and one in four boys (24%). With one in three Albertans (34%) experiencing sexual abuse while they were under the age of 18.

Sexual violence begins with the beliefs, attitudes, and values we have about ourselves and others in the world. Sexual violence can involve not understanding someone's personal boundaries, miscommunication, assumptions, or a blatant disregard for a person's consent. It can be a purposeful misuse of power towards others, including children, youth, women and many other groups at greater risk of experiencing harm.

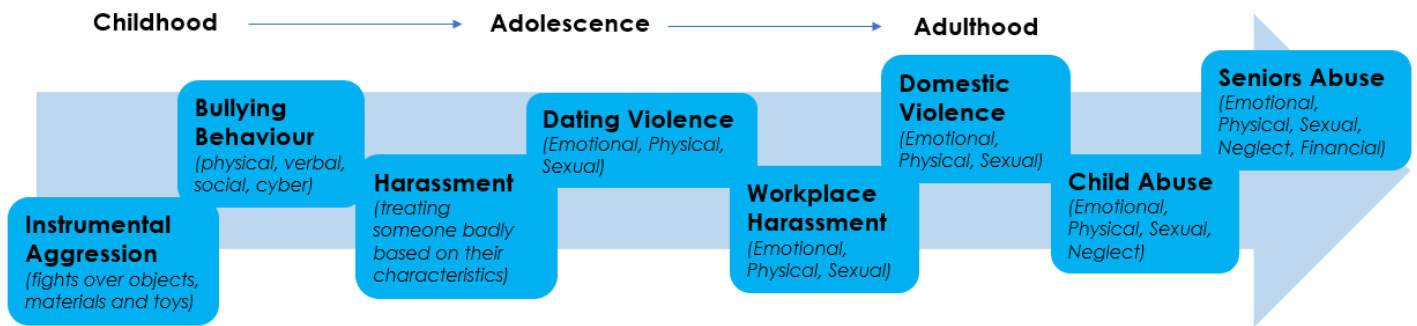
Empowering children, youth and adults to get involved in activities and contribute to positive interactions that promote respect, kindness, consent, boundaries and more is just one way we help reduce the chances of someone experiencing or using any form of sexual violence, regardless of age.



Continuum of Violence

Teaching skills directly related to creating healthy relationships with family, friends, and those around us is one of the best ways to prevent future violence. We know that violent and abusive behaviours can continue if we don't offer healthy relationship intervention strategies.

We can use models like the violence continuum below to help us understand that the earlier we educate and empower people to engage in healthy relationships and choose not to use abusive and harmful behaviour, the more likely we are to interrupt and change where they are along a violence pathway.



Although this continuum is a representation of how violence can progress without healthy intervention strategies, violence and aggression is about a misuse of power and unhealthy choices. Harmful behaviour may not be linear or follow this pathway.

Prevention education, like that facilitated by our CASASC educators, helps to interrupt the violence continuum by educating and empowering children and youth in grades K-12 to develop positive skills, attitudes and beliefs and relate them to their relationships with others.

We encourage adults, teachers, and parents to talk with their children and youth about healthy relationships. You can use the following grade guide for conversation and activity support, to talk about social action, and to create fun and active ways for everyone to get involved in violence prevention.



Virtual Learning Opportunities

At CASASC, we are offering FREE informational sessions on a variety of topics. These virtual sessions are designed to be attended from the comfort of your home or workplace, and can provide information and resources for your work, school, or family. Please check out the offered sessions below for our sessions May through August.

Services & Programs at CASASC (30 min)

Join us for a short 30 min session overviewing the programs and services available at the Central Alberta Sexual Assault Support Centre. You'll never know you need us, until you do!

<https://www.eventbrite.ca/e/services-programs-of-the-central-albertasexual-assault-support-centre-tickets-305069279427>

Tues, May 3 – 9:00-9:30 & 10:30-11:00

Mon, July 18 – 10:00-10:30 & 2:00-2:30

Wed, May 18 – 11:00-11:30 & 3:00-3:30

Thurs, Aug 25 – 9:00-9:30 & 1:30-2:00

Thurs, June 2 – 1:00-1:30 & 2:30-3:00

Introduction to Sexual Violence (60 min)

Do you want to enhance your knowledge around sexual violence education?

Join us as we present an Introduction to Sexual Violence. This presentation is a public awareness and education presentation that introduces, and highlights, definitions and concepts related to sexual violence. We will discuss dispelling myths and stereotypes, talk about victim blaming, the realities of sexual violence, and a brief understanding of supporting disclosures.

<https://www.eventbrite.ca/e/introduction-to-sexual-violencepresentation-tickets-305057193277>

Wed, May 4 – 1:30-2:30

Thurs, July 7 – 1:00-2:00

Tues, May 24 – 11:00-12:00

Wed, Aug 10 – 10:00-11:00

Mon, June 20 – 2:00-3:00



Supporting Disclosures (45 min)

This session will help to enhance our skills and knowledge around supporting disclosures of sexual violence. An overview of the fundamentals of responding to and supporting disclosure of sexual assault and abuse from children, youth, and adults. Learn some key messages and legal obligations when it comes to reporting child abuse.

<https://www.eventbrite.ca/e/supporting-disclosures-of-sexual-violencetickets-305060773987>

Thurs, May 5 – 10:00-10:45

Mon, July 25 – 11:00-11:45

Wed, May 25 – 1:00-1:45

Tues, Aug 16 – 9:30-10:15

Thurs, June 9 – 2:30-3:15

Consent 101 (60 min)

Join us as we overview basics about Consent and Consent to Sexual Activity, key focus on Consent conversations as it relates to our youth and young people.

This program can help you talk about consent with youth and can also help us understand the role of consent in healthy relationships. Definitions, laws & ages of consent, sexting and healthy intimate partner relationships will be some of the information covered.

<https://www.eventbrite.ca/e/consent-101-tickets-305082248217>

Wed, May 11 – 11:00-12:00

Tues, June 28 – 10:00-11:00 & 3:00-4:00

Mon, May 16 – 2:00-3:00

Wed, July 20 – 9:00-10:00 & 1:00-2:00

Mon, May 30 – 9:00-10:00 & 1:00-2:00

Tues, Aug 9 – 11:30-12:30 & 2:30-3:30pm

Tues, June 14 – 11:00-12:00 & 2:00-3:00



Activity Sharing - Teaching Prevention Education, grades K-7 (60 min)

Join our education team as they share a few activities you can do with children and youth to engage them in prevention education conversations. We will explain how to use the activities, provide you with access to the digital materials, practice delivery as needed and answer any additional questions. Activities geared for class sized groups of children/youth however can be adapted to individual conversations.

<https://www.eventbrite.ca/e/activity-sharing-teaching-preventioneducation-in-grades-k-7-tickets-305087634327>

Wed, May 11 – 2:00-3:00

Wed, June 22 – 9:00-10:00 & 1:00-2:00

Mon, May 16 – 11:00-12:00

Mon, July 11 – 10:00-11:00 & 3:00-4:00

Tues, June 7 – 11:00-12:00 & 2:00-3:00

Wed, Aug 3 – 11:00-12:00 & 2:00-3:30pm

“Ask an Expert” Parenting & Sexualized Behaviour conversations with our clinical expert (60 min)

Join us for an informal session with our Child Therapist. Learn information related to parenting and supporting children and youth who display concerning sexualized behaviours OR maybe you want to join us to discuss a situation or behaviour your child is engaging in and get some advice on what is developmentally appropriate, how to support and respond etc. Use this opportunity to connect with our counsellor for those unique and one-off questions that you may have but don't want to go through our client wait list process to speak with a counsellor.

<https://www.eventbrite.ca/e/ask-an-expert-parenting-sexualizedbehavior-support-conversation-tickets-306744500057>

Tues, May 24 – 4:00-5:00pm

Tues, July 26 – 4:00-5:00pm

Wed, June 29 – 4:00-5:00pm

Wed, Aug 24 – 4:00-5:00pm



About Social Action

Have you ever heard about a problem in the world or in your community or your school and thought, 'I want to help. I want to do something to change this'. Do you have all kinds of ideas on how you could help solve the problem? Or maybe, you wanted to help, but you weren't sure how to do it.

In the following guide, we will provide you with examples of various actions that can make a difference in creating healthy relationships and preventing sexual violence.

We will call this Social Action – working with others to bring about positive changes.

Social Action can include different behaviours and can take place online or in person. We can participate in social action:

- **Individually:** signing petitions, wearing a t-shirt that supports a cause, donating money and items, etc.
- **With our schools or organizations:** running awareness campaigns, organizing assemblies or presentations, working to create new rules/policies etc.
- **With local and global communities:** participating in events, volunteering, supporting community, writing letters, etc.

For example;

- Pink Shirt Day <https://www.youtube.com/watch?v=Tb2a4nPBgUY>
- The Buddy Bench <https://www.youtube.com/watch?v=dFqxqzI71lc>

The key to social action is that it's all about using your voice and actions in a meaningful way to bring a practical and positive difference to others and the environment. Your actions go beyond yourself and are a benefit and service to others.

Direct social action is actively addressing the problem and effecting change (like picking up garbage or standing up for others).

Indirect social action is actively influencing those in power to make change (creating a poster that talks about not littering, or a sign that encourages respect)

Teachers share with your students the video "How to start a movement" as a fun and lighthearted way to open the conversation about being leaders and followers to social action movements. <https://www.youtube.com/watch?v=fW8amMCVAJQ>

*An optional video for adult leaders that explains the benefits of youth social action, as relayed by the #iwill campaign out of the UK.

<https://www.youtube.com/watch?v=162AJojCNw8>



Grade Specific Lessons, Activities & Social Action



Connect with education@casasc.ca to bring a full program lesson to your class.

Kindergarten “Body Positivity”

Teachers can use the following discussion and talking points to help students discuss how we show love and respect for our bodies and the bodies of others.

Ask students the following questions and have some open discussions:

- Do you have a body?
 - o *Everyone has a body that is unique and different to them.*
- What do you do to take care of your body?
 - o *Wash it, feed it, exercise it*
- What do you love about your body?
- Do all bodies look the same?
- What are some of the differences between your body and someone else's body?
 - o *Skin colour, hair colour and style, different private parts, different abilities, size/height*
- Is it okay for everyone to have different bodies?
- How should we treat the bodies of other people?
 - o *With kindness, nice, respectful, don't hurt them*

Help students to understand that we all have a body, and that it is important that we love and respect our bodies and the bodies of others.

Share supportive messages with students and discuss if they want to talk more:

- “did you know you are the boss of your body?”
- “no one is allowed to hurt our body”
- “you can ask for help to look after your body”
- “we can say ‘no/stop’ if someone wants to hurt our body or asks to touch our bodies”
- “your body is your own and no one else's!”
- “you can tell an adult if your body or someone else's body has been hurt”



Kindergarten - Activities

Read one or more books related to knowing the body parts, understanding bodies are different, accepting our bodies etc.

Book suggestions:

- It's Ok to be Different by Sharon Purtill
- All Are Welcome by Alexandra Penfold
- You're All Kinds of Wonderful by Nancy Tillman
- It's Okay to be Different by Todd Parr
- Be Who You Are by Todd Parr

Sing the following songs or find music videos of the songs on YouTube to get the students up and moving and using their bodies.

- Head, Shoulders, Knees, and Toes - <https://www.youtube.com/watch?v=tS-lbKtPXpo&t=19s>
- Hokey Pokey - <https://www.youtube.com/watch?v=iZinb6rVozc>

I Love Myself Portraits

- Option 1 - Using a large roll of paper, cut out pieces big enough for students to fit on. Have students lay on their piece of paper while a teacher traces their outline.
- Option 2 – provide pieces of paper with a printed/drawn outline figure of a person
- Option 3 – have students draw themselves on a piece of blank paper

Give student time and support to draw/colour full body portraits of themselves. Add colours, hair, clothing and all the unique things about themselves.

On the bottom of their paper, underneath their body portrait, help them write or describe what they love about themselves. Using the statement “I love myself because...”



Kindergarten - Social Action

- Encourage each student to show off their dance moves.
- Play a game your class likes and use it to help them get to know each other better.
- Pick one new fact to learn about each other every week (favourite animal, colour etc.), helping students connect and learn about our differences and similarities. Creating an "I am unique" booklet with them.
- Help the students find opportunities to share with other students, classes, teachers or administration what they love about themselves (sharing their I love myself portraits)



Grade 1 “Talking about Touches”

(optional) Watch the “Protect Yourself Rules – Safe Touch/Unsafe Touch” (2:07 min) video to help lead through the discussion questions below.

<https://www.youtube.com/watch?v=zNTUMNKSJwk>

Teachers can use the following discussion and talking points to help students start identifying when a touch or interaction is safe/wanted or unsafe/unwanted.

Ask students the following questions and have some open discussions:

- **How should safe/wanted touches make us feel?**
 - o *Safe touches: Are wanted and fun and they make me feel, excited, proud, loved, and happy. Sometimes touches may make us feel good but don't make us happy, when that happens, we need to tell someone about it.*
- **What are some examples of a safe/wanted touches?**
 - o *Hugs, kisses, cuddles, high fives, fist pumps, pat on the back, etc.*
- **How do you show and tell someone you want to hug, kiss, play or tickle with them?**
 - o *Talk about how to ask for permission, get students to give you some examples of how to ask for a touch and how to say/show yes.*
- **What are some examples of an unsafe/unwanted touch?**
 - o *Hitting, kicking, pushing, pinching, slaps, a touch to our bathing suit area, a touch that makes uncomfortable and is unwanted.*
- **How do unsafe/unwanted touches make us feel?**
 - o *Unsafe touches: Hurt and are unwanted they make me feel, sad, scared, angry, embarrassed confused. Sometimes people we like, and trust can do unsafe/unwanted touches with us, but we still need to tell someone about it.*
- **How do you show and tell someone that you do not want to hug, kiss, play with them?**
 - o *Talk about how to say no, get students to give you some examples of how to say no in words and in action.*

Here at CASASC we like to teach students three expectations they can have regarding unsafe/unwanted touches from others. You can share this with your students.

If you feel like a touch is unsafe/unwanted remember that,

1. No one should look at (or ask us to look at)
2. No one should touch (or ask us to touch)
3. No one should take pictures of (or show us pictures)

Of our bodies and body parts, or their body and body parts. When this happens, we need to say NO and go somewhere safe and then Tell a trusted adult what happened.



Grade 1 - Activity – Red Light, Green Light

Lead the students through a game of Red Light, Green Light

If you have access to a larger space, like at recess or during gym class, have the students line up along one area. If you are doing the activity in a smaller classroom, adjust the movement accordingly with dancing in one spot or zombie walking around the class.

The teacher (or a student volunteer) starts the game by calling out “go” or “green light” the class can start to move forward.

- Be creative and have the students think of different ways they can move, running, walking, dancing, zombie walk, robots etc.

After a random number of seconds, the teacher (or student volunteer) calls “stop” or “red light” and the class must then freeze in place, like a statue.

- Decide with the class if you will be eliminated from the game if you move during the ‘freeze’ section or if the goal is the first to make it to the finish line.

Continue calling out “green light” and “red light” for as many rounds of the game as you’d like.

Link the activity to the touches lesson: [talk to students about the importance of listening when some says “yes” and when someone says “no/stop”](#). It is the person calling out’s choice to say “yes” and keep saying “yes” but that they can also say “no/stop” whenever they need to and that we must listen to what they say.



Grade 1 - Social Action

- Asking a new friend to come and play with you at recess
- Asking before we hug someone
- Practicing how to say 'No' or 'Stop' in a direct, respectful, and safe way
- Teachers work with your students to create a "hello and goodbye" sign for your classroom door. The sign should have different ways a student can say hello or goodbye to teacher and/or their classmates at the start and end of the school day.
 - o Brainstorm with your students what types of actions they would like to do. Ex. "hug, wave, high five, bow, handshake, verbal greeting" etc.

Students and teachers are encouraged to pick any of the actions they are comfortable with to say hello and goodbye each day. Students can change their mind day by day, allowing for a student who want a hug to get one, and a student who wants no contact to make a comfortable choice.



Grade 2 “Feelings”

Teachers can use the following discussion and talking points to help students identify feelings associated with safe/wanted and unsafe/unwanted words and actions.

Ask students the following questions and have some open discussions:

- How do you feel when someone treats you nicely, with kindness, uses nice words, and listens to you?
 - o *Safe, happy, nice, good*
- Who can make us feel that way?
 - o *Parents, teachers, friends, family, pets*
- What types of words, touches, activities can we do that make us feel safe, happy, nice, good?
 - o *Safe words – compliments, saying nice things, using manners*
 - o *Safe touches – hugs, high fives, tickling, cuddles, fist bumps, playing games*
- How do you feel when someone treats you badly, uses bad words, and hurts your feelings or body?
 - o *Sad, mad, scared, confused, frustrated*
- What types of words, touches, activities can happen that makes us feel sad, mad, or scared?
 - o *Unsafe words – swearing, yelling, saying mean things*
 - o *Unsafe touches – hitting, kicking, pinching, unwanted touches to our body parts*
- Is it okay to treat someone badly and hurt their feelings or body?
 - o *No, even if it is someone we don't like*
- Is it okay for someone to hurt our feelings or body?
 - o *No, even if it is someone we like – our bodies are our own, and we can decide how it wants to be treated.*



Grade 2 - Activity – Emotion Statues

Have every student find their own space in the classroom where they will not be in anyone else's space. Have the students raise their arms up in front of them and march in place like a 'zombie'. They should remain emotionless while doing so.

Call out an emotion you would like them to express. They must do so without saying anything, they are only allowed to use facial expressions and their overall body language. Call out the emotion, count down from five to one, and then have them 'freeze' in that expression. While still frozen, have them look around to their classmates to see how others are expressing themselves. When you are ready to move on, call out 'march' and have them return to expressionless zombies.

You can repeat this activity as often as you would like, calling out different emotions every time. We suggest emotions such as: happy, sad, mad, confused, frustrated, uncomfortable, scared, brave, confident, etc.

Link the activity to the feelings lesson: [talk to students about how everyone expresses their emotions differently. Some people are very expressive, and others are more reserved and there is nothing wrong with either ways of expression. Have students point out the similarities and differences in how their classmates expressed themselves. Ask them if it was easy or hard to:](#)

1. Express themselves
2. Read the expressions of others.

Grade 2 - Social Action

- Ask a friend, family member, or someone at school how they are feeling throughout the day.
- Offer a loved one a safe touch like a hug, high five, or a safe word like thank you, compliment or welcoming words. Listen for their 'yes' before you touch.
- If someone is hurting someone else's feelings on purpose, ask that person to stop and then go tell an adult to help everyone involved.
- Have students write their feelings in a daily 5 or journal. Have them talk about or share:
 - o how they are feeling
 - o what may be making them feel that way
 - o how they are showing that emotion
 - o if they are feeling an emotion like mad or sad, what is something that can make them feel better?



Grade 3 “Safety Network”

Teachers can use the following discussion and talking points to help students start identifying who are safe people students can go to if they ever need help.

Ask students the following questions and have some open discussions:

- Sometimes, when we are taking care of our bodies, we may need help from the adults around us. Who are some adults who help us take care of our bodies?
 - o *Our parents, grandparents, caregivers, nurses, doctors, and dentists are some of the people who help us take care of our bodies.*
- When might we need help from adults?
 - o *We may need help to making sure our body is clean, healthy, growing in the right way, etc.*
 - o *We may need help when we are injured or sick, when we are too young, or when we are learning how to take care of ourselves.*
- As we get older, we can decide how are body is to be treated, and who can help us take care of our body. How can you tell an adult you want to take care of your bodies on your own?
 - o *Ask if you can do it yourself. Tell them that you are big/old enough to do that yourself. Ask questions about why the adult must help you, especially if you feel uncomfortable or don't want the help anymore.*

At CASASC, we like to teach students three expectations they can have when it comes to unsafe/unwanted touches or help from others. You can share this with your students.

If you feel like a touch or helping action is unsafe/unwanted, remember that,

1. No one should look at (or ask us to look at)
2. No one should touch (or as us to touch)
3. No one should take pictures of (or show us pictures)

Of our bodies and body parts without our permission/yes. When this happens, we need to say NO and GO somewhere safe and then Tell a trusted adult what happened.



Grade 3 - Activity - My Safety Network Hand

When we are ready to or need to tell a trusted adult, it is important to recognize who a trusted adult is, ask students:

- What is a trusted adult?
 - o Someone who makes us feel safe, loved, happy, comfortable, respected, doesn't make us feel yucky or uncomfortable
- Who are some trusted adults in your FAMILY?
 - o Mom, dad, stepparents, grandma, grandpa, aunt, uncle, etc.
- Who are some trusted adults in your SCHOOL?
 - o Teacher, EA, school counselor, principal, vice principal, another staff member, our school's pastor, etc.
- Who are some trusted adults our COMMUNITY?
 - o Coach, firefighter, police, ambulance driver, store clerk, librarian, counsellor, social worker, etc.

When we talk about a safety network, it is important to identify 4 or 5 adults who we can go to if we ever need to talk to them about a problem or concern. At least 1 of these adults should not be from our family.

Activity:

Step 1: Have the students draw an outline of their hand on a blank piece of paper.

Step 2: On the palm of the hand, have them write their name.

Step 3: On each of their fingers have the students write the names of 5 safe adults around them (one adult per finger). Encourage the students to think of adults in their family, school and community, and at least one adult is not from their family.

Step 4: Cut out and/or decorate their hand paper. They can keep it in an agenda, or on their desk to remind them of their safe adults.

Link the activity to the safety network lesson: ask the students how they feel when they are with their safe adults? Why did they pick the adults that they did? What can they do if one of the adults on their safety network is too busy or does not believe them when they come to them with an issue? How do we let a safe adult know something is wrong?



Grade 3 - Social Action

- Identify community helpers and thank them for their service. Write them thank you notes and deliver them as a class.
- Connect with all the adults you wrote on the above Safety Network Hand activity and let them know you choose them as your safe adult. Identify how you can connect with them if you need help.
- Brainstorm how can you show appreciation to the adults around you who respect/take care of you.
- Write a "safety network" contact list to keep on hand. An adult may need to help us find contact information for our safety network.
 - o Adults discuss when we would connect with a person on our safety network, the why and how. Don't forget to talk about when we call 911 or for emergency help and how do we do that.



Grade 4 “Healthy Friendships”

Teachers can use the following discussion and talking points to help students identify healthy qualities associated with healthy friendships.

Ask students the following questions and have some open discussions:

- What makes someone a safe/good friend?
 - o *They treat us with respect, love, they know us, they do not hurt us or other people*
- What can we do to show kindness, respect, and appreciation to our friends?
 - o *Say “thank you”, give them hugs, listen to them, respect their “no”, play with them, say kind things to them, support them when they need it, etc.*
- What makes someone an unsafe friend?
 - o *They are mean to us and others, they do not show respect, they say or do unkind things, we don't feel safe with them, etc.*
- How can we talk to a friend who is being unkind to us?
 - o *Let them know about our feelings, point out what happened that hurt our feelings, talk to an adult, etc.*
- What does a healthy/safe/kind friendship look like?
 - o *It is important for students to know that their friendships need to be routed in qualities such as respect, trust, safety and fun—doing fun things together, and not at someone else's expense.*

If students are struggling to identify what healthy/kind/safe friendships look like have them break it down into three groups:

- What do you SEE in healthy/safe/kind friendships?
- What do you HEAR in healthy/safe/king friendships?
- How do you FEEL in a healthy/safe/kind friendship?

Encourage students to engage with their classmates in Healthy Friendship ways by brainstorming different ways of being a good friend to everyone.

- Brainstorm ways that they can SHOW kind friendship to classmates, even ones that aren't their best friend.
- Brainstorm words they can SAY to be a good friend to their classmates.
- Brainstorm things they can DO to make their classroom feel safe/kind/happy for everyone.



Grade 4 - Activity – Four Corners

Lead the students through a fun game of four corners. You can use your classroom space to play this game.

Step 1: Assign the four corners of your room a different number/shape/letter

Step 2:

- Identify one student as the person in the middle being the “chooser”
- This “chosen” student will stand in the middle of the room with their eyes closed
- Instruct all other students to go stand quietly in one of the four corners of the room and remain silent.

Step 3: when ready, have the student in the middle, still with eyes closed, choose one of the corners, they can either point to the corner or call out the name of the corner.

Step 4: once the person in the middle chooses a corner, all the students in that corner are out of the game.

- To help students get to know each other, have all the students who were in the chosen corner and who are out of the game share one fun fact about themselves.

Step 5: have the person in the middle close their eyes, and the remaining students still in the game choose new corners to stand in. Repeat the process as many times until only a few students are left as the winners!

Repeat the game with a different student as the chooser, as many times as you'd like.

Grade 4 - Social Action

- Watch the “Buddy Bench” news clip with your class
<https://www.youtube.com/watch?v=dFqXqzI71lc>
Discuss the positive impact the Buddy Bench had on the school/students
- Consider discussing with your class how to create a “buddy bench” project. A bench could be outside in the playground, a lunch table, a bench inside the school, a table in the library etc. Dedicate a bench or area to be identified as a space where if someone is looking for a friend, they can sit down and wait. This space can be utilized by students who are looking to make new friends, or who do not want to be alone at recess. If other students notice someone waiting at the bench, they could invite the student to play with them.
 - o Have the students involved in giving a presentation to administration about their “Buddy Bench” idea.



Grade 5 “Respecting Others”

Teachers can use the following discussion and talking points to help students identify how to respect & include others. Beginning conversations to talk through preventing bullying behaviours by including and respecting others.

Ask students the following questions and have some open discussions:

- Does bullying behaviour happen in our class/school? Have the students raise their hands if they have experienced bullying behaviour before.
- What are the four types of bullying behaviour?
 - o Verbal
 - o Physical
 - o Social/Relational
 - o Cyber
- How do we feel when we experience bullying?
- What needs to happen in our classroom/school to help prevent bullying behaviour from happening?
 - o Discuss how the students can be involved in making some of their ideas happen.
- Do you think that if more people were kind, respectful and included others it would help to prevent bullying behaviour and create a kinder class/school?
 - o If yes, ask how?
 - o If no, ask why not, what action do they think could help prevention bullying and make their class/school more kind?

If students are struggling to identify ways to have a kinder class/school, have them break down what a healthy/kind/safe school is into three groups:

- What do you SEE in healthy/safe/kind classroom/school?
- What do you HEAR in healthy/safe/kind classroom/school?
- How do you FEEL in a healthy/safe/kind classroom/school?



Grade 5 - Activity – Team Building Games

Play one or more “team building games” with your students. These games can help strength the relationships in your class and make everyone feel included. The idea is to be inclusive of all students and choose activities that don't encourage exclusion or involve “team captains” who get to choose their teams. Choose from the websites below or you may know of some games already.

15 Camp Game Categories 1,000+ Games - <https://www.ultimatecampresource.com/camp-activities/camp-games/>

Circle Games - <https://www.ultimatecampresource.com/camp-games/circle-games/>

Cooperative Games - <https://www.ultimatecampresource.com/camp-games/cooperative-games/>

Quick and Easy Games - <https://www.ultimatecampresource.com/camp-games/quick-and-easy-games/>

Indoor Games - <https://www.ultimatecampresource.com/camp-games/rainy-day-or-indoor-games/>

Grade 5 - Social Action

- Use the See, Hear, Feel list you would have created in the lesson above as action items for students to engage with. Have students choose a few ideas from each list (See, Hear, Feel) and make plans on how to add them to their class/school environment. They can be daily, weekly or monthly tasks or accomplishments.
 - o What can you/we do to make our class/school FEEL _____?
 - o What can you/we do to HEAR _____ in our class/school?
 - o What can you/we do to SEE _____ in our class/school?

- Create posters/messages to share around the school about how to respect others, show kindness and include others. The sky is the limit. A few poster ideas:
 - o Respecting someone's boundaries “ask before you touch”
 - o Respecting someone's privacy “ask before you post/take a picture”
 - o “It's okay to tell” if something bad has happened, bullying behaviour etc.

- Work to create a class or school anti bullying/pro social policy. Talk to students to determine how they want to be treated by fellow peers, and what steps can be done to encourage pro social actions in their school.
 - o If your school already has an anti-bullying policy, have students read a copy and create posters or key messages that they can share with the entire school to help everyone know the information and what to do.



Grade 6 “Diversity”

Teachers can use the following discussion and talking points to help students identify the diversity and uniqueness of their class/school. Discussions can center around getting to know the differences and similarities of everyone.

Diversity is about respect and celebrating the differences in all people. Despite the difference in how we look or dress, what we eat, things we believe, or the holidays we celebrate, we are all human.

Ask students the following questions and have some open discussions:

- What are the first differences we noticed about people?
 - a. Gender, skin colour, hair, clothing, food they eat, how they talk

Poll the class, ask the class the following questions, have the students raise their hands or stand up if they agree with what you are saying.

- b. Whose favourite season is Winter? Spring? Summer? Fall?
 - c. Who likes to read?
 - d. Who likes to play video games?
 - e. Who likes pineapples on pizza?
- Are you surprised at the number of similarities that exist among the class? Why or why not?
- What are some other similarities that exist among the people in our class?
- How is recognizing these similarities important to how we work together?
- What kind of differences exist among the people in our class?
- How is recognizing these differences important for how we work together?
- Why is it important to recognize the similarities and differences that exist among people?



Grade 6 - Activity – Diversity ID Card

Develop a student ID card, choose some different information and answers you'd like students to know about their classmates. Consider questions that are different than your normal "favourite colour" type.

- Ex: what is something you help take care of, write down the language(s) you speak, what is your Hogwarts house, what is your most used/favourite emoji

Encourage students to be creative in the design of the cards, they can add a picture or they can draw and decorate as they like. Showcasing their diversity in their design and in their answers.

Use the ID cards to help as conversation starters or as ways to break students into groups for group or partner activities.

Grade 6 - Social Action

- Create a "friend" club at school. The intention is to allow a space for students to come together to play games, have fun, and connect with other people.
- As a class, celebrate a "diversity day" with your students. Encourage students to celebrate their family's culture, diversity and traditions with their classmates.

Assign a day as "diversity day" and encourage students to share something with their classmates on this day:

- o Traditional or common food, snack
- o Cultural practice
- o Clothing type
- o Dance
- o Language
- o Story/History
- o Meaningful Memory

Use the day to celebrate the differences and similarities between our customs and cultures.

There could be space given to comparing different elements between cultures.

I.e., why does one family do something one way vs. another family, how is rice important from one culture to another, how is drums/drumming different to someone from a different culture, etc. This allows students to examine their own histories and the unique elements of a cultural piece.



Grade 7 “Communication”

Teachers can use the following discussion and talking points to help students identify how to communicate with others in respectful and clear ways. Use the below conversation points to help students use effective communication (assertive communication) during conflict, disagreements or arguments with friends and classmates.

Ask students the following questions and have some open discussions:

- What does healthy/positive/effective communication mean?
 - o *Clear, doesn't hurt someone else's feelings, I know what I am trying to say and what the other person is communicating. All people involved know what is going on, no one is confused, mad, angry, sad or quiet.*
- What are some ways we communicate with others?
- Using the examples shared in the above question ask, how can we make sure we are using ____ communication in a healthy and respectful way?
- What does ____ communication look like when it is healthy and respectful?
- What can we do/say if we disagree with what someone is saying, doing or asking?
 - o *Brainstorm ways to have a conversation with someone we disagree with or don't get along with in ways that are still respectful of both person's feelings and needs.*
- What can we do/say if we want to ask for something (like a hug/touch, to borrow something, to leave us alone etc.)
 - o *Brainstorm ways to ask another person for consent to touch, borrow an item or to give us space. Make sure to discuss ways that are still respectful of both person's feelings and needs.*

If students are struggling to identify what respectful and healthy communication with a friend or peer is, have them break it down into three groups:

- What do you SEE in healthy conversation and respectful disagreements?
(we want to see answers like open body language, calm/not mad faces or gestures)
- What do you HEAR in healthy conversation and respectful disagreements?
(we want to see answers about non-hurtful words, respecting someone's opinion, respectful disagreement, offering solutions, "I" Statements, assertive communication styles)
- How would you FEEL as a result of a healthy conversation and respectful disagreements?
(we want to see answers like safe, respected, accepted, believed, open to compromise)



Grade 7- Activity – Scenarios

Use the following scenarios to have students practice effective communication skills. Creative interpretation is encouraged, students can act out responses in a skit format, draw a comic/graphic novel scene, write a short essay or short story

Choose one scenario below and identify how would you respond respectfully to the situation:

- 1) Your friend says they want to hang out with another friend on Friday night, even though you both always hang out on Friday night.
- 2) A classmate you don't really get along with keep taking your things without asking and is always being super annoying in class and making it hard to concentrate.
- 3) Your grade and feedback comments from a group project get shared out to your classmate's friends, without your permission, and now everyone is bugging you about them.
- 4) You think that a classmate has a crush on you. They seem to follow you everywhere, you've gotten a mysterious note in your locker, and whenever you are by their friends, they seem to laugh and point at you.
 - a. How do you respond if - You like your classmate but are not interested in them in that way.
 - b. How do you respond if – you like your classmate and would like to spend time with them.
 - c. How do you respond if – you are confused and not sure what is going on.



Grade 7 - Social Action

- Have the students showcase their project from the above scenario activity with other classes, the school or with the admin team.
- Create effective communication posters to put around the school, have students come up with key phrases you could say to respond to a conflict in the lunchroom, playground, gathering area, etc. Get them to present these posters to other classes and share the knowledge of how and when to use these key phrases.
- Have students describe how they like to be communicated with and have it placed on their desks or in a space your other students can see. The idea being that when a student wants to ask, communicate, have a conversation or resolve a disagreement, they can do so in ways that each person understands and is respectful of their feelings.
- Safety Planning- for friendship/bullying/harassment issues. Have students develop a safety plan to help identify:
 - o what they can do to care for themselves in situations where they feel uncomfortable, unsafe, there is conflict etc.?
 - o who they can speak to in situations where they feel uncomfortable, unsafe, there is conflict etc.?
 - o what they specifically are comfortable saying in situations where there is conflict etc.?
 - o what they specifically are comfortable saying and doing in situations where someone else is being harmed (bullying, harmful conflict etc.)

Have the students share their safety plan with family members, teacher, school counsellor or any other trusted adults so that those adults can be aware and can help the student to use this safety plan.



Grade 8 “Conflict Resolution”

Teachers can use the following discussion and talking points to help students identify how to communicate through conflict/disagreements with others in respectful and clear ways.

Ask students the following questions and have some open discussions:

- **Is conflict normal?**
 - o *Conflict is a normal part of our lives. Conflict is a disagreement or a difference of option, between two people or groups.*
- **Who can we have conflict/disagreements with?**
- **Does conflict have to be negative or hurtful? What makes conflict negative and hurtful?**
 - o *When someone uses hurtful words, physically hurt someone, hurts someone's feelings, ignores the needs of others and only focuses on themselves, uses aggressive communication*

We must approach conflict as two equals working to solve a problem. There is a four-step process we can use to help us work through a disagreement or conflict.

Review the list with students. Take time to expand and discuss as needed.

- 1) **Stop** – Pause, take a few deep breaths. Remove yourself from the situation, don't send that text or message, pause before hitting send/reply. Stop can be short or long and may involve physically leaving the situation so you can come back in a better frame of mind.
 - 2) **Think** – think and understand what you want to get from the conflict, try to understand what the other person wants. Use empathy to try and understand the other person's point of view.
 - 3) **Feel** - recognize your feelings, are you mad, angry, sad, frustrated. Take steps to manage your feelings and emotions. If you don't feel in control, go back to STOP and take some more time to step away from the disagreement and come back later.
 - 4) **Act** - Work to resolve the conflict. Using assertive and respectful communication to state how you are feeling about the situation and offer a resolution. When we see conflict as natural and a normal part of interacting with others, we can focus on finding a solution, rather than deciding who is right or wrong.
- **What do these four steps look like for conflict over technology (texting, snapchat, video games etc.)?**
 - **What do these four steps look like for an in-person/face-to-face conflict?**



Grade 8 - Activity

Option 1: Have students ask their own “what if” questions regarding conflict with friends, classmates, family, dating partners etc. and as a group brainstorm and talk through appropriate ways to respond.

Use the Stop, Think, Feel, Act model to help them identify potential solutions to the “what if” scenarios.

Teachers – use this as an opportunity to have realistic and helpful conversations about the issues your students are facing currently and to help them develop healthy conflict resolution skills and practice responses. Students could ask “what if” questions related to situations involving dating, parties, drinking, technology, etc.

Option 2: Use the following scenarios to have students practice effective conflict resolution skills.

HOW CAN YOU RESPOND IN A POSITIVE WAY?

- You see your friend playing “keep away” with a grade 6 student’s backpack. The student is pleading to have it back. What can you say or do?
- Your friend texts you a nasty rumour about a guy in your class and tells you to pass it on. How can you respond?
- Your friend really wants you to go with her to a party at a Grade 9 student’s house, but you don’t know the person and don’t feel comfortable going. How do you respond?
- You have plans to meet a new friend at the mall and are very excited. The person breaks those plans with you at the last minute. What do you do?
- Two classmates have set up an online poll about a student who isn’t very popular, and they want you to add your rating. How do you respond?



Grade 8 - Social Action

- Create a class policy or chart about what to do if you are in a conflict. If you find yourself in a conflict with another student or friend, what are some ways to manage it, or to address it. You can put in the policy what actions you CAN do and things you should NOT do in a conflict such as:
 - o If I am in a conflict, I will take around 1 minute to STOP and think before responding
 - o If I am in a conflict, I will not hurt others with my words or body.
 - o If I am in a conflict, I will not negatively involve others in the conflict (harming the other person, spreading rumors, etc.).

Creating the class policy, signing it as a class, and hanging it in the classroom will act as a reminder of how we should and should not deal with conflict.

- Create posters to post around the school about how to resolve conflict. Have students create posters that highlight the conflict resolution skills of “Stop, Think, Feel, Act” as an awareness or reminder tool for the school.



Grade 9 “Healthy Dating Relationships”

Teachers can use the following discussion and talking points to help students identify characteristics of healthy dating relationships

Ask students the following questions and have some open discussions:

- What do you think of when I say, “Healthy Dating Relationships?”
- What are some examples in media, movies, TV shows of healthy dating relationships? Why makes them healthy?
- What makes a dating relationship unhealthy?
 - o *Unhealthy relationships happen when one partner puts their needs above the other. When one partner abuses their power. The relationship is not mutual and equal.*
- What are some of the main characteristics or identifiers of a healthy dating relationship?
 - o **Respect** What do I, and my partner, need to do to make sure our relationship has respect?
 - o **Trust** What do I, and my partner, need to do to make sure our relationship has trust?
 - o **Empathy** What do I, and my partner, need to do to make sure we have empathy in our relationship?
 - o **Equality** What do I, and my partner, need to do to make sure neither of us are misusing our power, and that we are equally contributing to a healthy relationship?
 - o **Independence** What do I, and my partner, need to do to make sure we respect each others independence and having our own friends?
 - o **Communication** What do I, and my partner, need to do to make sure we are using respectful communication in our relationship?
 - o **Able to resolve conflict** What do I, and my partner, need to do to make sure we can respond respectfully to our conflicts/disagreements?



Grade 9 – Activity - See, Hear, Feel

Part 1:

Engage students in a group activity to brainstorm what healthy dating relationships look like, sound like and how they make us feel.

Set up three pieces of large paper in different spaces around the room, label each paper as noted below:

- Paper 1 labeled: SEE “what can we see in a dating relationship that is healthy?”
- Paper 2 labeled: HEAR “what can we hear in a dating relationship that is healthy?”
- Paper 3 labeled: FEEL “how do we feel in a dating relationship that is healthy?”

Divide students into three groups and have them stand by one of the papers.

Set a time limit for 1-2 minutes for the groups to answer the question on their paper.

After the allotted time, have the groups switch papers, they should now have a different question. Again, give them 1-2 minutes to add their answers to the question. Repeat this step one more time, the groups should now have the third paper to add their answers to.

After this final round have students share their groups list out with the entire class. Discuss some of their answers and which ones they think are important.

Part 2:

Have students return to the desks, handout to each student the “My Relationship” handout on the next page and have them individually fill out the document.

Encourage students that they are just as responsible for making sure their relationships are healthy in looks, sounds and feelings just as much as their partner is. We deserve to be in healthy and safe relationships just as our partners deserve the same.



My Relationship Handout

For my relationship to be healthy I would SEE: _____

The actions I will do to positively contribute to these things I want to see in my relationship are:

If I am not seeing these things in my relationship I can do:

For my relationship to be healthy I would HEAR: _____

The actions I will do to positively contribute to these things I want to hear in my relationship are:

If I am not hearing these things in my relationship I can do:

For my relationship to be healthy I would FEEL: _____

The actions I will do to positively contribute to these feelings are:

If I am not feeling these things in my relationship I can do:



Grade 9 - Social Action

- As a class, or individually have the students create a hashtag or short phrase that talks about positive healthy relationships such as: #myhealthyrelationshipneeds
This message could highlight some of the necessary qualities needed in a healthy relationship, or it could show how people and relationships are different, some relationships may require less communication, more independence or have different levels of boundaries.
 - o Students can then use the hashtag or phrase to develop social media posts, messages, posters, images etc.

- Have students develop their own social action plans related to healthy relationship. Use the following questions to get students thinking about their role in prevention violence and healthy relationship development.
 - o “To me a world without relationship violence, unhealthy relationships, sexual violence etc. looks like/has/means that ...”
 - o “My skills are...”
 - o “My qualities are ...”
 - o “My experiences are ...”
 - o “The resources I have are ...”
 - o Use the initial “a world where” statement to create an action statement “I can use my skills, qualities, experiences and resource to impact change by ... “

Example; “To me a world with healthy relationships means that everyone is not embarrassed to ask for consent”

My skills are technology, public speaking, drawing

My qualities are open-minded, knowledgeable, creative

My experiences are volunteering, baby sitting, working at the library

The resources I have are driving, easy access to books/knowledge, community connections

I can impact change by developing posters/images about consent and using them to help educate friends and classmates, so they are not embarrassed. I can also put the posters up at the library.



Grade 10 “Boundaries”

Teachers can use the following discussion and talking points to help students identify boundaries within their relationships.

Ask students the following questions and have some open discussions:

- What does it mean to have a boundary?
 - o *To be able to identify for ourselves our comfort with different actions, behaviours, situations and interactions.*
- What do we have boundaries for?
 - o *Mental/emotional boundaries, physical boundaries, sexual boundaries etc.*
- Is it important to have boundaries with our families & friendships?
- What are some examples of boundaries with our families and friends?
- Is it important to have boundaries within our dating relationships?
- What are some examples of boundaries for dating relationships?
- How do I tell someone I have a boundary? What would I say or do to show that I have this boundary?
- What can I do if someone breaks one of my boundaries by accident? What would I say or do to let them know I didn't like that?
- What can I do if someone breaks one of my boundaries on purpose? What could I say to this person?



Grade 10 Activity – Red Light, Green Light

Explain to students that you will read out some relationship scenarios. Students are to use the stop light metaphor to determine their personal boundaries. This is an opportunity to think critically about your own personal boundaries, and to respect the boundaries of others.

Stop/Red Light (*i.e. end the relationship and/or seek help*)

Proceed with Caution/Yellow Light (*i.e. identify and communicate your boundaries*)

Go/Green Light (*i.e. continue, move forward with the relationship*)

SCENARIOS: What if your friend, boyfriend, girlfriend, partner ...

- Gives you space to do your own thing?
- Doesn't want you to hang out with your friends, but only with their friends?
- Tells you what you should and should not wear?
- Tells you that you are great just the way you are?
- Criticizes and puts you down for things you do, but says they are just trying to help you?
- Talks about you behind your back?
- Ignores your feelings and/or concerns?
- Remembers things that are important to you?
- Posts positive comments on your profile when you are having a rough day?
- Forces you to hug and kiss them?
- Tries to pressure you into doing things that you don't want to do?
- Doesn't return texts or calls for days when you need to talk?
- Gives you the silent treatment when they are made about something?

Grade 10 – Social Action

- Communicate with a friend, family member, or partner about one or more of your boundaries and how you would like to be talked to about it.
- Ask a friend, family member, or partner what their boundary is related to a specific activity or situation. Communicate how you will respect this boundary.
- Practice asking before touching/physically interacting with someone else as a way of respecting their boundary.
- Create and use a hashtag like #myboundariesare. Develop media content, posters to showcase your hashtag with your peers.



Grade 11 “Consent”

Teachers can use the following discussion and talking points to help students identify consent for sexual activity.

Ask students the following questions and have some open discussions:

- What does it mean to give consent to sexual activity?
 - o *Consent is a voluntary agreement between people that they want to do something together... making sure everyone is saying yes because they want to, not because they feel pressured in anyway to say yes.*
 - o *Active, not passive, only yes means yes, respecting a person's own boundaries, ongoing conversation, not a one-time deal*
- What does positive, affirmative consent “YES” sound like?
- What does positive, affirmative consent “YES” look like?
- What does decline or removing consent “NO” sound like?
 - o *“No thanks”, “Nope”, “Nuh-uh”, “I’m tired”, “My breath smells”, “Uh...”, “Maybe?”, Mumbling, SILENCE*
- What does decline or removing consent “NO” look like?
 - o *Not moving, backing away, shrugging, shaking your head, pushing, stopping, looking scared, afraid, No longer participating in the action*
-

Review the Consent Process and have a conversation with students to reinforce their role in the consent process.

Step 1: Knowing how to ask for a yes *“I like you; do you want to do....”*
What does asking for consent look/sound like for you?

Step 2: Saying/Showing YES or NO for yourself
Our yes or no should be clear, in both words and actions, so we can give our partner the best opportunity to understand our feelings and needs in the moment.

Step 3: Hearing/Seeing the other person say YES or NO
Do we know how to recognize when someone is saying/showing us YES or NO?
What if I am unsure if they are saying yes or no, I am confused, what can I do?

Step 4: Recognizing & respecting the other persons YES or NO
What does respecting someone's YES or NO mean?
What if I am upset/embarrassed that they said NO, what can I do?



Grade 11 – Activity

Option 1: Watch one or more of the videos below about consent and have discussions with your students about what is talked about or shown in the videos. Use the above discussion questions to help guide conversations following the videos.

- Tea Consent <https://www.youtube.com/watch?v=fGoWLWS4-kU>
- Cycling through Consent <https://www.youtube.com/watch?v=-JwKjRaUaw&t=27s>
- Understanding Consent <https://www.youtube.com/watch?v=raxPKkIDF2k&t=1s>
- Consent Explained: What Is It? <https://www.youtube.com/watch?v=5vmsfhw-czA>

Option 2: Have students research TV shows, movie, media for examples that showcase positive, respectful, consensual relationships. Have students develop a project that showcases how positive consent is being used in those platforms. They can point out and explain the consent that is being used, if the consent process is being followed and the outcome of consent on the characters.

Encourage students to be creative in their project, they could use their examples to develop video commentary, poster/collage project, essay writing etc.

As a social action step, you could host a student showcase where others in their school or community can view their projects and learn more about consent.

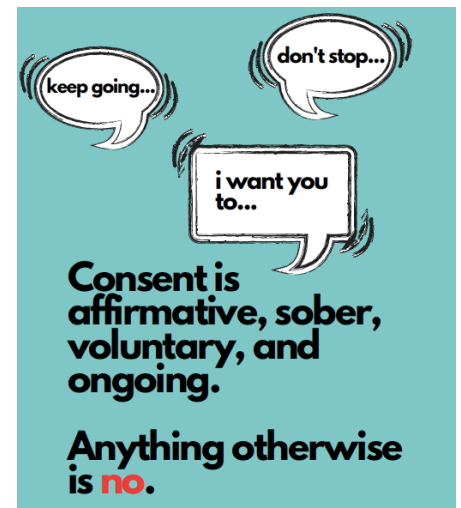
Grade 11 – Social Action

Using a medium of their choice such as art, technology, social media (TikTok), posters, writing etc. have students create their own versions of a positive consent campaign. They could showcase healthy examples of what consent, YES, sounds and looks like for many different situations.

- At a party, going to the movies, hanging out with friends, first kiss, touching, etc.

They can then showcase these projects around the school, on social media platforms, in the community or any other ways to create awareness with others.

*projects and ideas can be shared with us here at CASASC via social media or an email to education@casasc.ca we would be happy to connect and look to include your projects in our larger Only Yes Means Yes consent campaigns.
Instagram @CASASC3
Twitter @CASASC2



Grade 12 “Reality of Consent”

Teachers can use the following discussion and talking points to help students identify some of the realities of consent.

(Optional) review the grade 11 lesson on “Consent” first with students to re-introduce and breakdown the concept of consent.

Share the following information and have a conversation with students on when they would need to use consent.

Consent does not count, cannot be accepted:

- When consent is given on someone else behalf, given by a third person
- If a person is in a position of power, trust, or authority over the other (*teacher, supervisor, coach, tutor, parents, friend, family member*)
- If you are being threatened, coerced or manipulated (*peer pressure, threats of violence, if you loved me you would...*)
- When one person indicates a lack of consent, NO (*passed out, sleeping, saying or showing no, making excuses, if you are unsure*)
- If one or both people are being influenced by drugs or alcohol (*it is up to the person who is asking for consent to make sure both of you are in a clear state of mind to give consent, you may need to revisit the conversation later when both people are more clear headed*)

Ask students the following questions and have some open discussions:

- In what situations do we need to get consent from someone and make sure we are giving consent?
- In what situations/interactions are we not able to give consent, or our consent is not accepted?
- If we choose to use technology to connect with a partner, what does consent look like over technology?
 - o How do I ask for consent to share my messages or images?
 - o How do I know my partner has given me their consent to receive my messages or images?
 - o How do I let my partner know I want to receive their messages or images?
- What do you do if you receive an unwanted, nonconsensual, message or image from someone?

It is important to know that sharing sexual messages or images is incredibly personal and private. We should not be engaging in these activities if we are under 18 and absolutely CANNOT show these messages/images to anyone else.



Grade 12 – Activity

Option 1: Watch one or both videos below (or from the Grade 11 activity section) and have discussions with your students about what is talked about or shown in the videos. Use the above discussion questions to help guide conversations following the videos.

- Online Sexual Abuse Can Happen <https://www.youtube.com/watch?v=CEivufW2IWs>
- Don't Let Pressure End Up As Sexual Abuse <https://www.youtube.com/watch?v=F9ICVylSHvc>

Option 2: Have students research TV shows, movie, media for examples that showcase positive, respectful, consensual relationships. Have students develop a project that showcases how positive consent is being used in those platforms. They can point out and explain the consent that is being used, if the consent process is being followed and the outcome of consent on the characters.

Encourage students to be creative in their project, they could use their examples to develop video commentary, poster/collage project, essay writing etc.

As a social action step, you could host a student showcase where others in their school or community can view their projects and learn more about consent.

Grade 12 – Social Action

Use the following planning guide to plan out a TEAL Day. May 27 is Respect Day and a time to celebrate all the great social action, awareness and education being done around sexual violence awareness and prevention.

On May 27, or another day or your choice, plan a day or event to encourage your school, classmates and/or community to wear the colour teal and participate in SVAM (Sexual Violence Awareness Month) awareness and support.

Using a medium of their choice such as art, technology, social media (TikTok), posters, writing etc., have students create messages and awareness around healthy relationships, promoting respect, consent or other violence prevention concepts.

Consider planning an event/activity for a middle school or younger grade and presenting it to administration and teachers.

*share your plans with us here at CASASC via social media or an email to education@casasc.ca we would be happy to support your Teal Day initiative.

Instagram @CASASC3

Twitter @CASASC2



TEAL/RESPECT DAY PLANNING

ACTIVITY

What is your activity?

What are you going to do?

What do you hope to accomplish by doing this activity?

ACTION STEPS

What steps do you need to take in order to put your plan into action?

What supplies, materials, or space will you need for your activity?

Who can provide additional support? Teachers? Community agencies?

TIMELINE

What date will you deliver your Teal/Respect Day activity/plan?

What tasks need to be completed before this date?

Who is going to be responsible for each task?

What additional support might you need for your activity to be successful?



CASASC Only Yes Means Yes Consent Campaign

Only Yes Means Yes is the Central Alberta Sexual Assault Support Centre (CASASC)'s newest campaign that uses the phrase "**Only Yes Means Yes**" as a way of changing how we look at and understand consent. It focuses on what positive consent can sound and look like as a way to promote healthy relationships and increase a greater understanding of consent culture.

Challenging the conversation by reinforcing that our bodies/person is always conveying a lack of consent (always saying no) and that consent only happens when a person can actively and consciously say "yes" and gives/ shows their consent

This campaign encourages individuals to rethink their perceptions about consent. By seeing examples of positive consent statements and by asking questions like "Did you get/give a yes?" we hope to demonstrate the simple, everyday, respectful and caring ways in which we can ask for and give consent. Empowering individuals to revisit their relationships and see if their perception of receiving consent was on the right path.

Consider participating in the Only Yes Means Yes campaign or working with your students and staff to create your own version of this project. Reach out to us to learn more about our posters and messaging. We can support your development and messaging!



Support & Resources

Be mindful that many areas of prevention education and awareness could cause students to identify situations and/or people in their life that may have caused them harm or unsafety. The goal of this package is to promote healthy like skills and relationship development, however the reality is that being reminded of positive relationships could possibly trigger us to go back to moments where we felt unsafe, were harmed, or of a time we may not have given consent, or any other feelings of concern.

As with all things, remind students of their supports, and who they can go to for help if they would like to talk to someone, if a lesson has brought forward some feelings.

Support can be accessed in many ways through our internal connects and trusted adults. We will share a few external resources to remind us of what is available.

24/7 Sexual Violence Help Line

- Available by talk and text 1-866-956-1099
- Webchat at www.casasc.ca

Kids Help Phone <https://kidshelpphone.ca/>

- Text CONNECT to 686868
- Call 1-800-668-6868

Bullying Helpline

- Call 1-888-456-2323
- Webchat <http://m2.icarol.com/ConsumerRegistration.aspx?org=2181&pid=11>

Mental Health Helpline

- Call 1-877-303-2642



CASASC Education Program Offerings

Kindergarten to Grade 4: NO SECRETS

No Secrets is a personal safety program for children in grade K-4 with a focus on personal safety. No Secrets is an in-school program presented free-of-charge in two parts. Presentation topics include safe/unsafe touching and secrets, public vs. private, everyone has a body and understanding our bodies, and person safety networks.

Time: Two sessions, 35-45 minutes each

Grade 5 & Grade 6: IRESPECT MYSELF

iRespect MYSELF is a prevention program focused on empowering students in Grades 5-6 to grow their self esteem and respect for themselves as well as develop a respectful understanding of concepts and issues like emotions, diversity, communication, labels and stereotypes. iRespect MYSELF focuses on building a foundation of understanding and respect for oneself and the people around them.

Time: One session, 60 minutes

NO SECRETS: VIDEO KIT PROGRAM

The No Secrets Video Kit program is a safe and friendly option to meet your students' needs. This is a virtual adaptation of the in-person No Secrets program and is designed to be delivered by the classroom teacher. It contains 3 short videos and access to student workbooks, teacher guides and optional materials to make the program happen. The Video Kit program is offered free-of-charge upon availability.

Grade 5 & Grade 6: IRESPECT US (part 1)

iRespect US session 1 is a prevention program focused on empowering students in Grades 5-6 to build and maintain respectful peer relationships and contribute to healthy schools. Topics include healthy schools, healthy relationships with friends and peers, understanding personal power and communicating through conflict and disagreements. iRespect US builds on the concepts learned in the iRespect MYSELF program with a focus on our relationships and how we interact with others.

Time: One session, 60 minutes



Grade 5 & Grade 6: IRESPECT US (part 2)

iRespect US session 2 is a prevention program focused on empowering students in Grades 5-6 to build and maintain respectful peer relationships and contribute to healthy schools. The program continues the learning from session 1 allowing students to use the skills learned to respond to bullying behavior. Topics in session 2 includes an overview of bullying and cyberbullying behavior, the impact of these behaviors and how to respond to it. iRespect US focuses on our relationships and how we interact with others.

Time: One session, 60 minutes

Grades 7-12: HEALTHY DATING RELATIONSHIPS 101

HDR 101 is an overview program highlighting the basic concepts of healthy dating relationships. As this program provides only an overview into dating relationships content, it is ideal to start the conversation with youth through definitions and key points. HDR 101 focuses on healthy and unhealthy dating relationships, communication and conflict resolution, sexual violence including sexting, consent, and consent laws.

Time: One session, 75 minutes

To book a presentation or for more information contact education@casasc.ca or visit our website <https://casasc.ca/education/>



Connect with education@casasc.ca to bring a full program lesson to your class.

CASASC 24 Hour Sexual
Violence Help Line
Text/Call
1-866-956-1099
Webchat www.casasc.ca

For more information on SVAM
or any of our other programs & services
connect with us at
education@casasc.ca

