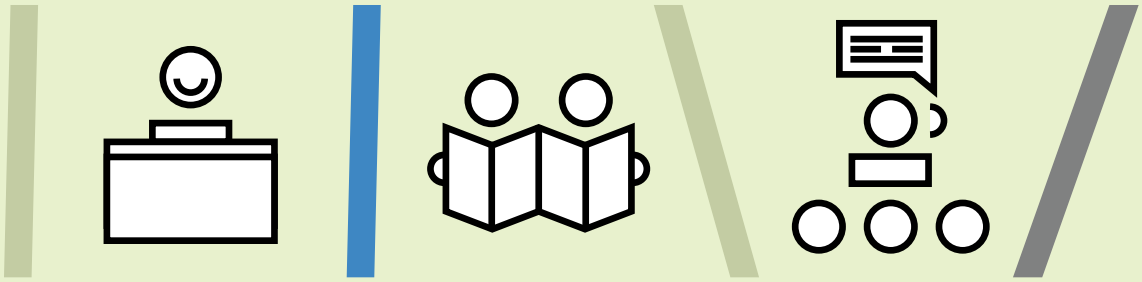
SANS VIOLENCE FREE



Activity sheet

Quiz on sexual violence

SANS VIOLENCE FREE

Resources to fight sexual and gendered violence

An initiative by: YWCA Y DES FEMMES MONTRÉAL

Funded by : Québec

Graphic design by : pilondesign

Quiz on sexual violence

Topic covered

Sexual violence

Target age

16+

Total time for activity

60 - 75 min

GENERAL OBJECTIVES

1. Testing sexual violence knowledge

GENERAL ACTIVITY STRUCTURE

Introduction, icebreaker and content warning 3
Definitions 5
Quiz 6
Closing the activity 7

EQUIPMENT

Based on the facilitator's preferences:

Option 1

Icebreaker activity

- Paper handouts of images

Option 2

Presentation: "Definitions of sexual violence"

- Computer
- Screen
- Projector

Option 3

Screen-based quiz

- Computer
- Screen
- Projector

Option 4

Quiz version papier

- Paper handouts
- Pen or pencil

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Part 1

Introduction and icebreaker

GENERAL OBJECTIVES

1. Create a welcoming environment within the group
2. Promote respectful communication and listening
3. Introduce the subject

ACTIVITY TYPE
Icebreaker activity

LENGTH
10 minutes

Procedure

1. SETTING THE CLIMATE

At the start of the workshop, it would be helpful to establish a few guidelines and provide some information:

- Acknowledge Indigenous territory
- Create a welcoming space to exchange ideas and listen respectfully

2. ICEBREAKER: PICTURE GAME

Introduce yourself to the participants to create a climate of trust:

- Place the images (Appendix 1) on a table.
- Ask participants to choose one image and to sit in a circle.
- Ask them to make a link between the image they've selected and their current mental state.
- Go around the table.

3. INTRODUCTION

Ask participants:

- What does sexual violence mean to you?

Reference

Coopérative de développement régional Bas-Saint-Laurent / Côte-Nord. n.d. *Collection of icebreakers* https://sites.csfoy.ca/fileadmin/documents/socio/repertoire_dactivites_brise-glaceVF.pdf

Facilitation notes

To find out which Indigenous territory you are on, you can text the name of your location **1 855 917-5263**.

For some examples of Indigenous land acknowledgments, go to : https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory.

The facilitator must have fundamental knowledge about the issues surrounding sexual violence (definitions, statistics, myths and realities, the concept of rape culture, victim blaming, long and short-term impacts, etc.). The participants might have questions during the activity which the facilitator should be prepared to answer. The facilitator should also be familiar with the local resources available to help survivors of sexual violence.

Avoid gendered language when talking about people who have been subject to sexual violence. Try to avoid the term “victim.” It is up to survivors of sexual violence to choose whether they self-identify as a victim.

Part 2 OPTIONAL

Definitions of sexual violence

SPECIFIC OBJECTIVES

1. Differentiate between various types of sexual violence
2. Recognize sexually violent behaviour within different situations

ACTIVITY TYPE
Presentation of the definitions of sexual violence

LENGTH
15 minutes

Procedure

1. PRESENTATION

Explore the informational document available on the website www.ydesfemmesmtl.org/en/violence-free/ with participants, which includes the following topics:

- *Definition of sexual violence*
- *Definitions of the manifestations of sexual violence*

2. DISCUSSION

Review the definitions with the participants, and ask them:

- Are you surprised to see so many definitions of sexual violence?
- Did you learn any new definitions?

Facilitation notes

It is important to ensure that resource personnel, in whom the participants can confide, are available during this activity.

Before starting with the presentation, let the participants know that if they feel the need to report or disclose a situation of sexual violence, you are available to support them. Remind them that they should not hesitate to ask for help, and that many support services are available.

Part 3

Quiz on sexual violence

SPECIFIC OBJECTIVES

1. Test sexual violence knowledge
2. Recognize sexually violent behaviour within different situations
3. Understand the plurality of sexually violent behaviour within a single situation

ACTIVITY TYPE
Interactive quiz

LENGTH
30 minutes

Procedure

1. PRESENTING THE ACTIVITY

Present the scenarios (Appendix 2) and ask participants to identify the form, or forms of sexual violence represented.

Here are your options:

OPTION 1
You can present the scenarios to everyone on a large screen. The participants can make suggestions out loud.

OPTION 2
You can hand out a paper version of the quiz to each participant. The participants can circle their answers.

Regardless of which option you choose, provide the answers to each scenario (Appendix 3). These answers make up an integral part of the activity and offer detailed explanations that are essential to the participants' learning and understanding.

Facilitation notes

Before starting the quiz, remind participants that resource personnel are available to receive a disclosure of sexual violence outside of the space where the activity is taking place.

Some of the quiz questions can be complex. Reassure participants that it's normal to feel confused. The goal of the activity is to learn through both the right and the wrong answers.

Part 4

Closing the activity

SPECIFIC OBJECTIVES

1. Review what was learned
2. Answer questions
3. Offer available resources

ACTIVITY TYPE
Discussion

LENGTH
20 minutes

Procedure

1. REVIEWING WHAT WAS LEARNED

Ask participants:

- What they have learned
- What their takeaways are
- If they have any remaining questions

2. RETURNING TO THE ICEBREAKER

Ask participants to make a link between the image they selected at the beginning of the workshop and their current mental state. Go around the group.

3. PRESENTING THE RESOURCES:

- Present the different resources to the participants.
- Present the services available within your establishment by sharing the mandate and resources offered by each one.

Facilitation notes

It is important that the facilitator can ensure (in collaboration with the resource person) that the resources available within the organization address marginalized and intersectional realities.

Appendix 1

Icebreaker activity

PRINT AND CUT OUT ENOUGH COPIES OF THE IMAGES SO THAT EACH PARTICIPANT CAN CHOOSE ONE.

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Appendix 2

Quiz questions

IDENTIFY THE TYPES OF SEXUAL VIOLENCE

1. It is 8 am and you're in the subway, on your way to work. A man turns his back to you and you intentionally move so close to him that your hand touches his buttocks. You apologize, claiming that it was too crowded. The man ignores it, but he seems uncomfortable.

What type of sexual violence is this?

a. Sexual touching
b. Exhibitionism
c. Incest
d. Sexual harassment
e. Voyeurism
f. None of the above

2. You're looking at your cell phone and you notice that your friend Mia has texted you. She mentions that she'd asked you several times to stop sending her sexually explicit photos of couples and that she'd like to end your friendship. Her message makes you angry, so you decide to post a photo of Mia wearing very little clothing that you'd taken of her a few weeks ago when she was asleep.

What type of sexual violence is this?

a. Sextortion
b. Exhibitionism
c. Voyeurism
d. Sexual cyberharassment
e. Revenge porn
f. None of the above

3. You're watching a movie with Sara, your lover, and the love scene leaves you wanting to have sex with her. You start by stroking her legs, and when she doesn't respond, you slide your hand between her legs. She gently moves your hand away, but you tell yourself that if you continue, she'll end up being in the mood. So you start again.

What type of sexual violence is this?

a. Sexual assault with penetration
b. Sexual touching
c. Non-contact sexual assault
d. Incest
e. Sexual harassment
f. None of the above

4. You're celebrating your birthday with your friends, and everyone is pretty drunk, except Mehdi, who is the designated driver. Since the start of the evening, a chemistry has developed between the two of you. At some point, you go up to him to initiate some kissing. Mehdi moves away from you and tells you that he really likes you, and that he also wants you, but given your drunken state, he'd prefer consensual kissing. You tell him that you're consenting even though you're not sober, but Mehdi insists. You're very disappointed by this situation, but you understand and respect his choice

Is this an exemple of sexual violence?

a. No, because men cannot be subject to sexual violence
b. No, because there's no such thing as sexual violence between people of the same gender
c. No, because you both have feelings for each other
d. No, because you were consensual
e. No, because there was no penetration
f. None of the above

5. You're enjoying an evening out at a bar with your friend, Sam, and he notices a sexily dressed girl. Sam flirts with her, but she tells him in no uncertain terms that she prefers the company of her friends. However, Sam believes that he has a chance, so he buys her a drink, which she declines. Not liking being ignored and rejected, Sam changes his tactics. He insults the girl several times in front of the other patrons and makes jokes about how she's dressed. The group of girls decide to leave the bar to go to a quieter venue. Sam decides to follow the girls. This is when you decide to run out and get your friend before the situation gets out of hand.

What are the facts in this situation?

a. The girl is not being sexually assaulted by Sam
b. The girl is dressed sexily, so she's kind of asking for it
c. Sam has feelings for the girl
d. This is just flirting
e. All the above
f. None of the above

6. You're at a restaurant with your friend Adèle, who has burst into tears in front of you. She shows you the text messages her boyfriend Derek has sent her over the past few days. The first thing you notice is how many there are. Then you notice that all the messages revolve around the same topic, a lack of trust in Adèle. Among others, he asks her to activate her GPS so he knows for sure that she's at the restaurant, and he asks her to not disappoint him, otherwise, he'll share some intimate photos of her with her parents. To make sure she really understands, Derek sends her the photos, asking her: "How would your parents react if they saw their daughter like this?"

What type of sexual violence is this?

a. Non-consensual publication of intimate images
b. Sextortion
c. Sexual harassment
d. Sexual cyberharassment
e. Violence between intimate partners
f. All the above

Appendix 3

Quiz answers

1. **A – Sexual touching**

This is sexual assault with contact other than penetration. The person is touching another person's buttocks without their consent, pretending it was an accident.

2. **A – Non-consensual publication of intimate images**
   C – Voyeurism
   D – Sexual cyberharassment
   E – Revenge porn

Because the person is repeatedly sending sexual photos to Mia, this is sexual cyberharassment.

In addition, still without Mia's consent, the person is using revenge porn by posting nearly naked photos of her on social media to get back at her for her behaviour.

Lastly, this is also a case of voyeurism, because the photos of a scantily-clad Mia were taken when she was asleep, without her awareness.

3. **B – Sexual touching**
   E – Sexual harassment

This is a case of sexual touching (a form of sexual assault with contact other than penetration). It is important to remember that sexual violence can also occur between couples. Feeling sexual desire towards your partner is different from wanting to control or dominate them. It's also important to note that Sara's initial behaviour (of not intervening when her partner was stroking her thighs) does not in any way constitute consent, and it certainly doesn't count as consent to continue stroking other parts of her body or to engage in intercourse.

The person is also sexually harassing Sara by making statements that can insult, humiliate, hurt and devalue her due to her wish to not engage in sexual intercourse.

4. **F – None of the above**

Despite mutual attraction, feelings and desire, the only reason why there was no sexual violence in this scenario is because Mehdi knew that when someone is intoxicated, this invalidates their consent. He therefore decided to wait for another time to make out.

Nobody is safe from sexual violence, regardless of their gender or their sexual orientation. In fact, gender diverse people are three times more likely to experience sexual assault than heterosexual people, in addition to being more at risk of sexual coercion in their intimate relationships.

Lastly, sexual violence is not limited to penetration and is NEVER provoked by the person being targeted.

5. **F – None of the above**

It is possible that Sam's initial behaviour could be considered flirting (charming her, buying her a drink). However, his behaviour turned to harassment when he became more insistent, insulted the girl, made sexual jokes and followed her out of the bar.

The girl's clothing IN NO WAY indicates a form of consent, nor is it an invitation to engage in sex. Even if a someone is dressed in a sexy way, it does not excuse acts of sexual violence from someone else.

6. **B – Sextorsion**
   D – Sexual cyberharassment
   E – Intimate partner violence

Adèle is currently experiencing intimate partner violence. Derek is using different strategies to exert control over his partner. He is using psychological (blackmail, control) and sexual (posting an intimate photo) violence.

Derek is subjecting Adèle to sexual cyberharassment by sending her numerous texts and intimate photos of herself, as well as by threatening her.