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555 rue Richmond Street West/Ouest  
Suite/bureau 505  
Toronto, Ontario M5V 3B1  
Phone/tél: 1-800-263-1638 or/ou  
(416) 203-7122  
Fax/télé: (416) 203-8284

## **Programming Connection Case Study Package / Trousse d'étude de cas diffusée dans Connectons nos programmes**

Materials from: Sexuality...Let's Talk About It!

A program of:

The First Nations of Quebec and Labrador Health and Social Services Commission  
250, place chef Michel-Laveau, Local 102  
Wendake, Québec G0A 4V0  
[www.cssspnql.com](http://www.cssspnql.com)

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For more information on Sexuality...Let's Talk About It!, read the Case Study in CATIE's Programming Connection at [www2.catie.ca/en/pc](http://www2.catie.ca/en/pc).

The Programming Connection is designed to encourage the revitalization of existing programs and the creation of new programs. Should you use any part of these materials, please credit the author/organization as named on this cover sheet.

Documents sur : Sexualité...parlons-en!

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La présente documentation a été assemblée et téléchargée dans Connectons nos programmes en octobre, 2010.

Pour plus de renseignements sur Sexualité...parlons-en!, veuillez lire l'étude de cas dans Connectons nos programmes de CATIE à : [www2.catie.ca/fr/cnp](http://www2.catie.ca/fr/cnp).

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# Sexuality Let's talk about it!



The love and sexual relationships of the youth.

## WORKSHOP 2

Total time of meeting: 2 hours

**General objective:**

Learn about the emotional aspects related to love and sexual relationships.

**Specific objectives:**

- 1) Reflect on the concept of sexuality.
- 2) Identify the similarities and differences in the ways boys and girls act in love relationships.
- 3) Know the important elements to consider before getting involved in a sexual relationship.
- 4) Define the types of violence that may be encountered in love and sexual relationships.
- 5) Learn to respect oneself and the other in love and sexual relationships.

## 1. PRESENTATION

**Length:** 2 minutes

**Material:**

✂ Participant's kit

The objective of this training is to improve attitudes towards sexual health that will prevent behaviours leading to risks of developing HIV/AIDS and STBBIs.

This workshop will address the emotional aspect of love and sexual relationships.

The kit you have been given will be your work tool for the entire training.

The left side contains all the sheets necessary for doing activities. You will be informed when you need them.

The right side has a glossary explaining some of the terms used when people talk about sexuality, a sheet of resources which may be useful to you (along with their contact information), and definitions of the various types of violence. There are also brochures on love relationships and on male and female sexual orientation, as well as a condom.

## 2. PARTICIPANT INTRODUCTIONS

**Length:** 5 minutes

Roundtable

So that participants get to know one another a bit more, you will introduce yourselves in turn and name a quality which defines you and starts with the first letter of your first name.

## 3. RULES OF CONDUCT

**Length:** 3 minutes

**Required material:**

✂ Large paperboard

✂ Pen or pencil

✂ Sticky paper

Because sexuality is a topic that can be embarrassing to discuss, it is important to establish some rules of conduct allowing everyone to feel as comfortable as possible with the topic.

What rules should be followed to ensure respect for everyone during the meeting?

*Write down the answers on a large paperboard.*

Are you prepared to follow these rules?

#### Rules of conduct

1. Listening.
2. Confidentiality (what is said remains here).
3. Non-judgemental.

#### 4. PRE-TEST

**Length:** 5 minutes

**Required material:**

✂ Pre--test

You will answer two identical questionnaires. The first one will measure your current knowledge before the meeting and the second one will measure your knowledge at the end of the meeting. This will allow an evaluation of the learning acquired through the training.

Bring out the pre-test.

#### Instructions for the pre-test

- It is done individually.
- Write your first or last name in the space indicated on the sheet and make sure you use the same name for the post-test to allow comparison of the answers by the same person.
- Raise your hand when you have finished the test.

*Read the questions with the participants.*

Indicate whether the following statements are true or false

- 1) Sexuality refers only to sexual relations.
- 2) Boys and girls act the same way when they are in love.
- 3) In having sexual relations with penetration, there is no risk of getting an STBBI.
- 4) There is no way to protect yourself from STBBIs and unplanned pregnancies.
- 5) Sexual relations do not generally create any anxiety.
- 6) Psychological violence may be defined as being prevented by someone from seeing your friends.
- 7) Sexual violence is defined as being pushed or shoved by another person.
- 8) Everyone has the same limit in being intimate with another person.
- 9) If you are a victim of violence, you can turn to a person you trust for help in getting out of the situation.
- 10) HIV/AIDS is a form of STBBI.

## 5. WHAT IS SEXUALITY?

**Length:** 5 minutes

**Required material:**

- ✂ Large paperboard
- ✂ PowerPoint
- ✂ Pen or pencil

### Brainstorming

What does the word 'sexuality' mean to you?

*Write down the answers on a large paperboard.*

PowerPoint

**Sexuality is...**

<ul style="list-style-type: none"><li>• Self-esteem</li><li>• Friendship</li><li>• Love</li><li>• A love relationship</li><li>• Body image</li><li>• Intimacy</li><li>• Sex</li><li>• Pleasure</li><li>• Knowing one's body</li></ul>	<ul style="list-style-type: none"><li>• Pressure from others</li><li>• Self-affirmation</li><li>• Sexual behaviours</li><li>• Puberty</li><li>• Feelings</li><li>• Modesty</li><li>• Excitement</li><li>• Desire</li><li>• Etc.</li></ul>
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In short, sexuality refers to much more than the human genital organs and sexual behaviours. It refers to people of both sexes in terms of their entire being.

End of PowerPoint

**6. LOVE RELATIONSHIPS**

**Length:** 20 minutes

**Required material:**

✂ Support sheet no. 1

We will now look at the differences in the ways boys and girls act when they are in love.

Team work

In teams of 3 (non-mixed, i.e., boys with boys and girls with girls), you will answer the following questions.

Bring out support sheet no. 1.

*Read the questions with the participants.*

## A boy in love is ... / A girl in love is...

- 1) What kind of partner do boys/girls generally look for?
- 2) How do boys/girls show their love to the person they love?
- 3) How do boys/girls act with their partner when they are in love?
- 4) What anxieties do boys/girls have regarding love relationships?

The boys are to answer the questions about girls only. The girls are to answer the questions about boys only.

Each team assigns a person to write down the answers on the sheet and present them to the entire group when it comes together again.

You have 5 minutes to do the exercise (max. 10 minutes).

### Return to the main group

Girls, what are your answers?

Boys, do you agree or disagree? Why?

*Do the same thing again, this time with the boys' answers.*

### Discussion

Do you have the feeling that boys and girls know much about one another?

What were the main differences in how the boys and the girls see things?

What can these differences lead to in a couple?

- Conflicts.
- Misunderstanding of the other.
- Interest in the other.
- They complement one another
- Compromise.



What can boys and girls do to know more about one another and to understand one another better?

- Communicate.
- Spend time together.

## 7. SEXUAL RELATIONS

**Length:** 45 minutes

**Required material:**

- ✂ Coloured crayons
- ✂ Paperboard for the comic strip
- ✂ Support sheet no. 2
- ✂ PowerPoint

### Team work

In teams of 3, you will answer questions about a simulation dealing with sexual relations.

Bring out support sheet no. 2.

*Read the simulation and the questions with the participants.*

### **Simulation**

David and Catherine have been going out together for some time. They are thinking of soon having sex for the first time.

- 1) What emotions are David and Catherine likely to be feeling?
- 2) Why might they be eager to have sex as soon as possible?
- 3) What anxieties might they have?
- 4) What are the solutions for reducing these anxieties?
- 5) What risks are they exposing themselves to?
- 6) How can they protect themselves?

It is important to answer all the questions because the answers will be used to create a comic strip. You have 10 minutes to do the exercise.

### Comic strip

*Distribute a large paperboard and crayons to each team for creating the comic strip.*

### PowerPoint

#### **Instructions for the comic strip**

- 1) Create a story about David and Catherine's situation, based on the answers to the preceding questions.
- 2) Add an introduction and a conclusion.
- 3) The comic strip must have 8 panels.
- 4) With or without text.
- 5) Must contain respectful drawings only.
- 6) Maximum 20 minutes.
- 7) Each team presents its comic strip to the others at the end of the activity.

### End of PowerPoint

*On a regular basis, indicate how much time is left for the activity.*

### Presentation of the comic strip to the group

Each team presents its comic strip, bringing out the main ideas that went into its creation.

### **Summary**

- 1) Emotions likely being felt by David and Catherine:
  - Excitement
  - Fear
- 2) David and Catherine may be eager to have sex as soon as possible because:
  - The attraction of the unknown.
  - The feeling of becoming part of the adult world.
  - Because it is synonymous with pleasure.
- 3) Anxieties of David and Catherine:
  - Fear of putting on a condom.
  - Fear of not being able to perform.
  - Uncomfortable with nudity.
  - Fear that it might hurt.
  - Fear of being left by the partner after having agreed to have sex.
  - Fear of being laughed at.
- 4) Solutions for reducing anxieties:
  - Try out or manipulate the condom before using it for the first time.
  - Learn more about each other and be able to communicate what pleases and displeases us.
  - Listen to the other.
  - Go gradually before starting a sexual relationship.
  - Be gentle.
  - Use a lubricant.
  - Make sure the person we want to have sex with respects us.
  - Do not pressure the other.
  - Have fun.
- 5) Risks they are exposed to:
  - STBBI.
  - Unplanned pregnancy.
- 6) Ways of protecting themselves:
  - Contraception.
  - Double protection.

## Elements that can help make a sexual relationship go well

- Be certain that you are ready for and want to have a sexual relationship.
- Make sure you want to have a sexual relationship with this person.
- Make sure this person is serious and respectful of himself/herself and you.
- Make sure you discuss sex with this person and ensure that you are both ready for it.
- Choose a time and a place.
- Decide on a method for protection against STBIs and unplanned pregnancies.
- Make sure you have a contraception method with you when you decide to have sex.

By being ready for sex and planning ahead, you can reduce the risks of having an unpleasant or negative experience.

### **8. BREAK**

**Length:** 10 minutes

Take a 10-minute break.

### **9. VIOLENCE**

**Length:** 20 minutes

**Required material:**

- ✂ Support sheet no. 3
- ✂ PowerPoint
- ✂ Video "Cause I care for you... NO violence"

People involved in love and sexual relationships can at times commit acts of violence against their partners.

PowerPoint

There are 4 types of violence.

What are they?

- Physical
- Verbal
- Psychological
- Sexual

Can you describe them?

<b>Physical violence</b>	<p>Use of physical force to affirm one's power over one's boyfriend or girlfriend.</p> <p><b>Ex.:</b> Slap, kick, hit with one's fist, hit with an object, hold the other back against his/her will, shove, grab the other by the arm or neck or any other part of the body – in other words, any physical contact with the intention of abusing or causing fear in the other.</p> <p>➤ <b>The most common.</b></p>
<b>Verbal violence</b>	<p>Use of words to create feelings of insecurity and fear in one's girlfriend or boyfriend or to humiliate him or her (in private or in front of friends).</p> <p><b>Ex.:</b> Insult, shout, name-calling, swear, use vulgar or coarse language, etc.</p> <p>➤ <b>Much more common than we would think.</b></p>
<b>Psychological violence</b>	<p>Through one's attitude, gradually try to destroy the self-confidence of one's girlfriend or boyfriend and to reduce his/her independence.</p> <p><b>Ex.:</b> Humiliate, disparage, belittle, quarrel, control, dominate, isolate the other, threaten, impose one's opinions/tastes/values/desires, break objects, attack in various ways the people (or animals) who are significant to the other, criticize the other to destroy his/her self-confidence, demoralize the other by pointing out his/her weaknesses, blame the other for one's own violent actions, etc.</p>

	<ul style="list-style-type: none"> <li>➤ Many people think this form of violence is not as serious as others because it doesn't leave any visible traces, but that is false! Psychological violence leaves deep inner wounds.</li> </ul>
<b>Sexual violence</b>	<p>Force sexual acts on one's girlfriend or boyfriend or force him/her to take part in activities of a sexual nature.</p> <p><b>Examples:</b> Tie down the other against his/her will to have sex, penetration by force, swear, insult, humiliate during sex, take by force (conjugal rape), treat roughly during sex, sexual harassment, force the other to act out one's own fantasies, refuse to have sex with the other in order to punish or control him/her, any act of a sexual nature without the consent of the other.</p> <ul style="list-style-type: none"> <li>➤ Often occurs in a context of intimidation, manipulation, blackmail, threats or use of force.</li> </ul>
<p>Based on information at <a href="http://www.aimersansviolence.com">www.aimersansviolence.com</a> and on the facilitation guide "Cause I care for you... NO violence"</p>	

### End of PowerPoint

The definitions of the different types of violence are in your kit.

Now that we know a bit more about violence, we will see some video excerpts that present scenes of violence.

There will be questions to answer after each video.

Bring out support sheet no. 3.

### Videos

"Cause I care for you... NO violence"

Video 1: Love or possession?

Theme: **Jealousy**

Length: 2 min. 28 sec.

"Julie doesn't want her partner Kevin to speak with Roxanne, who was his former partner. Julie is convinced that she acts this way because she loves Kevin, but he comes to realize that her actions have more to do with jealousy and possessiveness, which become forms of violence to which he is subjected."

*Read the questions with the participants.*

### Questions

1) Did you see any violence in this video? **Yes.**

If yes, give some examples.

- Julie:**
- **Shoves Roxanne.**
  - **Shoves and hits Kevin.**

2) Why do you think Julie acted this way towards Kevin and Roxanne? **She is jealous.**

3) Is it normal to be jealous when you are in love? **Yes and no. The feeling of jealousy can be normal, but loving another person means also accepting that he or she is free.**

4) How could Julie have acted with Kevin and Roxanne? **Stay calm with them and then tell Kevin what her emotions and fears are when he is with Roxanne.**

- It is unacceptable to tell another person who he or she can see.
- Jealousy is not a proof of love.
- Possessiveness can harm the other by preventing the other from growing as a human being.

Video 2: Manipulation

Theme: **Psychological violence**

Length: 2 min. 36 sec.

"A young man tries in various ways to raise concerns and questions in his girlfriend to make her feel responsible for what is happening and to begin doubting herself."

*Read the questions with the participants.*

### Questions

1) Did you see violence in this video? **Yes.**

If yes, give some examples:

- Boy:**
- “All the girls do it. It’s a sing of love. If you really love me, you will do it.”
  - “Anyway, no one else will sleep with you.”
  - “Cause You’re fat.”
  - If she leaves him, he’ll commit suicide.

2) Is the girl responsible for the threats from her partner? **No.**

3) If the girl does not feel she is ready for a sexual relationship, should she still go ahead and have sex with the boy just to please him? **No.**

4) How should the boy have reacted to the refusal by his girlfriend to have sex? **Respect her choice and wait until she is ready.**

- Ridicule of the other is a form of negative control.
- Emotional blackmail is a form of control with the goal to possess the other and keep the other in fear so that he or she will bend to our expectations and needs.
- Threatening to commit suicide, even if done with the goal to control the other, should still be taken seriously, but the partner should not carry everything on his or her shoulders.
- Controlling another person through manipulation is not love.

Video 3: Don’t sell yourself...

Theme: **Sexual violence**

Length: 2 min. 08 sec.

“To get drugs, a girl goes to her neighbour, who abuses her. She clearly says no by trying to set limits that he does not respect.”

*Read the questions with the participants.*

**Questions**



1) Did you see violence in the video? **Yes.**

If yes, give some examples:

**The other girl:** • “Don’t argue, The last time I was the one who had to go and sacrifice myself.”

• “Do you want some speed yes or no?”

• “I do, tonight I feel like party. Without it it’s going to be boring like hell.”

• “Just, think how much fun we are going to have later.”

**Pete:** • “Oh, shut up.”

• He makes the girl have sex with him without her consent.

2) At what moment does a relationship become non-consenting? **As soon as the person says no and says he or she is not interested.**

3) Is the girl responsible for what happens to her? **No.**

4) What should Pete have done when the girl said no? **Respect her choice and not force her to have sex with him.**

- NO MEANS NO.
- Even if you are in a high-risk situation and have voluntarily placed yourself in it, **CONSENT IS STILL OBLIGATORY.** Our bodies belong to us; we have the right to set limits and to have them respected.
- Agreeing to go to a friend’s place or to go for a drink with a friend or to go into another person’s bedroom is not consent.
- Accepting kisses or caresses does not mean consent for going further in sex play.
- The responsibility is fully that of the person who commits an act of sexual violence.

Video 4: Physical violence

Theme: **Physical violence**

Length: 3 min. 52 sec.

“A young man tries to use physical force on his partner, who wants to go and see her friend Genevieve rather than go to watch him play hockey.”

*Read the questions with the participants.*

## Questions

1) Did you see violence in this video? **Yes.**

If yes, give some examples:

- Boy:**
- "Where are you going?"
  - "Are you leaving without telling me."
  - "You know this game means a lot to me."
  - "Who is it? Who are you having supper with? Don't lie to me."
  - Slams the car door on her.
  - Makes a motion to hit her.
  - "The whole reserve will be there. It's the match of the year."
  - "You better to be there tonight; You ear me?"
  - Hits the car.

- Girl:**
- "You do that to me again and it's over between us."
  - "You're just like your father."

2) Does the fact of having grown up in a family where there was violence justify the young man's behaviour? **No.**

3) Do you think the girl was right to stick with her decision to go and have supper with her friend Genevieve? **Yes.**

Why? **She wanted to and her boyfriend doesn't have the right to tell her what to do.**

4) How should the boy have acted towards her? **Trust her and tell her how he felt.**

- Everyone has the right to make their own choices even if they disappoint others.
- Violence is not a loss of control; it is a way to gain control.
- Violence is a learned behavioural problem and not just an ordinary human weakness.

## Discussion

Who do you think has the potential for committing acts of violence?

- Girls and boys alike.

What should you do if someone is violent towards you?

- Report the person who commits violence to the authorities. Encourage the victim to speak about the situation with a person he or she trusts. Help the person realize that he or she does not have to tolerate such behaviours.

What should victims of violence do to resolve the situation?

- Speak to someone they trust and above all, do not withdraw into themselves. Victims can also contact professionals who will help them get through it. There are other various resources such as the health and social service centres (CSSS), police services, youth centres (Youth Protection) and the crime victim assistance centres (Centre d'aide aux victimes d'actes criminel), which offer specialized services to victims, family members and witnesses of acts of violence.

The contact information for various resources is included in your kit.

Respect of self and others is important in love and sex relationships. It promotes an agreeable climate and allows each of the partners to develop as human beings.

\* Activity based on ideas from the project "Cause I care for you... NO violence"

## **10. I RESPECT MYSELF, HE/SHE RESPECTS ME, WE RESPECT EACH OTHER**

**Length: 10 minutes**

To help you gain better understanding, here is an activity that will make you move around a bit.

### Bubble activity

Break up into teams of 4. Each team selects a person who will stand in a circle created by the others who join hands. The circle must be big enough. Then, the 3 people forming the circle come closer to the one in the middle. The person in the centre is not allowed to move. This person says stop when he or she feels uncomfortable about the others getting closer and closer to him or her.

Repeat the exercise so that all team members get to stand in the centre of the circle.

Give particular attention to how you feel during the activity. We will talk about that later.

## Discussion

How did you feel during the activity?

Did everyone in your team say stop when the others were at the same distance from them?

Did anyone say stop too fast or too slow?

What does this boundary you feel between yourself and others mean to you?

What parallel could you make with love and sexual relationships?

Depending on who this activity is done with, the bubble may not always be the same size at the end of the exercise. If it is done by people who do not know one another, it may be bigger. If it is done by people who know one another, it may be smaller, because they are more comfortable with one another.

It is important to listen to your body and to be alert to the signs it sends you. This teaches one to say no even if doing so can be difficult. Saying no is part of our self-respect. Our bodies belong to us.

## **11. CONCLUSION OF THE MEETING**

**Length: 2 minutes**



It is important to go at our own pace in discovering our sexuality and not to be afraid to say what we want or do not want. This will help to ensure that our experiences are as positive as possible.

Sexuality is an agreeable thing that should bring pleasure and well-being to oneself and others.

## **12. POST-TEST AND TRAINING EVALUATION**

**Length: 5 minutes**

**Required material:**

-  Post-test
-  Training evaluation

You will now do the post-test, which contains the same questions that the pre-test did, as well as do an evaluation of the training.

Bring out the post-test and the training evaluation.

**Instructions for the post-test**

- It is done individually.
- Write your first or last name in the space indicated on the sheet and make sure it is the same name used for the pre-test to allow comparison of the answers by the same person.
- Raise your hand when you have finished.

*Read the questions with the participants.*

#### **Instructions for the evaluation**

- It is done individually.
- Raise your hand when you have finished.

#### Thanking of participants

Thank you for taking part in this training.

### Answers to test questions

Indicate whether the following statements are true or false:	TRUE	FALSE
1) Sexuality refers only to sexual relations.		Ψ
2) Boys and girls act the same way when they are in love.		Ψ
3) In having sexual relations with penetration, there is no risk of getting an STBBI.		Ψ
4) There is no way to protect yourself from STBBIs and unplanned pregnancies.		Ψ
5) Sexual relations do not generally create any anxiety.		Ψ
6) Psychological violence may be defined as being prevented by someone from seeing your friends.	Ψ	
7) Sexual violence is defined as being pushed or shoved by another person.		Ψ
8) Everyone has the same limit in being intimate with another person.		Ψ
9) If you are a victim of violence, you can turn to a person you trust for help in getting out of the situation.	Ψ	
10) HIV/AIDS is a form of STBBI.	Ψ	