



# DELICATE SPOTS

COMPANION  
GUIDE  
for Secondary  
School Educators



## **Acknowledgments**

[Delicate Spots] was developed by Marie-Vincent Foundation and Alice & Smith, a Montreal agency specializing in alternative reality games and interactive content. Game development was made possible by financial support from the Pathy Foundation and Secrétariat à la condition féminine du Québec.

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## DELICATE SPOTS

This companion guide is **intended** for use by caseworkers, professionals and educators who wish to incorporate one or more scenarios from the sexuality education web game [Delicate Spots] into the educational activities of the mandatory content in sexuality education.

The activities in this guide were designed to foster a **climate conducive to dialogue with students** on topics around the prevention of sexual violence.

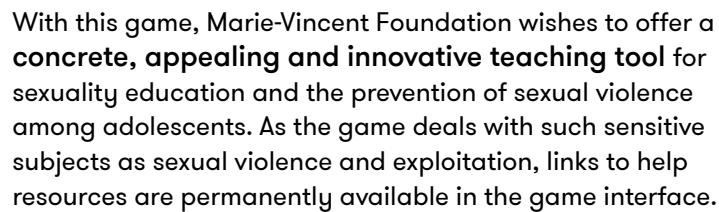

## INTRODUCTION




# THE [DELICATE SPOTS] GAME

[Delicate Spots] is a web application developed by Marie-Vincent Foundation and Alice & Smith, a Montreal agency that specializes in alternative reality games and interactive content.

Intended for teenagers, Delicate Spots is divided into **five scenarios** dealing with sensitive topics about sexuality. As a narrative format based on the principle of first-person adventures, the game allows players to choose different options and experience the impact of their choices in a safe setting. In keeping with the educational aim of this project, some situations in the scenarios encourage young people to make decisions that foster learning and critical thinking.



With this game, Marie-Vincent Foundation wishes to offer a **concrete, appealing and innovative teaching tool** for sexuality education and the prevention of sexual violence among adolescents. As the game deals with such sensitive subjects as sexual violence and exploitation, links to help resources are permanently available in the game interface.



[DELICATE SPOTS] CAN  
BE FOUND ONLINE AT  
[DELICATESPOTS.COM](http://DELICATESPOTS.COM)

## YOUNG PEOPLE: CENTRAL TO THE PROCESS

The different subjects addressed in the scenarios were prioritized after consultation with teenagers from various backgrounds. In those consultations, young people identified the issues they were interested in learning more about.

Following the consultation, game production proceeded in several phases:

- ➔ The **Alice & Smith** agency was enlisted to develop the game.
- ➔ A vast consultation process was undertaken with **470 young people** for the purpose of choosing the most appealing visual style from the portfolios of 13 different artists.
- ➔ The **scenarios were developed** by Alice & Smith and reviewed by a team of Marie-Vincent professionals to ensure their alignment with the project's objectives and the issues experienced by young people.
- ➔ The game was also subjected to several **periods of practical testing** by teenagers to fine-tune the programming elements and arrive at the final version.



First sexual experiences



Fred ☺

**DELICATE SPOTS**

Delicate Spots follows a group of teenagers during an evening together. Each scenario provides an opportunity to explore a specific subject and to get to know some of the group's characters. All the scenarios are stand-alone, although playing them in order sheds a more complete light on what the young friends in this group are experiencing.

**THE SCENARIOS**

Pornography and sharing intimate images



Alex ☆

Consent



Gab ♡



Steph ☺

Reporting sexual violence and seeking help

Sexual exploitation



Max 💎

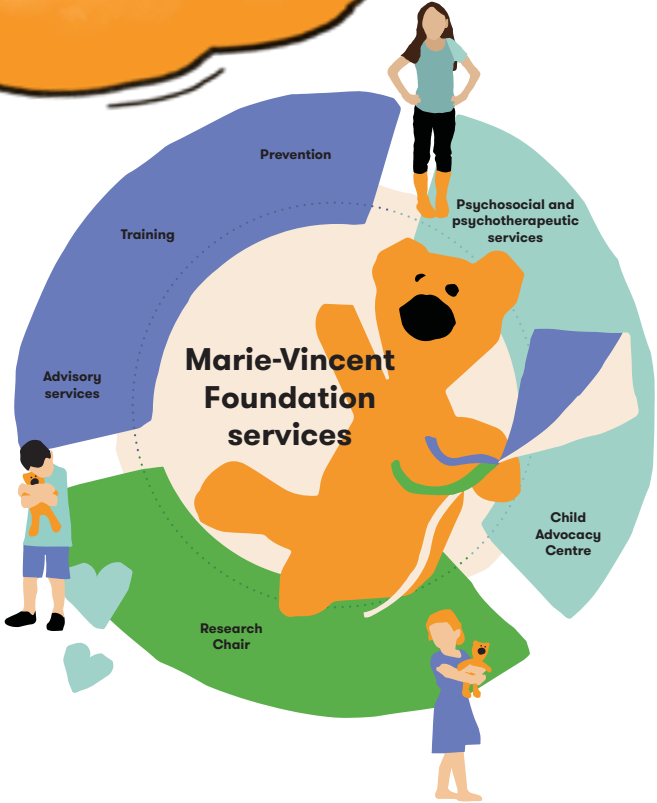
# MARIE-VINCENT FOUNDATION

Marie-Vincent Foundation wish to build a protective community and provide unifying leadership in Québec in the fight to end violence against children and adolescents.

### Our Mission

In collaboration with our partners, we support children and adolescents who are victims of sexual and physical violence by providing the services they need under one roof.

We help prevent violence through education and awareness and by treating children with sexual behaviour problems.



### Our Values

- ▶ Hope for a world free of violence against children and adolescents.
- ▶ The conviction that children and teens who are victims of sexual and physical violence can overcome their ordeal, rediscover a happy life, and reach their full potential.
- ▶ Gender equality.
- ▶ Equity, diversity and inclusion.
- ▶ Innovation through the implementation of best practices in prevention and treatment.
- ▶ Collaboration between members of the Foundation’s team and with public and private partners to more adequately protect and treat children and adolescents.



# USING THIS GUIDE



The Delicate Spots game is intended for all high school students and aims to prevent sexual violence. Some of the subjects addressed in the scenarios may be relevant to different grade levels, in accordance with the mandatory content in sexuality education, and are identified accordingly in this guide.



This guide contains all the information needed to use the Delicate Spots game and to teach sexuality education classes. The various suggested activities are meant to facilitate dialogue with young people to encourage the development of critical thinking about the topics addressed in the game's five scenarios.

For each of the different scenarios, this guide offers discussion topics that can be used during the animation, in real time, or once the scenario is completed by the young people.



### **Some schools that have already implemented the game have used alternative animation ideas:**

- Animation of multiple classes simultaneously
- Creation of a PowerPoint
- The presence of several adults for the animation

**Discussing sexuality with young people in an educational setting can make students feel embarrassed and uncomfortable, particularly younger, first-cycle students. It is up to the individuals leading the activities to take the time to establish a climate of trust and openness that will foster discussion and learning.**

# CONTENT OF EACH ACTIVITY SHEET

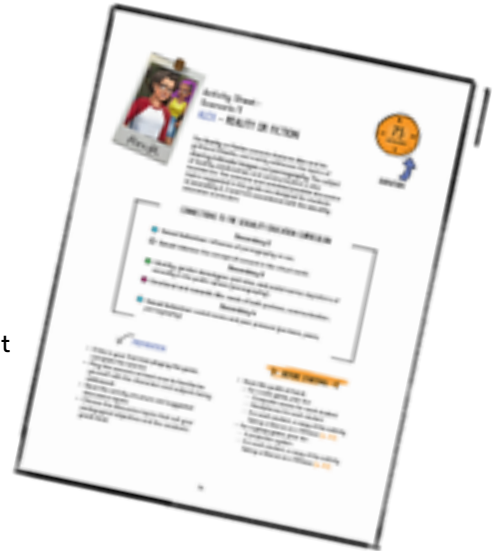
**An activity sheet was developed to accompany each of the five scenarios.**

**This is the content of each sheet:**

- ▶ Identification of the **topics** addressed in the scenario and the associated mandatory content in sexuality education objectives, **per grade**.
- ▶ Necessary **preparation** and **material** to be organized before leading the activity.
- ▶ Detailed, step-by-step **structure** of the activity.

- ▶ Suggested **discussion topics**, accompanied by examples of answers to help you anticipate the answers proffered by students, and to complete if need be after they have offered as many answers as possible to each question.

- ▶ **SPOTLIGHT** sidebars: provide additional and more detailed information, for you and for the students, on the various elements covered in the activities.
- ▶ **Duration** of each activity, which might vary depending on the group's level of participation.







## Classroom Game Formats

















Two classroom game formats are possible: either individually or as a group. The choice of format is discretionary and does not alter the structure of the rest of the workshop.

- In **solo format**, plan access to a computer and headphones for each student. About twenty minutes is necessary to complete the scenario for each student, then go back in a large group using the suggestions for reflection and discussion.
- In **group format**, plan access to a projection system. Also, it is recommended that you ask the young participants to make decisions that move the story forward, either by voting with a show of hands or by taking turns. There is also the possibility of facilitating the discussions topics in real time while playing the game.





## HOW SCENARIOS TIE IN WITH THE MANDATORY CONTENT IN SEXUALITY EDUCATION

 Sexual behaviour	 Sexual violence
 Identity, gender stereotypes and roles, and social norms	 Emotional and romantic life











### Subjects addressed in the mandatory content

Scenario	Secondary 1	Secondary 2	Secondary 3	Secondary 4	Secondary 5
 <p><b>Alex</b> – Reality or Fiction</p>		<ul style="list-style-type: none"> <li> Sexual behaviour: influence of pornography on sex</li> <li> Sexual violence: the concept of consent in the virtual world</li> </ul>	<ul style="list-style-type: none"> <li> Identity, gender stereotypes and roles, and social norms: depictions of sexuality in the public sphere (pornography)</li> <li> Emotional and romantic life: needs of both partners, communication</li> </ul>	<ul style="list-style-type: none"> <li> Sexual behaviour: social norms and peer pressure (partners, peers, pornography)</li> </ul>	
 <p><b>Fred</b> – Exploration</p>	<ul style="list-style-type: none"> <li> Emotional and romantic life: sexual orientation</li> </ul>	<ul style="list-style-type: none"> <li> Sexual behaviour: first sexual encounter</li> <li> Emotional and romantic life: real or perceived social pressure (partner, peers, parents, media) regarding intimate relationships</li> </ul>	<ul style="list-style-type: none"> <li> Sexual behaviour: internal and external motivations tied to intimate relationships, concerns about sexual behaviours</li> <li> Identity, gender stereotypes and roles, and social norms: representations of sexuality in the public sphere</li> </ul>	<ul style="list-style-type: none"> <li> Sexual behaviour: pressure and social norms (partner, peers, parents, media) relating to intimate relationships</li> </ul>	
 <p><b>Gab</b> – Consent</p>		<ul style="list-style-type: none"> <li> Sexual violence: myths and prejudices about consent and their impact; the concept of consent and its practical application in recognizing a sexual assault</li> </ul>	<ul style="list-style-type: none"> <li> Sexual violence: active role to prevent or report sexual assault; useful help resources</li> </ul>		

**HOW SCENARIOS TIE IN WITH THE MANDATORY CONTENT IN SEXUALITY EDUCATION (CONTINUATION)**

 Sexual behaviour	 Sexual violence
 Identity, gender stereotypes and roles, and social norms	 Emotional and romantic life

**Subjects addressed in the mandatory content**

Scenario	Secondary 1	Secondary 2	Secondary 3	Secondary 4	Secondary 5
 <b>Steph - Secret</b>		 <b>Sexual violence:</b> myths and prejudices about sexual assault	 <b>Sexual violence:</b> active role to prevent or report sexual assault, understanding the experience of victims of sexual assault		
 <b>Max - Illusions</b>		 <b>Emotional and romantic life:</b> challenges faced in the first dating relationships (looking for help and solutions)  <b>Sexual violence:</b> the concept of consent and its contexts	 <b>Emotional and romantic life:</b> benefits of an intimate based on mutuality; managing conflicts in a healthy way in a romantic relationship  <b>Sexual violence:</b> active role to prevent or report sexual assault; helpful attitudes toward victims of sexual assault	 <b>Emotional and romantic life:</b> recognizing symptoms of violence in the context of a romantic relationship and looking; solutions to prevent or deal with violence	 <b>Emotional and romantic life:</b> meaningful emotional and romantic relationships



# [ TUTORIAL ]



The tutorial allows you to become familiar with the different controls of the game and presents the environment and the context of the scenarios to come.

Fred and his sister Steph are having a party at their house. They are preparing for the arrival of their friends.

Fred finds his sister's phone in an incongruous place and wants to give it back to her.

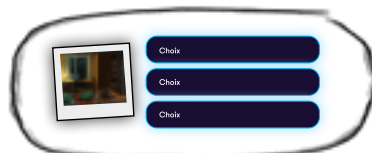
## ▶ MAIN ELEMENTS ◀



**The interact icon**, which appears above a character's head, indicates that it is necessary to speak with this character for the to progress or to acquire more information.



**The action icon** gives information on the actions that the players must take.



**Answer choice:** Players must make a decision based on the choices presented to them. These choices will then influence the dialogues and emotions of the characters.



**The cell phone is** a tool regularly used in the scenarios. Part of the story takes place via text message. Exchanges between the characters will feed the story and reveal the emotions and intentions of certain characters.



**The cell phone icon** tells you when it is necessary to use the cell phone to continue the story.

**Advice:**

**The advice icon** guides players on what needs to be done to advance the story.



**The emotions icon** allows you to identify the impact of a choice made by the players on the other characters.





## Activity Sheet - Scenario 1

### ALEX – REALITY OR FICTION

The *Reality or Fiction* scenario features Alex and his girlfriend Charlie, and mainly addresses the topics of **sharing intimate images** and **pornography**. The subject of healthy relationships and communication is also touched on. The scenario and activities/possible discussion topics suggested in this guide are designed for students in secondary 2, 3 and 4 in accordance with the mandatory content in sexuality education.



#### CONNECTIONS TO THE MANDATORY CONTENT IN SEXUALITY EDUCATION

##### Secondary 2

- **Sexual behaviour:** influence of pornography on sex.
- **Sexual violence:** the concept of consent in the virtual world.

##### Secondary 3

- **Identity, gender stereotypes and roles, and social norms:** depictions of sexuality in the public sphere (pornography).
- **Emotional and romantic life:** needs of both partners, communication.

##### Secondary 4

- **Sexual behaviour:** social norms and peer pressure (partners, peers, pornography).

#### PREPARATION

- If this is your first time playing the game, complete the tutorial.
- Play the scenario at least once to familiarize yourself with the characters and subjects being addressed.
- Read the activity structure and suggested discussion topics.
- Choose the discussion topics that suit your pedagogical objectives and the academic grade level.

#### BEFORE STARTING

- Have this guide at hand.
  - For a **solo game**, plan for:
    - Computer access for each student
    - Headphones for each student
    - For each student, a copy of the activity *Taking a Stance as a Witness* (p. 20)
  - For a **group game**, plan for:
    - A projection system
    - For each student, a copy of the activity *Taking a Stance as a Witness* (p. 20)




# STRUCTURE


## 1 Game Presentation and Activity Structure (5 min)

- Briefly explain the game to the students, referring to the sidebar below.
- Explain how the activity is structured (steps 2 through 7).

### GAME PRESENTATION

- *The Delicate Spots game takes its cue from first-person adventures, which means that your choices and decisions move the story forward. It's a game that was designed to take an entertaining approach to sexuality education topics.*
- *We will play the Reality or Fiction scenario, which features Alex and his girlfriend Charlie. Afterward, we'll discuss the scenario and think about the decisions the characters make.*

 *As the name indicates, the Delicate Spots game addresses issues that can be sensitive for some people. A help resources tab is visible at all times in the upper right corner of the game interface. Don't hesitate to read that section of the game if you are troubled by the scenario or want to get help for yourself or someone you know.*

 *Explain the help and resources available in your school for anyone who might need help during or after the activity.*

## 2 Access to the Game and Tutorial (If Necessary) (5 min)

- Give students the game URL:  
<https://delicatespots.com/>
- If this is their first time playing the game, ask them to start with the tutorial by clicking on the photo in the lower left corner of the game interface.

3

**Conditions for a Successful Outcome (5 min)**

- Explain that to be able to do the activities, there are a few rules that should be followed.
- Ask the students to suggest various rules that would help the activity run smoothly.
- Write them down and add to the suggested rules if need be.
  - Discussion and participation
  - Attentiveness and respect
  - Confidentiality
  - Non-judgement and open-mindedness
- Ask the students if everyone approves of the suggested rules.

**Gameplay (15 min)****SOLO GAME**

4

- Ask the students to launch the *Reality or Fiction* scenario and start playing.
- Do a walk-through among the students to make sure everything is going smoothly and to answer any questions they might have.
- Allow enough time for everyone to complete the scenario.

**GROUP FORMAT**

- Start the scenario on a projection system
- Complete the scenario and ask the students opinions during decision-making moments
- When the scenario is finished, discuss with the students using the discussion topics included in this companion guide.

5

**Scenario Summary (5 min)**

- Using the questions in the sidebar, ask the students to summarize *Alex's* story.
- Thank the students for their answers and complete the summary using the synopsis.

**QUESTIONS**

How would we summarize the *Reality or Fiction* scenario?  
 What are the story's important elements?  
 Would anyone like to add anything?

**SYNOPSIS**

*Alex goes to a party organized by his friends, where he'll be meeting up with his girlfriend, Charlie. Early on in the evening, co-host Steph asks him to help her find her cell phone. Alex isn't too sure how to react when he receives a rather racy text message from Charlie just as he joins a group of friends in conversation. Alex gets the feeling that everyone in the room is talking about sex. Pornography, dating, intimate images... it seems no aspect of sex is being left out. In the living room, meanwhile, Lee insists on showing intimate images he received from his ex, though nobody present approves of his behaviour. Charlie joins the group and invites Alex to talk privately. She shows him sexy posts she found and asks him what he thinks of them. Charlie seems to want to talk about sexuality and pornography with Alex, but he appears to be less interested in the subject. Alex wonders what kind of repercussions this conversation might have in his relationship with Charlie.*



## **Group Discussion and Analysis**

**(15 to 35 min per subject)**

The suggested discussion topics have been grouped by subject to help you more easily choose the ones for your class in accordance with your pedagogical objectives and the academic grade level.

6

Discussion topics  
**SEXTING, SHARING  
 INTIMATE IMAGES**



DURATION: 35 MINUTES



INTENDED AUDIENCE: SECONDARY 2

- Raise your hands, those of you who chose to help Steph find her cell phone at the beginning of the story.
- Helping Steph find her cell phone unlocks a part of the story where we see Alex and Steph having a conversation in the kitchen. What do you think Steph means when she says, “There are things on my phone I don’t want anyone else to see...”?
  - Intimate images of her or of other people
  - Sexts (messages, images or videos)
  - Pornography
  - Personal messages or texts
  - Etc.
- Why do you think Steph wouldn’t want someone to find the things stored on her phone?
  - Various answers
- Later on in the story, Alex receives a sexy photo from Charlie just as he’s hanging out with a group of friends. How do you think Alex feels at that moment?
  - Uncomfortable
  - Surprised
  - Proud
- Why do you think Charlie sent a sexy photo to Alex?
  - To please him
  - She felt social pressure to do so
  - Just for fun
  - To feel desirable
  - Etc.
- What are some possible consequences of sending intimate images of oneself to another person?
  - Possibility that the image will be shared with other people without your consent (non-consensual distribution of intimate images)
    - Loss of control over the image
    - Stigmatization and harassment
  - Negative impacts on mental health and emotional well-being
    - The image could be used to manipulate a person or cause harm in the future – for example, after a breakup
    - Feelings of regret after sending the image
  - Etc.



**SPOTLIGHT**

This section deals with sexting (the term is a combination of “sex” and “texting”) and the posting/sharing of non-consensual intimate images. Sexting involves sending sexually explicit<sup>1</sup> electronic text messages, photos or videos.

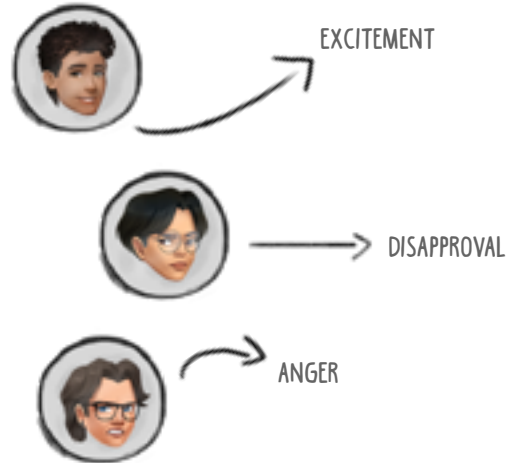
Although it is recognized as a form sexual experimentation for teenagers<sup>1</sup>, the sexting phenomenon can have psychosocial and legal consequences, particularly when images are shared with other people. Furthermore, some young people can dislike sexting but be pressured into doing it by a partner or out of fear of letting someone down.

- Psychosocial consequences
  - Psychological distress
  - Fear, sadness, anxiety, shame, guilt, anger
  - Stigmatization, rejection
  - Relationship problems
  - Academic difficulties
- Legal consequences
  - Possible charges
  - Publication of an intimate image without consent
  - Possession, production and/or distribution of child pornography

6

Discussion topics  
**SEXTING, SHARING  
 INTIMATE IMAGES**  
 (CONTINUATION)

- **How do Fred, Alex and Avi react when Lee tries to show them the photo his ex just sent him?**
  - Fred: excitement, eagerness (“Let me see!”)
  - Avi: disapproval, discouragement (“Guys... seriously.”)
  - Alex: hesitation, disapproval, anger, avoidance...
- **What do you think most young people do when they receive an intimate image that’s being shared with others? They...**
  - Share the image
  - Keep the image without sharing it
  - Delete the image without sharing it
  - Flag the image in the app
  - Report the incident to an adult
- **What do you think people should do when they witness the non-consensual distribution of an intimate image?**
  - *Various possible answers: actions taken should strive to reduce the impact of the situation and protect the victim. For example: delete the image, flag the image in the app, talk to a trusted adult, etc.*
- **What do you think are the possible impacts on people whose private images are shared or shown to other persons?**
  - Fear, sadness, anxiety
  - Shame, humiliation, guilt
  - Anger, desire for revenge
  - Isolation and withdrawal
  - Feeling of betrayal, loss of trust
  - Stigmatisation, rejection
  - Academic problems, sleep issues
  - Difficulty committing to an intimate relationship
  - Possible charges of child pornography or publication of an intimate images without consent
- **In the scenario, why do you think Lee wants to show the photo of his ex to friends?**
  - To entertain them
  - From a desire to please
  - From a desire to fit in with the group
  - Due to peer pressure or the influence of friends
  - To get revenge (breakup or fight)
  - To impress his friends
  - Etc.



**SPOTLIGHT**

Witnesses play an important role in the sharing of intimate images when they see that an image is being shared without third-party consent. Their action, or lack of it, can make a difference. Avi and Alex take a meaningful and brave stance. Both are confident enough to take a position and discourage their buddy Lee from showing the private photos. Their intervention prevents a form of online sexual violence.



▶ **Instructions** ◀

- a. Underline or highlight the language that seems problematic in Lee’s attempts to defend himself, and briefly explain why.
- b. If Lee were your friend, how would you answer him?

**1** Alex: *Your ex sent those in private, Lee. I’m sure she doesn’t want you showing them around.*  
 Lee: *I don’t know, guys. It’s not such a big deal, is it? It’s not like I’m posting the pics online...*

a. Reasons:

b. Your answer to Lee:

.....

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**2** Alex: *You’re a jerk for showing those pics. She sent those to you privately!*  
 Lee: *I think you’re all overreacting a bit. I’m only showing the pics to you! No big deal.*

a. Reasons:

b. Your answer to Lee:

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**3** Alex: *It’s just, I don’t know. I don’t feel like seeing them, that’s all.*  
 Lee: *Pfft, hey Alex, relax. It’s pretty obvious that you’ve never been sent sexy pics in your life. Haha!*

a. Reasons:

b. Your answer to Lee:

.....

.....

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.....

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A look back at the activity

**TAKING A STANCE  
AS A WITNESS**

- **Which parts of Lee’s attitude seem problematic to you, and why?**
  - #1: Lee doesn’t realize the possible impacts of his actions. The photo doesn’t have to be posted online in order to be “a big deal.”
  - #2: Lee doesn’t understand the private nature of the photos and downplays the impact of showing them to other people.
  - #3: Lee isn’t listening to his friends’ advice and tries to humiliate Alex by saying he’s never been sent sexy photos.
  
- **How would you answer Lee?**
  - *Various answers*

6

Discussion topic  
**PORNOGRAPHY**



DURATION: 15 MINUTES



INTENDED AUDIENCE: SECONDARY 2, 3 AND 4

- **How does Alex feel when his girlfriend Charlie shows him the sexy posts she found online?**
  - Curious
  - Embarrassed
  - Uncomfortable
  - Indifferent
  - Surprised
- **What messages do you think pornography conveys?**
  - Sexual performance must always be extraordinary
  - Sex acts are often stereotypical
  - There is an imbalance in the power relations between men and women (men generally dominate)
  - It is normal and good to have many sex partners
  - The concept of consent is usually lacking
  - People must always be ready and willing to do everything
  - Unprotected sex (without a condom) is the norm, as protection is often lacking
  - Etc.
- **What aspects of pornography do you think could create unrealistic expectations about sex?**
  - Sexual acts (the type and diversity of sexual activities)
  - The duration of sex
  - The pleasure experienced
  - The orgasms (ejaculation is often seen as the goal)
  - The bodies (often hairless bodies and genitals that are always perfect)
  - Etc.
- **What sort of influence do you think pornography might have on young people?**
  - Conform to the messages conveyed in pornography and believe certain myths
  - Have unrealistic images of genitalia and sexuality
  - Believe that we must do it all: oral, vaginal and anal sex, three-ways, etc.
  - Experience performance anxiety
  - Believe that sex is risk-free (no sexually transmitted infections (STIs))
  - Assimilate stereotypes about men's and women's roles in sex
  - Etc.


**SPOTLIGHT**

This section addresses the subject of pornography. Pornography is any image, text, video or website that depicts sexual activity, nudity, or close-ups of genitalia for the rapid sexual arousal of viewers. Pornography is a commercial product (something that can be bought and sold), not an educational product, and is intended for adults.

Watching pornography can create unrealistic expectations and ideas about sexuality. The messages in pornography do not reflect reality and convey a distorted image of sexuality. Most of the time, pornography depicts sexuality with a focus on genitalia. Aspects that can accompany sexual relationships, such as intimacy, love, and respect, are usually lacking in pornography<sup>2</sup>.


**SPOTLIGHT**

Many young people use pornography as a way to learn about sex, then try to imitate those acts in their own lives. However, one of every two girls and one of every four boys are disappointed by their first sexual experience – disappointment that is usually caused by the gap between the heightened expectations created by pornography and the reality<sup>3</sup>.



6

Discussion topic  
**HEALTHY RELATIONSHIPS  
 AND COMMUNICATION**

1 DURATION: 15 MINUTES

8 INTENDED AUDIENCE: SECONDARY 3

- **After his talk with girlfriend Charlie about pornography, Alex looks in the mirror and wonders about what just happened. What concerns does Alex have about his relationship with Charlie?**
  - Doubting himself (e.g., “I feel boring next to her” or “If she really likes that and I don’t, she might find me really dull to be with...”)
  - Wondering about the relationship (e.g., “Maybe we’re too different to be in a relationship?”)
  - Not familiar enough with what Charlie likes (e.g., “I am realizing I don’t even truly know her tastes yet...”)
  - Thinking that Charlie might no longer want him as her boyfriend (e.g., “... and maybe break up with me?”)
- **What advice would you give Alex to help ease his concerns?**
  - *Various answers encouraging communication*
- **What are the hallmarks of good communication between two partners?**
  - Openness to the other’s opinions and feelings
  - Knowing that disagreements can happen
  - The use of “I/me/myself” to avoid accusing or blaming the other
  - References to specific things or situations
  - Expression of feelings and emotions
  - Honesty and candour
  - Respect
  - Etc.
- **What can be an obstacle to good communication?**
  - Judging the other person
  - Belittling the other’s opinions
  - Not considering the other’s point of view
  - Not listening
  - Anticipating the other’s reactions
  - Generalizing
  - Etc.
- **What conditions would you say are required in order for a couple to acknowledge each other’s needs?**
  - To love and be loved
  - Asserting yourself, being heard, being a good listener
  - Communicating to find ways to meet both partners’ needs
  - Acknowledging the other and being acknowledged
  - Feeling safe
  - Each person giving the other space in the relationship
  - Respecting your own and your partner’s sexual needs
  - Etc.

SPOTLIGHT

Adolescence is generally when romantic feelings awaken in young people, when they have their first loves and their first experiences with sex. For a couple, communication is a crucial element that involves expressing what we think and feel, being there for the other person, and being a good listener. Talking about sex with a partner can feel awkward, especially given the lack of experience of people that age with intimate and sexual relations. It is normal for young people to begin to wonder what they are ready to experience with their partner. Open, honest and non-judgmental communication will help ease shyness and pave the way for trust. Young people who have frank discussions about sex generally have more fulfilling relationships<sup>4</sup>.

7

**Conclusion (5 min)**

- Summarize the main elements identified and discussed by the students.
- Thank the students for their participation and ask if any of them have questions about the scenario or the game in general.
- Remind them that the game addresses some sensitive issues about sexuality and that anyone who feels uncomfortable and needs to talk can come speak to you after class.
- Remind them that assistance and resource people are available in the school to anyone who wants help after the activity.

**References**

1. Jeunesse, J'écoute (2019). *Qu'est-ce que le sextage*, excerpted from <https://jeunessejecoute.ca/information/quest-ce-que-le-sextage/>
2. Gouvernement du Québec. (2007). *La pornographie sur Internet et ses conséquences pour les jeunes : Comment intervenir? Ça s'exprime*, 9 (spring), 11 p.
3. Gouvernement du Québec. (2011). *Amour et sexualité : Les premières fois. Ça s'exprime*, 15 (winter), 18 p.
4. Gouvernement du Québec. (2011). *La communication dans le couple adolescent. Ça s'exprime*, 16 (winter), 19 p.





## Activity Sheet - Scenario 2 FRED - EXPLORATION

The *Exploration* scenario features Fred and his boyfriend Elie, and focuses primarily on the subject of the **first sexual experiences**, though sexual orientation and sexual stereotypes are also addressed. The scenario, activities and discussion topics suggested in this guide are for students in Secondary 1 through 4 inclusively in accordance with the mandatory content in sexuality education.



### CONNECTIONS WITH THE MANDATORY CONTENT IN SEXUALITY EDUCATION

#### Secondary 1

- Emotional and romantic life: sexual orientation.

#### Secondary 2

- Sexual behaviour: first sexual encounter.
- Emotional and romantic life: real or perceived social pressure (partner, peers, parents, media) regarding intimate relationships.

#### Secondary 3

- Sexual behaviour: internal and external motivations regarding sex, concerns about sexual behaviour.
- Identity, gender stereotypes and roles, and social norms: depictions of sexuality in the public sphere (norms and values).

#### Secondary 4

- Sexual behaviour: pressure and social norms (partner, peers, parents, media) regarding sex.

### PREPARATION

- If this is your first time playing the game, complete the tutorial first.
- Play the scenario at least once to familiarize yourself with the characters and subjects being addressed.
- Read the activity structure and suggested discussion topics.
- Choose the discussion topics that suit your pedagogical objectives and the academic grade level.

### BEFORE STARTING

- Have this guide at hand
  - For a **solo game**, plan for:
    - Computer access for each student
    - Headphones for each student
  - For a **group game**, plan for:
    - A projection system


# STRUCTURE


## 1 Game Presentation and Activity Structure (5 min)

- Briefly explain the game to the students, referring to the sidebar below.
- Explain how the activity is structured (steps 2 through 7).

### GAME PRESENTATION

- *The Delicate Spots game takes its cue from first-person adventures, which means that your choices and decisions move the story forward. It's a game that was designed to take an entertaining approach to sexuality education topics.*
- *We will play the **Exploration** scenario, which features Fred and his boyfriend Elie. Afterward, we'll discuss the scenario and think about the decisions the characters make.*

 *As the name indicates, the Delicate Spots game addresses issues that can be sensitive for some people. A resources tab is visible at all times in the upper right corner of the game interface. Don't hesitate to read that section of the game if the situation makes you feel the need, or if you want to get help for yourself or someone you know.*

 *Explain the help and resources available in your school for anyone who might need help during or after the activity.*

## 2 Access to The Game and The Tutorial (If Applicable) (5 min)

- Give students the game URL:  
<https://delicatespots.com/>
- If this is their first time playing the game, ask them to start with the tutorial by clicking on the photo in the lower left corner of the game interface.

3

**Conditions for a Successful Outcome (5 min)**

- Explain that to be able to do the activities, there are a few rules that should be followed.
- Ask the students to suggest various rules that would help the activity run smoothly.
- Write them down and add to the suggested rules if need be.
  - Discussion and participation
  - Attentiveness and respect
  - Confidentiality
  - Non-judgement and open-mindedness
- Ask the students if everyone approves of the suggested rules.

**Gameplay (15 min)****SOLO GAME**

4

- Ask the students to launch the *Exploration* scenario and start playing.
- Do a walk-through among the students to make sure everything is going smoothly and to answer any questions they might have.
- Allow enough time for everyone to complete the scenario.

**GROUP FORMAT**

- Start the scenario on a projection system
- Complete the scenario and ask the students opinions during decision-making moments
- When the scenario is finished, discuss with the students using the discussion topics included in this companion guide.

5

**Scenario Summary (5 min)**

- Using questions from the sidebar, ask the students to summarize Fred's story.
- Thank the students for their answers and complete the summary using the synopsis.

**QUESTIONS**

How would we summarize the *Exploration* scenario?  
 What are the story's important elements?  
 Would anyone like to add anything?

**SYNOPSIS**

*Fred is in the basement, talking about video games with his friends, when he receives a text message from his boyfriend Elie asking if he'd like to spend the weekend at Elie's house and "take advantage" of the fact that no parents will be home. Fred knows what Elie means when he says he wants to "take things to the next level" in bed, but it makes Fred nervous. He asks Gab if they can talk. They go into his room, and he asks her for advice. Fred feels shy bringing up the topic with Gab, but the conversation is good and Fred is able to express his feelings. Afterward, he feels grateful for having been listened to but still wonders what he'll tell Elie.*

6

**Group Discussion and Analysis (35 min)**

6  
Discussion topics  
**FIRST SEXUAL EXPERIENCES**

1 DURATION: 35 MINUTES

8 INTENDED AUDIENCE: SECONDARY 2, 3 AND 4

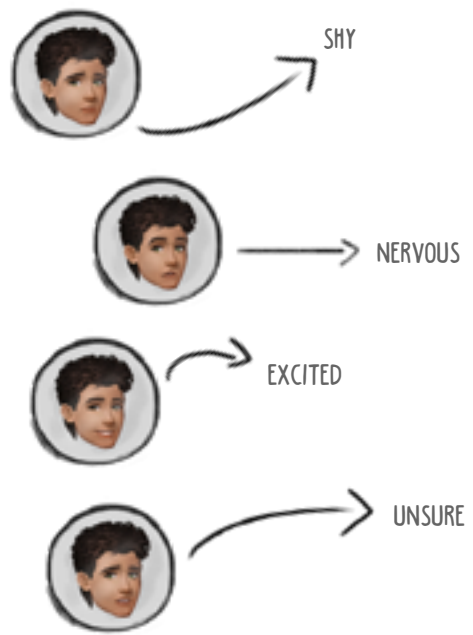
- Why do you think the game creators used the expression “taking it to the next level”?
  - The expression is broad and can mean several things
  - Everyone can have their own, different definition of the term
  - The term is inclusive
  - Etc.
- What do you think “take it to the next level” might mean in practical terms?
  - Engaging in new intimate or sexual acts (e.g., kissing, sleeping over)
  - Have a first sexual experience (with or without penetration)
  - Have a sexual encounter that goes further than what has already been experienced with a partner
- How do you think Fred feels when his boyfriend Elie texts that he wants to go “to the next level”?
  - Shy
  - Nervous
  - Excited
  - Unsure

**SPOTLIGHT**

It is during adolescence that most young people experience their first sexual relations, usually with a romantic partner. These initial experiences follow a sequence that can vary and be spread out over time, but generally begin with kissing and fondling (the body and genitals), followed by oral-genital contact and sex with penetration<sup>1</sup>.

**SPOTLIGHT**

Generally speaking, when we talk about “taking it to the next level” or “first times”, we are referring to sexual encounters that have not yet been experienced by a person. Sexual experiences can range from kissing and fondling to oral, vaginal or anal sex. It is generally because heterocentric depictions of first times prevail in culture and media that we tend to associate the concept of “first time” with heterosexual sex with vaginal penetration. It is important to emphasize that this is not the only possible type of experience and that a broader view of the concept of “first sexual experience” is needed to include the experiences of all young people.



6

Discussion topics

**FIRST SEXUAL EXPERIENCES**

(CONTINUATION)

- **How else might a person feel in this kind of situation with a partner?**
  - Elated
  - Edgy
  - Fearful
  - Insecure
  - Anxious
  - Afraid of not being good enough or of measuring up
  - Etc.
- **In the scenario, what anxieties does Fred say he feels about going to the next level with Elie?**
  - Fear of not performing well
  - Fear of being dumped for another person who is ready
  - Fear of not feeling ready or not knowing how quickly or slowly he wants to go
  - Fear of Elie getting upset if Fred hesitates too long or changes his mind
- **Raise your hands if you think that Fred's worries are common in adolescence?**
- **Why do you think they're common? Why do you think they are uncommon?**
- **What other fears might young people have about their first sexual experience?**
  - Anxiety about body image
  - Lack of self-confidence
  - Lack of experience
  - Fear of pain
  - Fear of pregnancy
  - Fear of contracting a sexually transmitted disease (STD)
  - Fear of not performing well enough
  - Etc.

**SPOTLIGHT**

It's normal to feel a range of emotions about a first sexual encounter with a partner. Since these are the very first such experiences for young people, positive emotions, such as the desire for sexual exploration, are often mixed with other emotions, such as fear of the unknown. It is common for young people to feel concerned and confused about sexual behaviour, whether or not they have had sex. One of the reasons for this is the many myths that surround first-time sex<sup>1</sup>.



6

Discussion topics

**FIRST SEXUAL EXPERIENCES**

(CONTINUATION)

- **What reasons do you think young people give if asked about their motivation for having sex for the first time?**

Internal factors (prompted by personal feelings)

- To express sexual attraction
- To feel pleasure
- To explore or experiment
- Out of love
- Out of curiosity
- To have more intimacy with a partner
- Etc.

External factors (prompted by the situation)

- To not lag behind friends in experimenting with certain acts
- To keep a partner
- To please
- To impress others or be popular
- For social status
- To avoid an argument
- Etc.

- **Where do you think pressure might come from to engage in a first sexual encounter?**

- Oneself
- A partner
- Peers or group of friends
- Social media
- Pornography
- Movies, novels or magazines
- Etc.

- **What do you think are the differences and similarities between heterosexual and homosexual teenage couples with regard to pressure to have a first sexual experience?**

- Regardless of sexual orientation, the pressure to have sex for the first time affects everyone
- Gay, lesbian and bisexual youth often face more hurdles in adolescence, such as feelings of isolation, shame and fear
- With fewer role models among same-sex couples in the public sphere, young people with different sexual orientations often have fewer guideposts to show them how to handle it
- The sexual behaviours about which pressure is felt may differ between heterosexual and homosexual couples<sup>3</sup>
- Etc.

**SPOTLIGHT**

Young people have many different reasons for engaging in sex for the first time. It is important that young people feel comfortable with their decision, however, and that their motivations come from within rather than from outside factors.

**SPOTLIGHT**

Adolescents learn and experience their sexuality from what they observe in their peers, parents and the media. Social norms dictate what is “appropriate” or “normal” sex. There are many influences, and it is important for young people to be aware of them in order to make free and informed decisions that they are comfortable with<sup>2</sup>.

6

Discussion topics

**FIRST SEXUAL EXPERIENCES**

(CONTINUATION)

- **How can Fred know if he is ready or not to “take it to the next level” with Elie?**
  - If he feels confident with Elie
  - If he feels respected
  - If he feels comfortable with Elie
  - If he wants to take it to the next level
  - Etc.
- **What advice might you give Fred for his upcoming discussion with his partner Elie?**
  - Talk about his fears, expectations and boundaries
  - Express his needs and desires
  - Express his feelings
  - Be honest
  - Etc.
- **What advice would you give Elie for his upcoming discussion with Fred about the “next level” in their relationship so that Fred can feel at ease?**
  - To be supportive
  - To maintain open communication
  - Be a good listener and show empathy
  - Show that you respect Fred’s needs, desires and boundaries
  - Not be judgemental
  - Etc.

**SPOTLIGHT**

Feeling ready manifests itself differently in each person. Generally, one feels ready when the body, heart and mind all agree on the desire to have sex. It is important to note that the decision to have sex for the first time should come from within, and not as a result of pressure from another person, peers, or social norms<sup>1</sup>.

**SPOTLIGHT**

Although conversations between partners about sex are not always easy, they are important for building trust. To build fulfilling intimate and sexual relationships, it is best not to rush into anything, to go at your own pace and to take the time to get to know yourself and your partner. It is important to remember that adolescence is a period full of experimentation and exploration. Each young person will live their first sexual encounter differently and it is normal to experience a multitude of emotions, anxieties, and doubts<sup>1</sup>.

7

**Conclusion (5 min)**

- Summarize the main elements identified and discussed by the students.
- Thank the students for their participation and ask if any of them have questions about the scenario or the game in general.
- Remind them that the game addresses some sensitive issues about sexuality and that anyone who feels uncomfortable and needs to talk can come speak to you after class.
- Remind them that assistance and resource people are available in the school to anyone who wants help after the activity.

**References**

1. Gouvernement du Québec. (2011). *Amour et sexualité : Les premières fois. Ça sexprime, 15* (Winter), 18 p.
2. Ministère de l'Éducation et de l'Enseignement supérieur. (2018). *Contenus détaillés en éducation à la sexualité – Secondaire*, Found at [http://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/education/adaptation-scolaire-services-comp/EDUC-Contenus-Sexualite-Personnel-scolaire-Secondaire-FR.pdf](http://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/adaptation-scolaire-services-comp/EDUC-Contenus-Sexualite-Personnel-scolaire-Secondaire-FR.pdf)
3. Canadian Psychiatric Association. (2008). L'orientation sexuelle des adolescents. *Paediatrics & Child Health, 13* (7), 626–630. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2603521/>





## Activity Sheet - Scenario 3 GAB - CONSENT

The **Consent** scenario features **Gab** and **Lee** and focuses on the notions of consent and the **importance of setting boundaries**. The scenario, activities and discussion topics suggested in this guide are intended for Secondary 2 and 3 students in accordance with the mandatory content in sexuality education.



### CONNECTIONS TO THE MANDATORY CONTENT IN SEXUALITY EDUCATION

#### Secondary 2

- **Sexual violence:** myths and prejudices about consent and their impact; the concept of consent and its practical application in recognizing a sexual assault.

#### Secondary 3

- **Sexual violence:** active role to prevent or report sexual assault; useful help resources.

#### PREPARATION

- If this is your first time playing the game, complete the tutorial.
- Play the scenario at least once to familiarize yourself with the characters and subjects being addressed.
- Read the activity structure and suggested discussion topics.
- Choose the discussion topics that suit your pedagogical objectives and the academic grade level.

#### BEFORE STARTING

- Have this guide at hand
  - For a **solo game**, plan for:
    - Computer access for each student
    - Headphones for each student
  - For a **group game**, plan for:
    - A projection system

# STRUCTURE

## 1 Game Presentation and Activity Structure (5 min)

- Briefly explain the game to the students, referring to the sidebar below.
- Explain how the activity is structured (steps 2 through 7).

### GAME PRESENTATION

- *The Delicate Spots game takes its cue from first-person adventures, which means that your choices and decisions move the story forward. It's a game that was designed to take an entertaining approach to sexuality education topics.*
- *We will play the Consent scenario, which features Gab and Lee. Afterward, we'll discuss the scenario and think about the decisions the characters make.*



*As the name indicates, the Delicate Spots game addresses issues that can be sensitive for some people. A resources tab is visible at all times in the upper right corner of the game interface. Don't hesitate to read that section of the game if the situation makes you feel the need, or if you want to get help for yourself or someone you know.*



*Explain the help and resources available in your school for anyone who might need help during or after the activity.*

## 2 Access to The Game and The Tutorial (If Applicable) (5 min)

- Give students the game URL:  
<https://delicatespots.com/>
- If this is their first time playing the game, ask them to start with the tutorial by clicking on the photo in the lower left corner of the game interface.

3

**Conditions for a Successful Outcome (5 min)**

- Explain that to be able to do the activities, there are a few rules that should be followed.
- Ask the students to suggest various rules that would help the activity run smoothly.
- Write them down and add to the suggested rules if need be.
  - Discussion and participation
  - Attentiveness and respect
  - Confidentiality
  - Non-judgement and open-mindedness
- Ask the students if everyone approves of the suggested rules.

**Gameplay (15 min)**

4

**SOLO GAME**

- Ask the students to launch the **Consent** scenario and start playing.
- Do a walk-through among the students to make sure everything is going smoothly and to answer any questions they might have.
- Allow enough time for everyone to complete the scenario.

**GROUP FORMAT**

- Start the scenario on a projection system
- Complete the scenario and ask the students opinions during decision-making moments
- When the scenario is finished, discuss with the students using the discussion topics included in this companion guide.

5

**Scenario Summary (5 min)**

- Using questions from the sidebar, ask the students to summarize **Gab's** story.
- Thank the students for their answers and complete the summary using the synopsis.

**QUESTIONS**

How would we summarize the **Consent** scenario?  
 What are the story's importance elements?  
 Would anyone like to add anything?

**SYNOPSIS**

*Gab is in Steph's bedroom, snapping a few selfies before going to join the others. Lee comes into the room and asks if the two of them can take some pics together. Gab is hesitant, but Lee insists. As they take photos, Lee slides his hand up Gab's skirt. She pushes him away, visibly upset. She feels confused and wonders how to tell Lee that his actions are unacceptable.*

6

**Group Discussion and Analysis (35 min)**



1 DURATION: 35 MINUTES

8 INTENDED AUDIENCE: SECONDARY 2 AND 3

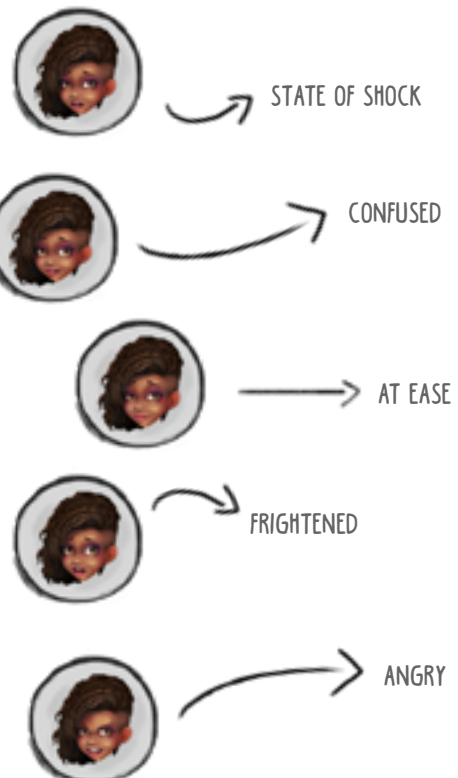
- **What are the problematic elements of Lee’s words and behaviours?**
  - He is pushy with Gab (e.g., “Move a bit more this way.”)
  - He uses intimate terms of endearment (e.g., “Not so fast, beautiful!”)
  - He downplays Gab’s objections (e.g., “Why the rush? We’re just getting started, aren’t we?”)
  - He doesn’t respect Gab’s feelings (e.g., “You’re really sexy when you’re angry, Gab.”)
- **If it is important to note that even though Gab has agreed to take a picture with Lee, that doesn’t mean she was okay with what happened next. What did Gab do when Lee insisted on taking another photo, when she clearly didn’t want to?**
  - She declined, again
  - She tried to leave the room
- **Sexual consent is said to be given when a person voluntarily and freely agrees to a sexual encounter. It not only implies giving consent, but also not feeling coerced.**

There is NO consent/consent is lacking or invalid if a person...

- Says “no” or expresses it through attitude or body language
  - Seems unsure (e.g., nervousness, pushing the other person away, etc.)
  - Changes their mind and say “no” or expresses it physically
  - Is under the influence of alcohol or drugs
  - Is unconscious or asleep
  - Is subjected to intimidation, threats or pressure
  - Is not 16 years of age or does not meet the ‘close in age’ rule (see further on for details)
- **How do you think Gab feels after being assaulted by Lee?**
    - In a state of shock (e.g., “What just happened?”)
    - Confused (e.g., “Why? Why did he do that?”)
    - Ill at ease (e.g., “I wish I could just disappear..”)
    - Frightened (e.g., “What do I do? If I say no, Lee will think I’m a prude. He’ll go and tell everyone!”)
    - Angry (e.g., “What is your problem?”)
    - Etc.

**SPOTLIGHT**

Sexual violence is a term that encompasses all forms of violence, both physical and psychological, that are manifested in a sexual manner, such as the fondling in this scenario<sup>1</sup>. Although it often occurs between intimate partners in adolescence, it can just as easily occur between peers. Among other things, it involves a lack of consent, which is defined as the free and voluntary agreement to participate in sexual activity. It stipulates that a person must be able to give consent, and must also not feel coerced into doing so<sup>2</sup>.



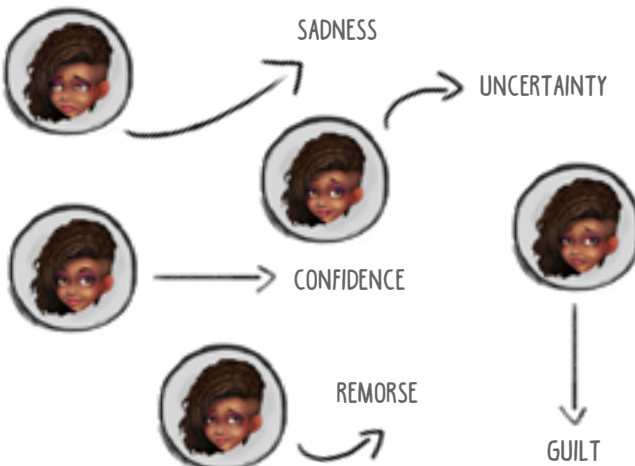


6

Discussion topics

## SEXUAL VIOLENCE (CONTINUATION)

- At the end of the scenario, what is Gab feeling as she looks in the mirror?
  - Sadness: tells herself it's over and done with
  - Uncertainty and ambivalence: she isn't entirely sure how she feels and wonders what she has done
  - Confidence: she tells herself she did her best
  - Remorse: she tells herself that she should have known and been more careful
  - Guilt: she feels guilty and thinks what happened was her fault



### SPOTLIGHT

Unwanted sexual contact is a form of sexual assault. Teenagers who are subjected to it may feel confused and paralyzed by the situation. Many may even feel responsible for what happened to them and be overwhelmed by thoughts of what they could have done differently to prevent it from happening. These feelings can be a barrier to disclosure and exacerbate the consequences of the sexual violence experienced by young victims<sup>3</sup>. The consequences are numerous and can manifest themselves in many areas of functional life. For example, some young people may experience academic, emotional, cognitive, behavioural or physical problems as a result of their experience. Disclosing an assault to someone who can help is an important step toward regaining well-being.

- I would like each of you to think about what you felt during the part of the game where we see Gab being subjected to unwanted fondling by Lee, in spite of her numerous attempts to make him stop. Then, I want you to find the word that best describes that scene for you. After that, I would like you to write that word on a slip of paper, I will collect them and read them out loud.
- Now that we've read the words you all suggested, what recurring themes do we notice?
  - Various answers
- Which resource persons in this school could you talk to in a situation like this?
  - Various answers
- In your personal life, who are the trusted people you could talk to in a situation like this?
  - Various answers

6

Discussion topics

## SEXUAL VIOLENCE (CONTINUATION)

- **What tips could you give Gab to make it easier for her to tell someone what happened to her?**
  - Prepare what she plans to say ahead of time
  - Find the right time and a quiet place for it
  - Talk about how she feels
  - Take her time
  - Etc.
- **We've been looking at what Gab experienced in this scenario. Now, let's take a look at Lee. What might explain Lee's behaviour with Gab?**
  - A lack of awareness about consent
  - Gender stereotypes (attitudes, values, norms, myths and misconceptions about women and sexuality)
  - The media and the messages they convey (social networks, movies, TV series, etc.)
  - Pornography
  - Etc.
- **What should Lee do after this incident with Gab?**
  - Acknowledge his problem and become aware of his attitudes and behaviours
  - Learn more about the notion of consent
  - Think about his attitudes and values
  - Take responsibility for his actions
  - Extend heartfelt apologies to Gab
  - Think of friends in his social circle he could confide in
  - Seek help from a trusted adult<sup>4</sup>
  - Etc.

### SPOTLIGHT

Reporting an incident of sexual violence is difficult for young people to do because of the myths and prejudices surrounding sexual assault. If a young person discloses a case of sexual violence to you, report it to the Director of Youth Protection.

### SPOTLIGHT

Though we could try to find reasons why Lee behaved as he did, it doesn't excuse his deplorable conduct.



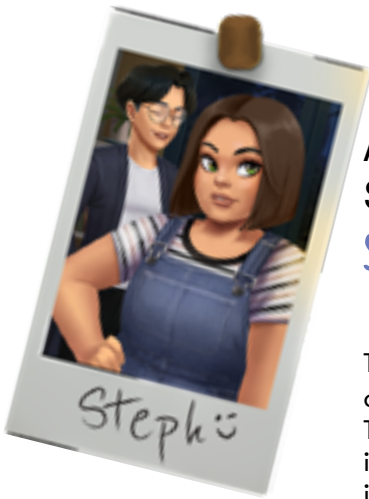
### Conclusion (5 min)

- Summarize the main elements identified and discussed by the students.
- Thank the students for their participation and ask if any of them have questions about the scenario or the game in general.
- Remind them that the game addresses some sensitive issues about sexuality and that anyone who feels uncomfortable and needs to talk can come speak to you after class.
- Remind them that assistance and resource people are available in the school to anyone who wants help after the activity.

### References

1. Marie-Vincent Foundation. (s.d.). *Qu'est-ce que la violence sexuelle?*. From <https://marie-vincent.org/cause/quest-ce-que-la-violence-sexuelle/>
2. Marie-Vincent Foundation. (2019). *Le consentement*. From <https://marie-vincent.org/articles-prevention/le-consentement/>
3. Lacasse, A., and Mendelson, M. J. (2007). *Sexual Coercion Among Adolescents: Victims and Perpetrators*, *Journal of Interpersonal Violence*, 22(4), 424–437. <https://doi.org/10.1177/0886260506297027>.
4. Laflamme, M. K., and Côté, H. (2010). *Une intervention de groupe pour les abuseurs mineurs et leurs parents*. In Lafortune, D., Cousineau, M., & Tremblay, C. (Eds.), *Pratiques innovantes auprès des jeunes en difficulté*. Presses de l'Université de Montréal. <https://doi.org/10.4000/books.pum.6524>.





## Activity Sheet - Scenario 4 STEPH - SECRET

The **Secret** scenario features **Steph** and her friend **Avi** and addresses the subject of **disclosure of sexual violence**. The scenario, activities and suggested discussion topics in this guide are designed for Secondary 2 and 3 students in accordance with the mandatory content in sexuality education.



### CONNECTIONS WITH THE MANDATORY CONTENT IN SEXUALITY EDUCATION

#### Secondary 2

- **Sexual violence:** myths and prejudices about sexual assault.

#### Secondary 3

- **Sexual violence:** active role to prevent or report sexual assault, understanding the experience of victims of sexual assault.

### PREPARATION

- If this is your first time playing the game, complete the tutorial.
- Play the scenario at least once to familiarize yourself with the characters and subjects being addressed.
- Read the activity structure and suggested discussion topics.
- Choose the discussion topics that suit your pedagogical objectives and the academic grade level.

### BEFORE STARTING

- Have this guide at hand
  - For a **solo game**, plan for:
    - Computer access for each student
    - Headphones for each student
  - For a **group game**, plan for:
    - A projection system


# STRUCTURE


## 1 Game Presentation and Activity Structure (5 min)

- Briefly explain the game to the students, referring to the sidebar below.
- Explain how the activity is structured (steps 2 through 7).

### GAME PRESENTATION

- *The Delicate Spots game takes its cue from first-person “hero” adventures, which means that your choices and decisions move the story forward. It’s a game that was designed to take an entertaining approach to sexuality education topics.*
- *We will play the Secret scenario, which features Steph and her friend Avi. Afterward, we’ll discuss the scenario and think about the decisions the characters make.*

 **As the name indicates, the Delicate Spots game addresses issues that can be sensitive for some people. A resources tab is visible at all times in the upper right corner of the game interface. Don’t hesitate to read that section of the game if the situation makes you feel the need, or if you want to get help for yourself or someone you know.**

 **Explain the help and resources available in your school for anyone who might need help during or after the activity.**

## 2 Access to The Game and The Tutorial (If Applicable) (5 min)

- Give students the game URL:  
<https://delicatespots.com/>
- If this is their first time playing the game, ask them to start with the tutorial by clicking on the photo in the lower left corner of the game interface.

3

**Conditions for a Successful Outcome (5 min)**

- Explain that to be able to do the activities, there are a few rules that should be followed.
- Ask the students to suggest various rules that would help the activity run smoothly.
- Write them down and add to the suggested rules if need be.
  - Discussion and participation
  - Attentiveness and respect
  - Confidentiality
  - Non-judgement and open-mindedness
- Ask the students if everyone approves of the suggested rules.

**Gameplay (15 min)****SOLO GAME**

- Ask the students to launch the **Secret** scenario and start playing.
- Do a walk-through among the students to make sure everything is going smoothly and to answer any questions they might have.
- Allow enough time for everyone to complete the scenario.

**GROUP FORMAT**

- Start the scenario on a projection system
- Complete the scenario and ask the students opinions during decision-making moments
- When the scenario is finished, discuss with the students using the discussion topics included in this companion guide.

4

5

**Scenario Summary (5 min)**

- Using questions from the sidebar, ask the students to summarize **Steph's** story.
- Thank the students for their answers and complete the summary using the synopsis.

**QUESTIONS**

How would we summarize the **Secret** scenario?  
 What are the story's important elements?  
 Would anyone like to add anything?

**SYNOPSIS**

*Steph is happy to have some time to chat with her friend Avi. She notices, however, that he reacts oddly when she mentions having run into his uncle recently. Avi finds an excuse to get Steph alone. It's hard for him to talk about, but he finally confides in Steph that when he was younger, he was sexually assaulted by his uncle. Steph is shocked by this admission and wants to help her friend, but doesn't really know what to do or say. She urges Avi to talk about it with an adult who could help, even though Avi is afraid of the possible consequences of divulging his secret.*

6

**Group Discussion and Analysis (35 min)**

6

Discussion topics

**SEXUAL  
VIOLENCE****DURATION: 35 MINUTES****INTENDED AUDIENCE: SECONDARY 2 AND 3**

- In this scenario, Avi confides to his friend Steph that his uncle forced him into inappropriate sexual fondling. In your opinion, was Avi a victim of a sexual assault?
  - Yes
- In the game scenario, it's Avi, a young man of 14, who is the victim of a sexual assault by his uncle. Many misconceptions prevail in society about sexual assault, both for the victims and the perpetrators. Can you name some of them?

**Misconceptions about sexual assault victims**

- Young victims (male or female) of sexual assault do not know the person who assaulted them
- Young people frequently make false accusations of sexual violence
- Boys cannot be sexually assaulted because they can defend themselves
- Boys who experience a sexual assault by a man are/will become homosexual
- Victims of sexual assault are partially or entirely to blame for what happened to them (provoked the incident, put themselves at risk)
- Since the victim didn't react during the assault, it means they were giving consent

**Misconceptions about perpetrators**

- A person cannot be sexually assaulted by their boyfriend or girlfriend
- Sexual abusers are always male
- Abusers always have mental health issues
- Abusers cannot control their impulses

**SPOTLIGHT**

Sexual assault is an act of a sexual nature, with or without physical contact and without the consent of the recipient, or done through emotional manipulation or blackmail. Sexual assault is an act intended to subjugate a person to the perpetrator's own desires through the abuse of power, the use of force, coercion, or implied or explicit threats<sup>1</sup>. Sexual assault can also be defined as "any act or game, whether heterosexual or homosexual, between a person or persons in a position of power, authority or control and a minor child (under the age of 18)<sup>2</sup>."

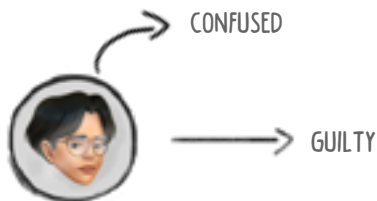
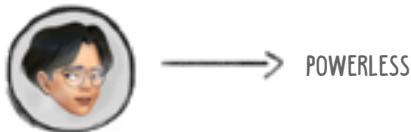
Sexual violence takes different forms and it can be easy to forget that it doesn't always involve physical contact. In all cases, if free and informed consent is not given by the person, it is a sexual assault. Free and informed consent means that the person clearly indicates, through their words and also through their non-verbal behaviour, that they want to engage in a sexual activity. It is also important to remember that consent can be withdrawn at any time, even during the sex act itself. Finally, for consent to be valid, it must not be given under the influence of alcohol or drugs. Both partners must be within the legal age range and neither partner must be in a position of power or authority over the other<sup>3</sup>.



6  
Discussion topics  
**SEXUAL VIOLENCE**  
(CONTINUATION)

• In your opinion, how does Avi feel when he confides his experience to Steph?

- Ashamed
- Pained
- Relieved
- Powerless
- Afraid
- Confused
- Guilty



SPOTLIGHT

Disclosing that you have been a victim of sexual violence is a very brave thing to do. It is normal for victims to go through a wide range of conflicting emotions. They may be afraid to talk about it because they fear not being believed, because they fear that others will judge them, or because they feel responsible for what happened. They could be worried that a disclosure will result in consequences for them, the perpetrator, and the people around them. They may also be experiencing strong emotions as they recall the painful memories. All of these emotions are valid; it is important to pay close attention to them during a disclosure and to emphasize the victim's courage while emphasizing that none of it was their fault.

6

Discussion topics

## SEXUAL VIOLENCE (CONTINUATION)

- **How would you feel if a friend confided a secret of this kind to you?**
  - Angry
  - Worried
  - Sad
  - Confused
  - Powerless
  - Disgusted
  - A strong need to take action
  - The need to know more
  - Etc.
- **Which attitudes do you think would be the most helpful if a friend were to disclose a secret to you?**
  - Believing the person
  - Not judging the person
  - Thanking the person for trusting us
  - Showing empathy
  - Listening
  - Not pushing by asking questions to get more details
  - Respecting confidentiality
  - Asking the person how they would like to be helped
  - Referring the person to possible assistance
  - Referring to trusted adults<sup>6</sup>
- **In the scenario, Steph advises Avi to talk about his assault to a trusted adult, but Avi refuses out of fear of not being believed and being blamed for what happened to him. What does Steph choose to do at that moment?**
  - Encourage Avi to speak to a trusted adult
  - Help Avi think of several trusted adults in his life
  - Respects his pace
  - Accompany Avi when he feels ready to take next steps
  - Tell Avi that it isn't his fault
  - Convince Avi that his uncle must not be allowed to continue these actions
- **What would you have done in you were Steph?**
  - *Various answers*
- **If a friend of yours were to refuse to speak to a trusted adult and asked you to keep the secret, what should you do?**
  - Explain to the friend that you are worried about their safety
  - Offer to accompany them in the process
  - Speak to a school counsellor or victim assistance organization for guidance
  - Speak to a trusted adult about the impact of the friend's disclosure on you

### SPOTLIGHT

One in five girls and one in 10 boys will be sexually assaulted before the age of eighteen<sup>4</sup>. Contrary to popular belief, in the vast majority of cases (84%) the young victim knows the perpetrator<sup>5</sup>. This means that it could be a family member (parent, brother, sister) or a distant relative (uncle, aunt, grandparent, cousin), a boyfriend or girlfriend, a friend, a person in authority such as a teacher, a parent's spouse or a sports coach. Because it is someone who is known, and sometimes even liked, it is even more difficult for the victim to report the abuser. Furthermore, sexual assault does not always involve the use of force, coercion or violence. Sometimes the abuser uses blackmail or manipulation to get their way. They may make promises, threats, or pressure the other person to provide sexual favors. Victims often feel responsible for what has happened to them, and this prevents them from reporting the incident and seeking help. It is important to remember that this is never the case.

### SPOTLIGHT

Sexual assault has significant physical, psychological, emotional and social impacts. When a person experiences sexual violence, they often feel alone and do not know what to do or where to turn. After-effects can occur immediately following the assault, or days, weeks and even years later. Seeking help can help break the isolation and restore balance.

7

**Conclusion (5 min)**

- Summarize the main elements identified and discussed by the students.
- Thank the students for their participation and ask if any of them have questions about the scenario or the game in general.
- Remind them that the game addresses some sensitive issues about sexuality and that anyone who feels uncomfortable and needs to talk can come speak to you after class.
- Remind them that assistance and resource people are available in the school to anyone who wants help after the activity.

**References**

1. Marie-Vincent Foundation. (s.d.). *Qu'est-ce que la violence sexuelle?*. From <https://marie-vincent.org/cause/quest-ce-que-la-violence-sexuelle/>
2. Cyr, M., Tourigny, M., & Hébert, M. (2011). *L'agression sexuelle envers les enfants : Tome 1*. Québec : Presses de l'Université du Québec
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SCENARIO 5



## Activity Sheet - Scenario 5 MAX - ILLUSIONS

The *Illusions* scenario features **Max**, who is being discussed by her friends since she did not come to the party. The main topics addressed in this scenario are **sexual exploitation** and **intimate relationships**. The scenario, activities, and suggested discussion topics in this guide are intended for students in Secondary 2 through 5, in accordance with the mandatory content in sexuality education.



### CONNECTIONS WITH THE MANDATORY CONTENT IN SEXUALITY EDUCATION

#### Secondary 2

- **Emotional and romantic life:** challenges faced in the first dating relationships (looking for help and solutions).
- **Sexual violence:** the concept of consent and its contexts.

#### Secondary 3

- **Emotional and romantic life:** benefits of an intimate based on mutuality; managing conflicts in a healthy way in a romantic relationship.
- **Sexual violence:** active role to prevent or report sexual assault; helpful attitudes toward victims of sexual assault.

#### Secondary 4

- **Emotional and romantic life:** recognizing symptoms of violence in the context of a romantic relationship and looking; solutions to prevent or deal with violence.

#### Secondary 5

- **Emotional and romantic life:** meaningful emotional and romantic relationships.

#### PREPARATION

- If this is your first time playing the game, complete the tutorial.
- Play the scenario at least once to familiarize yourself with the characters and subjects being addressed.
- Read the activity structure and suggested discussion topics.
- Choose the discussion topics that suit your pedagogical objectives and the academic grade level.

#### BEFORE STARTING

- Have this guide at hand
  - For a **solo game**, plan for:
    - Computer access for each student
    - Headphones for each student
  - For a **group game**, plan for:
    - A projection system

# STRUCTURE

## 1 Game Presentation and Activity Structure (5 min)

- Briefly explain the game to the students, referring to the sidebar below.
- Explain how the activity is structured (steps 2 through 7).

### GAME PRESENTATION

- *The Delicate Spots game takes its cue from first-person adventures, which means that your choices and decisions move the story forward. It's a game that was designed to take an entertaining approach to sexuality education topics.*
- *We will play the Illusions scenario, which is all about Max through the eyes of her friends as they talk about her. Afterward, we'll discuss the scenario and think about the decisions the characters make.*



*As the name indicates, the Delicate Spots game addresses issues that can be sensitive for some people. A resources tab is visible at all times in the upper right corner of the game interface. Don't hesitate to read that section of the game if the situation makes you feel the need, or if you want to get help for yourself or someone you know.*



*Explain the help and resources available in your school for anyone who might need help during or after the activity.*

## 2 Access to The Game and The Tutorial (If Applicable) (5 min)

- Give students the game URL:  
<https://delicatespots.com/>
- If this is their first time playing the game, ask them to start with the tutorial by clicking on the photo in the lower left corner of the game interface.

3

**Conditions for a Successful Outcome (5 min)**

- Explain that to be able to do the activities, there are a few rules that should be followed.
- Ask the students to suggest various rules that would help the activity run smoothly.
- Write them down and add to the suggested rules if need be.
  - Discussion and participation
  - Attentiveness and respect
  - Confidentiality
  - Non-judgement and open-mindedness
- Ask the students if everyone approves of the suggested rules.

**Gameplay (15 min)****SOLO GAME**

4

- Ask the students to launch the *Illusions* scenario and start playing.
- Do a walk-through among the students to make sure everything is going smoothly and to answer any questions they might have.
- Allow enough time for everyone to complete the scenario.

**GROUP FORMAT**

- Start the scenario on a projection system
- Complete the scenario and ask the students opinions during decision-making moments
- When the scenario is finished, discuss with the students using the discussion topics included in this companion guide.

5

**Scenario Summary (5 min)**

- Using questions from the sidebar, ask the students to summarize **Max's** story.
- Thank the students for their answers and complete the summary using the synopsis.

**QUESTIONS**

How would we summarize the *Illusions* scenario?  
 What are the story's important elements?  
 Would anyone like to add anything?

**SYNOPSIS**

*All of the friends at the party are assembled in the living room when Charlie gets a troubling text message from Max, who's not there tonight. The kids agree it's been a while since they've seen her and that she's changed since she started dating an older guy, Dom, a few weeks ago. Charlie is worried and says that Max had written that her new boyfriend has been demanding favours in exchange for the gifts he gives her. As the friends voice their concerns, they devise a plan to contact Max and show that they care about her. Hoping to regain the closeness they once had with Max, the group decides to send her a text, hoping she'll be open to accepting help.*

6

**Group Discussion and Analysis (35 min)**

6

Discussion topics  
**SEXUAL EXPLOITATION AND  
 INTIMATE RELATIONSHIPS**

1 DURATION: 35 MINUTES

8 INTENDED AUDIENCE: SECONDARY 2, 3, 4 AND 5

- Raise your hand if you think the group of friends is right to be worried about Max?
- What do you think are the worrisome aspects of Max's story?
  - Things aren't going well with her boyfriend
  - The age difference between them (Max is 14, Dom is 20)
  - The loss of contact between Max and her friends (i.e., she doesn't come to parties, doesn't answer when her friends send texts)
  - Max doesn't discuss her boyfriend with her friends
  - The changed attitude of her boyfriend, who was nice at first but isn't anymore
  - Her boyfriend's gifts come with conditions
  - The sudden change in Max's style (i.e., wears sexy outfits, flashy jewelry, makeup)

SPOTLIGHT

Sexual exploitation is when a person takes advantage of another person's body for sexual purposes for a benefit in return for goods or services. The abuser uses power, manipulation, threats or force to take advantage of the other person's vulnerability or dependency<sup>1</sup>.

SPOTLIGHT

Other signs can be clues that a person is in an unhealthy relationship or being sexually exploited: drug or alcohol abuse, possession of large sums of money from unknown sources, truancy from school, mood swings, depression, anxiety, visible signs of physical violence, eating disorders, etc.<sup>2</sup>. If you have concerns about the development or safety of a young person, report it to the Director of Youth Protection.



6

Discussion topics  
**SEXUAL EXPLOITATION AND  
 INTIMATE RELATIONSHIPS**  
 (CONTINUATION)

- **In your opinion, is Max (age 14) of an age to consent to sexual activities with her boyfriend Dom (age 20), in keeping with sexual consent legislation?**
  - No
- **Why do you think Max is staying in this relationship with Dom?**
  - Because she's in love with him and hopes he will change
  - She wants to be loved, to feel desired and unique
  - She wants to find her identity and assert herself
  - Out of curiosity and a desire for new experiences
  - She feels powerless, trapped, doesn't see any way out
  - She feels dependent on Dom
  - She fears criticism and not being believed
  - She's ashamed and feels that her circumstances are her fault
  - She's fearful that Dom will want revenge and will take it out on her, her family or friends
  - Etc.
- **What would you say are the signs of a healthy relationship?**
  - Good balance of dependency and independence with the partner
  - Interpersonal relationships (friends, family, etc.) are not completely replaced by the romantic relationship
  - Feelings are reciprocated
  - Each partner respects the other's needs and boundaries
  - One's own identity is kept intact, self-image corresponds with values and personality
  - Both partners are able to communicate well
  - Etc.
- **What are the signs of an unhealthy relationship or one in which there might be violence?**
  - One partner is controlling (i.e., the other's actions, friends and outings, clothing choices, demands to see cell phone, etc.)
  - One partner is physically or verbally abusive: humiliates, gives orders, is judgmental, etc.
  - One partner uses manipulation, blackmail or pressure to gain something
  - One partner feels inferior to the other, less important
  - Feels that it is impossible to be yourself with the partner
  - Feels that the partner is unpredictable, that one must always be careful with words and actions
  - Etc.

## SPOTLIGHT

The age of sexual consent is the age at which a person can legally give consent to sexual activity. In Canada, the age is set at 16, if the relationship involves no violence, threats, blackmail, position of power or authority figure, and if verbal consent is given when the individual is not under the influence of alcohol or drugs. However, there are close-in-age exceptions. A 12- or 13-year-old can legally consent to sexual activity if the age difference with the partner is less than two years. A 14- or 15-year-old, like Max, can legally consent to sexual activity if the age difference with the partner is less than 5 years. In all cases, there must not be a relationship of authority, dependency or any form of exploitation. As such, Max could not legally consent to sexual activity with Dom because they are six years apart in age, let alone consent to any form of sexual exploitation<sup>3,4</sup>.

6

Discussion topics  
**SEXUAL EXPLOITATION AND  
 INTIMATE RELATIONSHIPS**  
 (CONTINUATION)

- **In the scenario, how does the group of friends decide to help Max?**
  - Understanding: trying to get a clearer understanding of the situation (info from websites such as Tel-Jeunes)
  - Getting help: seeking out trusted adults who can help (adults at school, caseworkers, community organizations)
  - Listening: talking to Max and paying attention to what she says about her boyfriend
- **If Max were in a situation of sexual exploitation, what kind of consequences might she face?**

**In the short term**

- Feelings of shame and guilt
- Feeling of isolation
- Feelings of fear and powerlessness
- Difficulty concentrating, dropping out of school
- Physical injuries
- Unwanted pregnancy and STDs
- Etc.

**In the medium and long term**

- Symptoms of depression and anxiety
- Loss of contact with friends
- Self-esteem and confidence issues
- Difficulty developing healthy and meaningful interpersonal and intimate relationships
- Emotional and/or financial dependency
- Stigmatization
- Etc.

- **If you were in Charlie's shoes and a friend confided that they were in a toxic relationship or the victim of sexual exploitation, what would you do? What would your attitude be, what helpful action would you take?**
  - Listen without being judgmental
  - Neither downplay nor exaggerate the facts and emotions
  - Be empathetic
  - Believe the person
  - Ease the person's guilt feelings
  - Support the friend's specific needs (listen, accompany when seeking help)
  - Consult or refer a person who could take action (a resource person associated with the school or an organization)
  - Etc.

**SPOTLIGHT**

It is important to be aware of the active role that everyone can play in preventing or reporting sexual violence. Even if the friends' concerns put them in an awkward position, it is normal to want to help the person who is trapped in such a situation, and it is better to act than to say, "It's none of our business." The group of friends could also have suggested seeking help from school, community or health resources<sup>5</sup>.

6

Discussion topics  
**SEXUAL EXPLOITATION AND  
 INTIMATE RELATIONSHIPS**  
 (CONTINUATION)

- In the end, we see Max reading a text message from her friends, signed, “Your friends who love you: Charlie, Alex, Gab, Avi, Elie, Fred, Lee and Steph.” How do you think Max felt at that moment?
  - Insightful (“And you’re right, things are not so great... This is not a good relationship for me..”)
  - Touched and grateful (“... it made me so happy to get your message!”)
  - Powerless (“... but I don’t know who to talk to about it..”)
  - Determined to extricate herself from this situation (“I have to try... I want to get my old life back.”)
  - Fearful (“I’m afraid of being judged..”)
- What could Max do to extricate herself from her situation?
  - Break up with her boyfriend
  - Talk to her friends
  - Talk to her parents
  - Talk to a resource at school
  - Contact the police
  - Call a help line (e.g., Tel-Jeunes)
  - Etc.
- Ending an intimate relationship can be difficult and arouse many strong emotions. If the person is in a violent or toxic relationship, it can be very difficult to find the strength to get away; perhaps they just can’t see the positive reasons for, and impact of, taking that step. They need our help and support to see the potential benefits of this choice. In your opinion, what are the pros and cons of breaking up with Dom?

Cons

- Feeling sad, depressed, alone
- Feeling rejected and abandoned, which could affect self-esteem
- Feeling unsafe
- Etc.

Pros

- Ending a toxic relationship
- Renewing friendships and quality time with friends
- Gaining self-confidence and self-esteem
- Feeling freer and more independent
- Learning lessons from the relationship to get a clearer understanding of what they want from future relationships
- Etc.

SPOTLIGHT

Though breakups are common in adolescence, the fact remains that they are major events with potential repercussions on several levels. Regardless of the reason for the breakup, the decision is never easy, and it is important to support young people throughout the experience and help them understand what they are feeling.

## 7

### Conclusion (5 min)

- Summarize the main elements identified and discussed by the students.
- Thank the students for their participation and ask if any of them have questions about the scenario or the game in general.
- Remind them that the game addresses some sensitive issues about sexuality and that anyone who feels uncomfortable and needs to talk can come speak to you after class.
- Remind them that assistance and resource people are available in the school to anyone who wants help after the activity.

### References

1. Marie-Vincent Foundation. [s.d.]. *Qu'est-ce que la violence sexuelle?*, From <https://marie-vincent.org/cause/quest-ce-que-la-violence-sexuelle/>
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