



Consent, Sexual Assault and Sexting – Grade 9

95 minutes in length

Overall Expectation:

- C1. Demonstrate an understanding of factors that contribute to healthy development.
- C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.
- C3. Demonstrate the ability to make connections that relates to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

Specific Expectations:

C1.2 Demonstrate an understanding of the benefits and risks of using electronic communication technologies (e.g. easy access to useful information and entertainment but also to harmful or undesirable information and entertainment, such as pornography; enhanced ability to stay in touch with friends but also increased possibility of exposure to sexual predators, bullying, and sexting; ability to communicate one's thoughts and creative efforts to the rest of the world but also increased potential for loss of privacy).

C2.3 Apply their knowledge of sexual health and safety, including a strong understanding of the concept of consent and sexual limits, and their decision-making skills to think in advance about their sexual health and sexuality.

C3.3 Describe skills and strategies (e.g. communication, social, refusal, adaptive, and coping skills, conflict resolution strategies) that can be used to prevent or respond to situations of verbal, physical, and social bullying and sexual harassment (e.g. gender-based violence, dating violence, domestic violence, homophobic comments, racial teasing or conflict, weight-based teasing, ostracising behaviour, coercive behaviour, inappropriate sexual behaviour).

Learner Outcome:

Understand consent and sexual assault. Identify signs of a healthy, unhealthy, and abusive relationship. Identify resources to support someone who has been sexually assaulted. Discuss implications and consequences of sexting.

Materials:

1. **PowerPoint Presentation:** Consent, Sexual Assault and Sexting
2. **Handouts:**
 1. Violent and Sexual Assault/Relationship Scenarios
 2. Consequences of Sexting
3. **Posters:** Healthy/Unhealthy/Abusive Relationships
4. **Question Box**

Introduction:

It is important that students understand what consent and sexual assault is, how to identify it, how to support someone who has experienced or is currently experiencing sexual assault and where to go for help. This lesson plan explores consent and defines sexual assault as well as identifies healthy, unhealthy, and abusive behaviours in relationships and where to go for help. Sexting and consequences of sexting will be explored.

Addressing the topic of consent and sexual assault may cause some students to be distressed or show other signs they are, or have somehow been involved in an abusive situation. Dealing with controversial issues encourages students to examine their own beliefs and experiences. Teachers need to act with sensitivity and discretion when handling individual student information that is sensitive or could cause embarrassment or distress to the student or family. Respect confidentiality in the classroom and anticipate where discussions will lead in order to protect students from revealing personal information inappropriately.

Some people experience abuse, violence, assault or exploitation that takes the decision to be abstinent away from them. In these cases abstinence is not a choice (e.g. a teen that is forced to have a sexual relationship with someone for a couch to sleep on that evening). Students who go through these types of experiences will need extra support to understand that what happened to them is never their fault. They will also need encouragement to understand that they can have healthy relationships where they do have the right to choose sexual activity.

Addressing the topic of sexual assault may cause some students to be distressed or show signs that they have been assaulted. This topic can also trouble students who have not experienced assault but were not aware that such situations occurred. It is important to be sensitive to the needs of all of your students when teaching this topic.

- This lesson should **not** be taught by a substitute teacher
- Before starting these lessons, it is recommended to talk to the school counsellors so they are aware there may be disclosures of sexual assault
- Reinforce confidentiality and sensitivity when discussing this topic
- Refer to your school board policies and procedure about disclosures and reporting

Approaches/Strategies

A. Ground Rules (5 Minutes)

Ensure ground rules are established before beginning this lesson. For classes that have already established ground rules, quickly reviewing them can promote a successful lesson.

Some suggestion for ground rules include:

- We have personal boundaries that must be respected
- We have the right to “pass”
- We have a right to our own beliefs and opinions
- We are responsible for our own learning
- Our questions or comments will be respected and taken seriously

B. Understanding Consent and Sexual Assault (15 minutes)

What is consent?

Consent is permission for something to happen or agreement to do something. It's very important to be able to recognize consent:

- Consent is obvious
- Consent is not a guessing game. If you don't know, just ask!
- There are different ways to say no
- It's as simple as respecting & communicating with your partner

- If you're drunk or high you CANNOT physically give your consent
- Consent doesn't count (and is illegal) if you've been forced, threatened, bribed, intimidated, or rewarded to do something against your will
- Even if consent has been given in the past, everyone has the right to change his or her mind and stop giving permission for any activity

All sexual activity without consent, regardless of age, is a criminal offence¹

For more information about age of consent go to the Department of Canada's Department of Justice website: [Age of consent to sexual activity](#)

C. PowerPoint Presentation (10 Minutes)

Begin PowerPoint Presentation reviewing slides 2-3: Sexual Assault

What is sexual assault?

Sexual assault is any form of sexual activity forced on someone else without that person's consent¹. Force can be physical, or through the use of threats, bullying, manipulation, alcohol/drugs or harassment. Any unwanted sexual activity — including kissing, touching, groping, flashing, oral sex, intercourse, photographing, etc.— under any circumstances is sexual assault.

Although the term victim is used in the learning outcomes, it is important to note survivor is the term that reflects current practices. Rape is a term that is no longer used in Canada, although it is still commonly used to describe vaginal, oral, or anal intercourse without consent. The preferred term to use with students is sexual assault.

Continue PowerPoint slides 4-9: Types of Sexual Assault, allowing time for questions and class discussion.

Types of Sexual Assault

Drug Facilitated Sexual Assault

- Often known as “drug rape” or “date rape”, drug-facilitated sexual assault is when someone uses the fact that you've taken or been given alcohol or drugs to sexually assault you. This sexual assault can be anything from unwanted kissing or touching to intercourse.

Sexual Exploitation

- Sexual exploitation is the sexual abuse of a person through the exchange of sex and/or sexual acts for drugs, food, shelter, protection, and other basics of life and/or money. This includes creation or viewing of pornography, sexually explicit images or sexually explicit websites.

Relationship Violence

- Dating violence is the emotional, physical, and/or sexual abuse of one partner by another in a dating relationship where the couple is not living together.

Domestic Violence

- Physical or sexual assault or threat of such violence, against a partner in a domestic relationship. The definition encompasses both opposite and same sex partnerships.

Sexual Harassment

- Unwanted sexual advances, unwanted requests for sexual favours, and other unwanted verbal or physical conduct of a sexual nature. Sexual harassment can include pinching, patting, rubbing, “dirty” jokes, comments, suggestions, etc. The behaviour does not have to be intentional to be considered sexual harassment.

D. Consent/Sexual Assault True/False Quiz (20 Minutes)

Students determine definitions for sexual assault and identify various types of sexual assault through class discussion.

1. Distribute true and false cards to each student
2. Read out the true and false statements
3. Ask students to write down on a piece of paper what they think is the right answer
4. Review the Consent/Sexual Assault and Sexting True/False Answer key to take up the answers
5. Debrief this activity using the following questions:
 - Why does sexual assault happen?

Sexual assault is an act of power and aggression. It is not sexually motivated.

- Who is at fault when sexual assault occurs?

The offender is always at fault.

E. Identifying Healthy/Unhealthy/Abusive Relationships

You may choose one of the following activities for students to identify some characteristics of healthy, unhealthy, and abusive relationships.

Option 1:

Healthy/Unhealthy/Abusive Relationships Exercise (15 Minutes)

Print and or present PowerPoint slides 10-17: Signs of a Healthy, Unhealthy, Abusive Relationship Posters to hang in the class.

1. Hang the posters: Signs of a Healthy, Unhealthy, Abusive Relationship at the front of the class to form three columns.
2. Explain that many people have trouble deciding whether or not a relationship is good for them. It can be difficult to tell the difference between a healthy and an unhealthy relationship, and between an unhealthy and an abusive relationship. In this activity students will identify the qualities of healthy, unhealthy, and abusive relationships.
3. Divide the class into small groups.
4. Give each group one or more Healthy/Unhealthy/Abusive Relationship card(s) until all cards are distributed. Have the group discuss each card and decide if it describes a healthy, an unhealthy, or an abusive relationship.
5. When the group has made a decision, have them place the card under the appropriate poster at the front of the class.
6. When all groups have placed their cards, debrief this activity using the following questions:
 - Are there any cards you think should be moved to the other column? Why?
 - How do people feel when they are in a healthy relationship? In an unhealthy relationship? In an abusive relationship?
 - Is it possible that what one person believes is appropriate behaviour might actually be inappropriate or abusive?
 - Who decides what is respectful and what is abusive?

Option 2:

Relationship Violence And Sexual Assault Scenarios (20 minutes)

Students identify different types of abusive behaviour. You can use the written scenarios provided as a handout or use the online scenarios from the link below.

Online scenario: [Video: The line](#)

1. Divide the class into mixed gender groups **when possible**. It is important that both males and females work together to examine the issues of sexual assault and relationship violence.
2. Give each group one of the Relationship Violence and Sexual Assault Scenarios or go online to access a scenario. Explain that groups will read (or watch) each of the scenes in their groups.
3. Display the PowerPoint slides 18 and 19 Relationship Violence and Sexual Assault Scenario Questions for the class to use in their groups.
4. Ask a volunteer from each group to summarize their scenario out loud to their group members. When they are done, groups can discuss their answer to the questions on the Relationship Violence and Sexual Assault Scenario.
5. If time permits, have groups trade with another group, and repeat the above process with a scenario they have not yet seen.
6. Debrief this activity using the following questions provided on the slide:
 - What kinds of abusive behaviour were demonstrated in these scenarios?
 - When did each situation become unhealthy? Abusive?
 - How could each situation have been avoided?
 - What if the roles were reversed?

F. Where To Go For Help (10 minutes)

FOR STUDENTS:

Continue PowerPoint slides 20-21: Where to get help

Use the following points to debrief part one and two of the Sexual Assault lesson plan.

No matter what, sexual assault is never a victim's fault. And it's not a person's responsibility to "prevent" themselves from being assaulted. The only person responsible for a sexual assault is the person who commits it. But the following tips can help you have a safe and fun time when at a party, bar or just hanging out with friends.

- Use a buddy system. Keep an eye on yourself and your friends. If you are worried or feel uncomfortable about a situation with someone, tell your friends and ask them to watch out for you.
- Watch for signs. Alcohol is the number one drug associated with drug facilitated sexual assault, but keep in mind that non-alcoholic drinks can also be spiked. These drugs can take effect very quickly and you should get help immediately if your drink looks, tastes, or smells weird, or you feel really giddy or drowsy.
- Everyone has the right to have control over what happens to his or her body. People can choose with whom, when, and for how long any activity takes place. Even if the couple is actively engaged in sex, either person has the right to change his or her mind and stop the activity at any time.
- Just because you have done something before doesn't mean you have to do it again.
- Nothing you do or say can contribute to a sexual assault. Offenders are 100% responsible.

If you are in immediate danger call 911

If you are affected by any form of family or sexual abuse, or if you suspect someone you know may be, please refer to the following resources for help or support.

1. Durham Rape Crisis Centre

24 hour crisis line, counselling and support for recent or past abuse (905) 668-9200

2. Childhelp National Child Abuse Hotline

Crisis intervention, information, literature, and referrals to emergency social service and support resources. Confidential 1 (800) 422-4453

3. Durham Children's Aid Society

If you are being abused or know/suspect someone is being abused (905) 433-1551 or 1 (800) 461-8140

4. Second Base Youth Shelter

A shelter for ages 16–21, with ID (416) 261-2733

5. Kids Help Phone

Connect family & sexual abuse network 24/7 support line. Phone and web counselling, referral and information service for children and youth. Anonymous and confidential support.1 (800) 668-6868

If you have a friend who has shared with you they have experienced a sexual assault you can support them by being a good friend: listen to what they have to say, believe them, do not force them to talk about it, and offer to help find a trusted adult to talk to.

Encourage students who are feeling confused or upset to talk to a teacher, counsellor or trusted adult.

G. Consequences Of Sexting And Child Pornography

Powerpoint Presentation (10 minutes)

Continue PowerPoint slides 22-24: Sexting and the Law. Allow time for questions and class discussion.

Child pornography is defined as a “photographic, film, video or other visual representation, whether or not it was made by electronic or mechanical means, (i) that shows a person who is or is depicted as being under the age of eighteen years and is engaged in or is depicted as engaged in explicit sexual activity, or (ii) the dominant characteristic of which is the depiction, for a sexual purpose, of a sexual organ or the anal region of a person under the age of eighteen years;”¹ The primary objective of this law is to protect children and teens under age 18 from being exploited and harmed by adults through the creation and distribution of child pornography. Under the criminal code of Canada, it is illegal to produce, possess or distribute child pornography².

It is important for students to recognize that taking pictures of a sexual organ; taking a nude picture, or taking a picture of someone engaged in sexual activity who is under the age of 18 may have legal implications.

For more information on sex and the law go to: Sexualityandu.ca - Sex and the Law

Consequences Of “Sexting” (15 minutes)

Students will examine the importance of responsible sexual behaviour and the potential legal consequences associated with sexting.

1. Distribute Consequences of Sexting handout
2. Divide students into groups of 2-3
3. Have students review the scenario outlined on handout
4. Allow groups time to answer questions provided
5. Take up answers as a class.
6. Facilitate class discussion and explore any potential findings that were missed.

H. Question Box (10 minutes)

Have students fill out questions and address them next class.

Self-Reflection

During the lesson, were:

- Ground rules being followed?
- Good practices established regarding group work and discussion?
- What will you change for future classes with this group?
- What will you change for future use of this lesson?

For teachers:

Please refer to your school board policies about disclosures and reporting. If a child discloses information about an abusive situation, teachers are legally and ethically obligated to break confidentiality and report the situation directly to the local office of Children’s Aid Services.

Encourage students who are feeling confused or upset to talk to a teacher, counsellor or trusted adult.

Student Assessment

During the lesson, did students:

Knowledge:

- Examine concepts of consent and sexual assault.
- Demonstrate understanding of sexting.

Skills:

Grade 9 PPL10. Consent, Sexual Assault and Sexting

- Identify healthy and unhealthy relationships?
- Identify resources where they can go for help?

TRUE/FALSE FLASH CARD ACTIVITY

Distribute true and false cards to each student. Read out the true false statements. Ask students to hold up their true or false card depending on what they think is the right answer. Ask students to close their eyes when holding up their cards so they aren't concerned about how other students are answering.

TRUE/FALSE Answer Key

Healthy relationships should be fun

TRUE: Healthy relationships make us feel good about ourselves and contribute to positive self-esteem. We feel appreciated and accepted for who we are.

Jealousy is a sign of love

FALSE: Some people may see jealousy as being protective of their partner but jealousy can be about power, control and manipulation. Unhealthy relationships can lead to abusive relationships.

It is OK when your partner spends time alone with friends or family

TRUE: Spending time away from your partner helps you to have a more balanced life where you are able to maintain other healthy relationships with family and friends. Someone who is jealous of the time you spend with other people may be trying to control you. It is important to set boundaries by communicating with your partner e.g., "I always attend family birthday parties as this helps me stay close to my family".

It is OK to believe you can make your partner's problems go away

FALSE: Problems that affect a relationship such as alcohol or drug use, lying or abuse can lead to unhealthy behaviours. Supporting your partner is important but if the problem is leading to any kind of abuse (i.e. emotional, physical, spiritual) this is a sign that the relationship may be harmful. Recognizing unhealthy relationships can be difficult. Help is available by talking with someone you trust or calling a telephone helpline.

If you start doing something sexual and your partner wants to stop it is OK

TRUE: Communication is a key part of an intimate relationship. It is important to respect your partner's sexual limits and boundaries and talk about them. If your partner is not comfortable at any time and wants to stop, you stop. Everyone has the right to have control over what happens to his or her body. People can choose with whom, when, and for how long any activity takes place. No matter how deep the level of intimacy, even if the couple is actively engaged in sex, either person has the right to change his or her mind and stop the activity at any time. If someone says "NO" and the offender continues to pressure them into any sexual activity the offender is committing sexual assault.

It is OK if your partner threatens you as long as he or she does not hit you

FALSE: Not all abuse is physical. Emotional or psychological abuse such as threats, excessive criticism, humiliation, shouting and swearing, are all signs of an unhealthy relationship. Any type of abuse can cause harm and it is not OK.

It is OK if your partner wants to know where you are every minute of the day

FALSE: Constantly wanting to know where someone is or who they are with by texting, calling or stalking is unhealthy in any relationship. Healthy relationships are built on trust and communication between both partners.

The age of consent to sexual activity in Canada is 16 years

TRUE: However there are "close in age exceptions". For example, youth:

- 16-18 years old are able to consent EXCEPT when the partner is in a position of authority (e.g. teacher, coach, boss).
- 14-15 years old are able to consent IF partner is not more than 5 years older (and partner is not in a position of authority or exploitative relationship) OR they are in a married/pre-existing common-law relationship.
- 12-13 years old are able to consent IF the partner is not more than 2 years older (and partner is not in a position of authority or exploitative relationship).
- Children under 12 are unable to consent under any circumstance.

Consent to sexual activity includes kissing.

TRUE: Sexual assault includes when an individual is kissed, sexually touched or forced to have intercourse without his/her consent.

If someone is drunk or high they cannot give consent to take part in sexual activity

TRUE: Often known as “drug rape” or “date rape”, drug-facilitated sexual assault is when someone uses the fact that you have taken or been given alcohol or drugs to sexually assault you. This sexual assault can be anything from unwanted kissing or touching to intercourse.

If the person who commits a sexual assault is drunk or high they cannot be charged with sexual assault

FALSE: Offenders are responsible for their actions regardless of whether they are under the influence of drugs or alcohol. Being intoxicated does not excuse criminal behaviour and is not an acceptable defence.

Debrief this activity using the following questions:

- Why does sexual assault happen?

Sexual assault is an act of power and aggression. It is not sexually motivated

- Who is at fault when sexual assault occurs?

The offender is always at fault

Healthy/Unhealthy/Abusive Relationship Posters

Signs of a Healthy Relationship

Talking about your feelings

Respecting your date's friends and activities

Considering the other person's opinions and feelings

Respecting differences in other people

Stating differences of opinion

Having an equal say in the relationship

Figuring out a solution that is good for both of you

Signs of an Unhealthy Relationship

Believing one partner has more rights than the other

Shouting or yelling when you are angry with your partner

Using the silent treatment

Pestering your date until you get what you want

Pouting to get what you want

Signs of an Abusive Relationship

Dominating and controlling your date's other relationships, friends and activities

Name-calling (putdowns)

Threatening harm

Intimidating by hitting or destroying property

Being extremely jealous and possessive of date

Pushing, hitting, restraining or holding your date against his or her will

Sexual Assault/Relationship Violence Scenarios

Scenario 1

Scene #1

Jennifer is 14 years old and has her first boyfriend. She met him at a party. His name is James and he's 17 years old. She's thrilled because he's so attentive and he has his own car. They've been going out for a month and have seen each other every day. He calls every day – five or six times, and they spend at least a couple of hours together as well. James treats her very well. He buys her presents and takes her to really nice places. Jennifer has been so busy with James that she isn't seeing her friends except at school. When she talks about him her friends are all jealous because she has such a great guy. Jennifer has dropped out of volleyball and drama club because she has no time. James picks her up right after school and he doesn't like to wait or have her waste time when they could be together.

Scene #2

Jennifer and James have been going out for two months now. Jennifer is really confused. James is so wonderful and she keeps doing things that make him mad. She wonders how she can be so dumb. James loves her so much and he always wants to be with her. Last week after school she was talking with Greg. Their teacher assigned them a school project and they were discussing it. James was waiting and when she got to the car he screamed and yelled and called her stupid and selfish, and other even worse names. He was sure she was seeing Greg and accused her of sleeping with him. Jennifer knew it was her fault for keeping him waiting. That night James came over with flowers and told her he got mad because he loved her so much and couldn't stand to see her with other guys. Last night she was talking on the phone with a friend she hadn't talked to for weeks. She only talked to her for five minutes because she knew James would be calling. He calls every ten to fifteen minutes all evening. James phoned right after and called her all kinds of names and accused her of seeing Greg again. James keeps saying mean things and then says it's because he loves her and no one else will love her like he does.

Scene #3

As the relationship continued and after they started to have sex, things got worse and worse. James didn't like anything Jennifer wore or did. The first time James hit Jennifer was when she put on a brand new shirt she bought to wear especially for him. He thought it was too sexy and slapped her and accused her of being "sleazy". Jennifer never wore that shirt again and from that day on James told her what to wear. Whenever Jennifer did something James didn't like he would punch her and say, "If you didn't act that way I wouldn't get mad". Then he would want to make love and Jennifer never said no. No matter how bad things got there were always these wonderful moments. Jennifer was scared, but she didn't want to lose James.

Sexual Assault/Relationship Violence Scenarios Scenario 2

Scene #1

Lisa is 14. She is fairly shy, and although she has always had two or three close girlfriends, she also worries that she isn't very popular. One day, a boy in her class named Andy asked her out. She was surprised and pleased that he had noticed her, since he is well liked at school and considered quite a "catch." Once they started seeing each other, they spent almost all of their time together. Andy seemed flattered whenever Lisa mentioned how lucky she was to be going out with him, and always mentioned this when they were around his friends. Since Andy didn't really know Lisa's friends, she didn't get to see them very often, but whenever she did they would go on and on about how they couldn't believe how lucky she was to have been chosen by such a good looking, popular boy.

Scene #2

In the past few months, Andy has started to criticize Sandy and Patricia, Lisa's closest friends. He doesn't want Lisa to go shopping with them on Saturdays or to visit with them at lunch or after school. He says if she really cared about him, she wouldn't need to go places without him.

Sometimes Lisa sees her friends without telling him, but if he finds out he gets angry. He calls her names, and says she doesn't care about him. Other times, Lisa makes excuses not to see her friends and they wonder why she doesn't want to visit with them anymore. Lisa doesn't want to end her friendship with Sandy and Patricia, but she's afraid she will lose Andy if she doesn't do what he wants.

Scene #3

On their 6 month anniversary, Andy planned a lavish celebration for just the two of them. His parents had agreed to go out for the evening and let Andy cook supper for Lisa at home. Although it was supposed to be a surprise, he'd talked about it so much with his friends that Lisa found out about it and decided to do something special. Although she never thought she was beautiful, Lisa usually felt OK about how she looked. Still, she decided a new haircut before their special evening would make Andy happy. When she showed up at Andy's house, he laughed at her, and told her it looked ugly. Lisa started to cry and decided to leave, but Andy apologized and convinced her to stay. Lisa felt stupid. "I should have known," she thought, "Andy is so particular about how I dress or act." She was determined to behave throughout the rest of the evening. So, after dinner, when Andy started kissing her, she let him go farther than ever before. Before she knew it, he was pulling her skirt up and taking off his pants. When she hesitated, Andy told her that she owed him sex. After all, wasn't she lucky to be going out with him? She wouldn't have any friends if it weren't for him. How could she refuse after he'd done so much for her? She said, "No, Andy. I'm not ready for this". Still, he said it was too late, and forced her to have sex with him. When it was over, she just sat on the couch and cried. Andy apologized, and told her she'd better get over it before his parents got home.

Sexual Assault/Relationship Violence Scenarios

Scenario 3

Scene #1

Carol is 13. For six months, she has been dating Joe, who is a year ahead of her in school. Since the beginning, the relationship has been going well. Joe sent her special emails, and every evening they would spend hours on the computer instant messaging each other. Sometimes, Joe accused Carol of flirting with other guys. He said that she had to be careful, since she was so beautiful. Carol wasn't too bothered by the accusations. She thought that if Joe was jealous, it must mean he really cared about her.

Scene #2

One month later, Carol and Joe had plans to go out on Friday after school. He said he would meet her at the front door of the school half an hour after the bell. Carol was talking with her friend Amy by her locker after school. She lost track of time and was late meeting Joe. He was gone by the time she got to the door, so she went home. Joe was waiting outside her house. Before she could explain what happened, he started yelling, "Where have you been? What have you been doing?" He grabbed her by the hair and slapped her face. She tried to get away, but he punched her and knocked her on the ground. Carol blacked out for a minute or two, and when she came to Joe was sitting on the ground crying and saying, "I'm sorry, I'm so sorry." Carol went into the house by the back door so her parents wouldn't see her. She cleaned herself up, and put makeup where the bruises would show. She came back outside, and Joe acted like nothing had happened. They went out for the evening, and nothing else was said about the incident.

Scene #3

Joe hadn't had any violent outbursts for three or four months, so Carol forgot about it and thought it wouldn't happen again. But, in the last few weeks, Joe has started slapping her around once or twice. Carol has tried everything not to make him angry, but he seems to get worked up for no reason. Carol hasn't told anyone what is going on, although her friends have asked her a few times if she has hurt herself because sometimes the bruises show even under the makeup. Carol always makes up an excuse. She thinks her mother is getting suspicious, but so far Carol has avoided any direct questions. Carol wants to help Joe, but she doesn't see how. She has tried to talk with him, but it only seems to make him angrier. She is often afraid that he will hurt her badly, but she cares about him. And deep down, she thinks he might come after her if she tried to break up with him.

Consequences of Sexting Handout

Name: _____

Review the scenario outlined below and answer the questions provided.

Amy (15 years old) and Jacob (16 years old) have been dating for 5 months. Amy has future aspirations of becoming a nurse and Jacob hopes to one day become a police officer. Amy recently moved to another school and is not able to see Jacob as often as she would like to. Amy and Jacob text each other every day to keep in touch. One day Jacob asks Amy to send him a naked picture of herself. Amy is worried that Jacob will break up with her if she does not. Amy decides to send Jacob a picture. 2 months later, Amy feels the long distance relationship is becoming too much and decides to break up with Jacob. Jacob is angry that Amy ended their relationship and threatens to send the nude photo of her to his friends. The next day, Amy logs on to Facebook and finds the nude photo she sent to Jacob has gone viral.

- 1.) What affects might this have on Amy (i.e. social life, professional aspirations and education)?**

- 2.) Are there any legal consequences of Jacobs's actions? If so what are the consequences?**

- 3.) How could the decision to share Amy's photo impact Jacobs's future?**

- 4.) What should Jacob and Amy have done differently in this situation?**

References

1. Government of Canada (2011). Canada's legal age to consent to sexual activity. Retrieved September 22, 2015 from [Age of consent to sexual activity](#)
2. Government of Canada (2015). Criminal Code (R.S.C., 1985, c. C-46). Retrieved September 22, 2015 from [Criminal Code of Canada](#)