

TEACHER DISCUSSION GUIDE

Exploration: FACE Scenarios

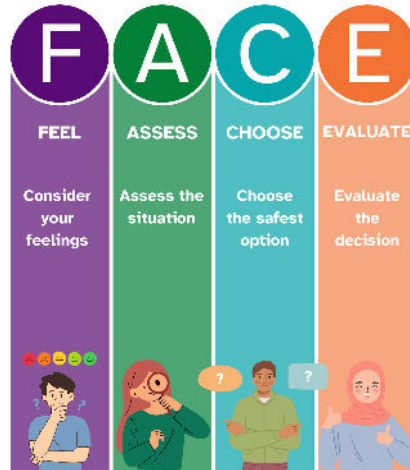


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LEARNING ACTIVITY 1

Scenario 1: Sam and Avery: Vaping to Impress

Sam recently moved to St. John's from Labrador City. After starting at their new school, they met Avery, a guy with a lot of friends. Sam has been sitting with Avery in art class for the past few weeks and is starting to really like him. Avery invites Sam to hang out with him and his friends at lunchtime; however, Sam has noticed that Avery and his friends vape nicotine and often post about hanging out at the "vaping spot" near their school. Sam isn't into vaping, but they feel that if they don't join in, Avery won't like them. They are worried that not vaping will make them seem boring or uncool.

What should Sam do? How would you FACE this situation?

Feel

How do you think Sam might feel in this situation? Why do you think Sam would feel this way?

- Sam might feel conflicted, because they like Avery and want to fit in with his friends, but they may also feel uncomfortable with vaping.
- Sam might feel nervous or worried, because they don't want to miss out on the chance to get to know Avery better, but they might be worried about seeming uncool or boring.
- Sam might feel excited about having the chance to spend time with Avery and his friends, despite his concerns about vaping.

Who else might have feelings about this situation?

- Avery might be confused or disappointed if Sam doesn't join in
- Avery's friends might feel judged if Sam doesn't join in, or they might respect Sam's decision not to vape.
- Sam's parent/guardian/trusted adult or teachers might be concerned about Sam feeling pressured to vape to fit in with Avery and his friends
- Sam's friends might feel left out if Sam stops hanging out with them as much

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Assess

What are Sam's choices?

- Sam could try vaping with Avery and his friends.
- Sam could decide not to vape but still hang out and find other ways to connect with Avery and his friends.
- Sam might decide not to join the group if they feel too uncomfortable or pressured.

What factors or influences might affect Sam's decision?

- Wanting to get to know Avery, which might make them more likely to compromise their own comfort or values.
- Wanting to fit in with Avery's friends.
- Knowledge of the risks of vaping.
- Knowledge of school rules about vaping and worried about getting in trouble if caught vaping.
- Peer influences from Avery and their friends.
- Influences from other peers who may judge Sam if they're seen vaping
- Family values and rules
- Things seen on social media
- Their own self-esteem and confidence to communicate assertively

Who can help Sam make this choice?

- A parent/guardian/ trusted adult or teacher/guidance counsellor could offer advice or support.
- A friend who understands the situation.

Choose

What is the safest choice Sam can make?

- The safest choice is not to vape, and to explain this decision if needed. Sam might find other ways to connect with Avery and his friends or seek out other friends who share similar interests and values.

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How can Sam communicate this choice to Avery?

- Sam can politely decline vaping, letting Avery know it doesn't align with their values.
- Sam can suggest other ways to spend time together that don't involve vaping, like working on art projects, playing sports, or playing video games.
- Sam can use assertive communication to express their decision confidently and respectfully.
 - For example, *"Hey Avery, I really like hanging out with you and I'd love to have lunch with you and your friends, but I'm not into vaping. Is that cool with you?"*

Evaluate

How would Sam's choice impact themselves and others?

- Sam's choice to vape might help them fit in with Avery and his friends.
- Sam's choice to vape might lead to negative health effects or cause them to get in trouble at school.
- Sam's choice not to vape might make it harder to fit in with Avery's friends.
- Sam's choice not to vape might not matter to Avery or his friends at all. If Avery respects Sam's decision, it could strengthen their connection. If he doesn't, it might indicate they aren't compatible.
- Sam's choice not to vape might encourage other students to do the same.
- Sam's choice to speak up assertively may help build their confidence with communicating how they feel.

Who could Sam talk to about the choice they made?

- Sam could talk to a trusted friend, their parents or guardians, a teacher or guidance counsellor at school, or another trusted adult.

TEACHER DISCUSSION GUIDE**Scenario 2: Casey and Zack: When Love Feels Overwhelming**

Casey and Zack have been dating for about a year. At first, everything was amazing! Zack made Casey feel special, always complimenting her and wanting to spend all their time together. Casey loved the attention and how close they were.

But after a few months, things started to change. Zack would comment on how Casey dressed, saying things like, "Do you really think that's appropriate?". He got upset when Casey wanted to hang out with her friends and would accuse her of cheating if she went anywhere without him. Zack got especially jealous whenever he saw Casey talking to another guy. Zack would accuse Casey of not caring enough about him.

Casey told herself that Zack only acted this way because he loved her so much. She stopped seeing her friends to make Zack happy. But now, Casey often feels stressed and anxious. She worries constantly about making Zack angry or doing something he might not like.

One night, after another argument about Casey texting a friend, she feels overwhelmed. Casey remembers seeing a bottle of anxiety pills that her mom uses for her own stress. She thinks, *Maybe if I take one of these, I'll feel calmer and I can stop worrying about everything so much.*

Casey takes the bottle and reads the label. It warns against taking it without a doctor's advice. But Casey thinks, *It's just one pill. Mom uses them, and she seems fine. Maybe it'll help me feel better about Zack and I'll stop being so stressed out all the time.*

What should Casey do? How would you FACE this situation?

Feel

How do you think Casey might feel in this situation? Why might Casey feel this way?

- Casey might feel hurt that Zack is treating her this way.
- Casey might feel conflicted and torn between her love for Zack and her discomfort with how controlling he's become.
- Casey might feel unsure about how to cope with the situation, and isolated since she's pulled away from her friends.
- Casey might feel curious as to whether the anxiety medication will help her feel better.

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Who else might have feelings about this situation?

- Zack might feel insecure or jealous, which could be driving his controlling behaviour.
- Casey's mom- if she knew about the situation, she might feel concerned about Casey's stress and anxious about her well-being. She would also be concerned about her mental health, and the potential danger if she took her medication.
- Casey's friends might feel hurt or worried that she's distanced herself from them because of her relationship with Zack.

Assess

What are Casey's choices?

- She could take one of her mom's prescription anxiety pills to try to feel temporarily better.
- Casey could not try the anxiety pills and try to deal with her anxiety another way, such as by reaching out to her friends, a trusted adult, or a guidance counsellor to seek advice.
- Casey could not take the pills and talk to Zack about how his behaviour is affecting her and set boundaries. She may need to consider whether continuing the relationship with Zack is healthy for her.

What factors or influences might affect Casey's decisions?

- Her ability to deal with the stress of an unhealthy relationship, as she may be feeling trapped or stuck.
- Her ability to cope with the fear and anxiety.
- Her mom's example, since she sees her mom use medication to cope with stress, it might make Casey think it's an acceptable solution.
- Knowledge of the risks of anxiety medication and the dangers of taking others' prescriptions.
- Her family relationships and if her mom might be disappointed, upset, or concerned if she took one of her pills.
- Her relationship with Zach and how he might react if she says something to him.
- Her self-concept and confidence in herself to make the right decisions and communicate assertively.
- Social media influences on coping with anxiety or stress.

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Who can help Casey make this choice?

- Parent/guardian/trusted adult.
- A school counselor or healthcare professional who could provide guidance and support.
- Friends

Choose

What is the safest choice Casey can make?

- The safest choice is not taking the anxiety pills and talking to a trusted adult about her relationship with Zack. She could also talk to Zack about his behaviour and set boundaries, and if the relationship continues to feel unhealthy, she might need to consider ending it.
- Explore resources for managing stress and anxiety, such as relaxation techniques, counseling, or peer support, rather than using her mom's medication.

How can Casey communicate her choice to Zack?

- Prepare ahead of time - Casey can reflect on her feelings and decide her boundaries before talking to Zack. She could write down her thoughts and how Zack's actions affect her, and identify what she needs.
- Choose the right time and place - Casey should talk to Zack in a calm, neutral environment where she feels safe. If she is worried about his reaction, she can talk to him in a public place or let a friend or parent know about the conversation in advance
- Using assertive communication - Casey can use "I" statements to express her feelings and set boundaries, for example:
 - Acknowledge her feelings: "I've been feeling really stressed and anxious lately, and I've realized that some of it is because of the way things have been between us."
 - Address specific behaviors: "I feel like you don't trust me, especially when you comment on how I dress or accuse me of cheating."
 - Set clear boundaries: "I need to be able to spend time with my friends and make decisions about my life without feeling guilty or afraid of upsetting you."

TEACHER DISCUSSION GUIDE**Evaluate**

How might Casey's choice impact herself and others?

- Casey's choice to try the anxiety pills may make her feel better for a little while, but may also be dangerous to use someone else's medication (e.g., overdose, harming herself or others if driving).
- It may be upsetting to her mother if she finds out she took her medication.
- Casey's choice not to try the anxiety pills may protect her from health risks.
- Casey's choice to talk to a trusted adult about her relationship with Zack might allow her to get help and feel better. Choosing a healthier path could reduce Casey's anxiety and help her regain confidence and independence.
- Casey's friends and family might feel relieved and more connected to Casey if she opens up and seeks support.

Who could Casey talk to about the choices she made?

- A close friend who understands her situation.
- Zack, to talk about how their relationship is making her feel.
- A family member, like her mom, who might offer support and perspective.
- A school counselor or therapist who can help her process her feelings and navigate her relationship challenges.

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Scenario 3: Maya and James: Balancing Relationships and Personal Values

Maya has been dating James for a few months. She really likes him—they share the same friends, enjoy similar activities, and have a lot of fun together. Recently, Maya found out that James has been using a pen to dab cannabis on a daily basis. When they first began going out, James would only dab with his friends. Now he uses it around Maya. When they are hanging out, he often asks her if she wants to hit his dab pen, saying things like, “The movie will be so much better if we are both stoned.” Maya vaped cannabis once before with her friends, but she did not like the way she felt and is not interested in doing it again. Maya feels pressured to use cannabis with James, and fears he won’t like her anymore if she doesn’t join in.

What should Maya do? How would you FACE this situation?

Feel

How do you think Maya might feel in this situation? Why might Maya feel this way?

- She might feel conflicted, because she likes James and is worried that if she doesn’t use cannabis he might find her boring or lose interest in her.
- She might feel pressured by James to start using cannabis because it seems to mean a lot to him.
- She might also feel frustrated that James is using more regularly and that he expects her to get stoned with him.
- She might feel concerned about James’ health and the effects of using cannabis regularly.

Who else might have feelings about this situation?

- James might feel frustrated or confused if Maya declines, especially if he doesn’t realize the pressure she feels or how she feels about using cannabis.
- Maya’s parent/guardian/trusted adult might feel concerned for her well-being and the impact of peer pressure (if they know about the situation).
- Maya’s friends might not understand Maya’s choice to not use cannabis and might add to the pressure if they support James’s decisions. OR They might also be worried about her being pressured to do something she doesn’t want to do.

TEACHER DISCUSSION GUIDE**Assess**

What are Maya's choices?

- She could agree to try the dab pen with James even though she doesn't really want to.
- She could refuse to try the dab pen without fully addressing the issue, potentially avoiding conflict in the long term.
- She could refuse to try the dab pen and talk to James about why, explaining her feelings about cannabis use and setting boundaries moving forward.
- She could seek advice or support from a trusted friend, family member, or counsellor to navigate the situation.

What factors or influences might affect Maya's decision?

- Wanting to make James happy and avoiding conflict in the relationship.
- Remembering her previous negative experience with cannabis and how it made her feel.
- Wanting to avoid an argument with James or ending the relationship.
- Peer/family attitudes regarding cannabis.
- How comfortable she feels sharing her feelings with James.
- Knowledge of the risks of cannabis use.
- What she sees online or on social media regarding cannabis use.
- Her self-concept and how confident she feels talking to James about how she feels.
- Concerns that they may get in trouble with the law because they are underage.

Choose

What is the safest choice Maya can make?

- Refuse to try the dab pen and communicate this choice with James. This may help to strengthen their relationship in the long run as long as she makes it clear her decision isn't about judging him but about her own comfort and values.

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How can Maya communicate this choice to James?

- Make time to have the conversation: Maya can let James know she wants to have a conversation and make sure they have time and space to talk about this. This means having no distractions and adequate privacy to discuss.
- Maya can use assertive communication to express her boundaries while keeping the conversation respectful.
 - For example: "*James, I know you like using your dab pen, but I'm not into it. I tried it before and didn't like how I felt, so I don't want to do it again. I still want to hang out and have fun with you, but I need you to respect that I don't want to get high.*"

Evaluate

How would Maya's choice impact herself and others?

- Maya's choice to accept the dab pen may make James happy and make her feel more connected to James, but it may also result in another unpleasant experience.
- Maya's choice to refuse the dab pen may disappoint James, but it might lead to a conversation about her feelings about cannabis, helping James understand her better.
- Maya's friends/family may not be supportive of her using cannabis.

Who could Maya talk to about the choice she made?

- James
- A trusted friend.
- Her parents or guardians
- Another trusted adult.

TEACHER DISCUSSION GUIDE**LEARNING ACTIVITY 2****Scenario 4: Dakota and Cameron: Substance Use and Sexual Dysfunction**

Dakota and Cameron have been dating for over a year and started having sex about six months ago. Dakota started taking crystal meth around the same time they started having sex because he heard it could make sex a lot better. He started just taking it every once in a while for fun, but for the last two months, he has been using crystal meth more regularly, and he's started noticing some side effects, including difficulty getting an erection. It has been happening when he and Cameron are having sex, and it's making him feel anxious and ashamed. He doesn't want Cameron to think something is wrong with their relationship, but he's also scared to tell them that he has been using more frequently. Dakota knows he should stop using meth, but quitting feels really hard. He's also scared to tell Cameron what's going on because he doesn't want them to think badly of him. Cameron has noticed that Dakota's been acting distant and isn't sure what's wrong. Dakota doesn't want to lose Cameron, but he also doesn't know how to deal with this.

What should Dakota do? How would you FACE this situation?

Feel

How do you think Dakota might feel in this situation? Why might he feel this way?

- Dakota might feel anxious and embarrassed about the erectile dysfunction and what Cameron thinks about it
- Dakota might feel worried about how Cameron will react if they find out he has been using meth more regularly.
- Dakota might be feeling overwhelmed now that he feels he doesn't have control of his drug use.

Who else might have feelings about this situation?

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- Cameron might feel confused and concerned about Dakota acting distant. If they find out about the drug use, they might feel hurt, worried for his well-being, or unsure about continuing the relationship.
- Friends or family members who care about Dakota might also have strong feelings if they knew what he was going through.

Assess

What are Dakota's choices?

- He could continue hiding his drug use and try to manage his anxiety and side effects alone.
- He could talk to Cameron honestly about his meth use and how it's affecting him.
- He could seek support to stop using meth, such as talking to a trusted adult, a counsellor, or a support group.

What factors or influences might affect Dakota's decision?

- His fear of Cameron's reaction.
- Peer pressure or the social environment that encouraged his meth use.
- His desire to maintain his relationship with Cameron.
- Knowledge about the health effects of meth use and concerns about his physical and mental health.
- How supported he feels by his friends and family.
- His own self-concept and confidence to stop using meth and seek help.
- What he sees in the media or on social media about meth use.
- Concerns that he may get in trouble with the law because it is an illegal substance.

Who can help him make this choice?

- A trusted adult, such as a teacher, parent, or counsellor.
- A healthcare provider or addiction counsellor.
- A close friend or family member he feels comfortable confiding in.
- Support groups or hotlines for people struggling with substance use.

TEACHER DISCUSSION GUIDE**Choose**

What is the safest choice Dakota can make?

- The safest choice is for Dakota to seek help to stop using meth. Being honest with Cameron about what's going on can help rebuild trust and potentially strengthen their relationship.
- He might also benefit from talking to a professional about both his drug use and the emotional challenges he's facing.

Evaluate

How would Dakota's choice impact himself and others?

- If Dakota hides his meth use, his health and relationship with Cameron and the other people in his life (friends/family) may continue to deteriorate.
- If he opens up and seeks help, he could improve his well-being and possibly repair his relationship with Cameron.
- Cameron might feel relieved to understand what's been going on and could support Dakota in making positive changes.
- Dakota's choice to address his meth use could inspire others in his life to support or seek help themselves if they face similar challenges.

Who could Dakota talk to about the choice he made?

- Cameron, to explain what's been going on and ask for her support.
- A counsellor, healthcare provider, or support group to guide him through quitting meth.
- Trusted friends or family members who can offer encouragement and accountability.

TEACHER DISCUSSION GUIDE**Scenario 5: Alex and Charlie: The Truth about Poppers?**

Alex and Charlie have been dating for a few months and feel comfortable with each other. Lately, they've been talking about having sex for the first time, but both of them feel a little nervous about it.

One day, Charlie brings up the topic of poppers, which he had read about online. He explains that some people use poppers to make sex feel better and help relax muscles, especially if they're feeling nervous. Charlie thinks it could be something fun to try together.

Alex isn't sure what to think. He's curious but also feels hesitant. Alex decides to look it up online and finds out that poppers can have side effects like dizziness, headaches, and even passing out. This makes Alex wonder if using poppers is a good idea or not.

Charlie seems excited, but Alex feels unsure. He's worried about feeling out of control or unsafe, especially since this will be their first time having sex together. Alex starts thinking about whether trying something like this is the right choice for him right now.

What should Alex do? How would you FACE this situation?

Feel

How do you think Alex might feel in this situation? Why might he feel this way?

- Alex might feel curious about the idea of trying something new like poppers, but also worried about their potential side effects and whether it is a good idea for their first time having sex.
- Alex might feel nervous about trying poppers, especially if he doesn't feel fully informed about them. He may also feel nervous about having sex for the first time.

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Who else might have feelings about this situation?

- Charlie might feel excited and eager to try poppers, thinking it could enhance their experience. However, he could also feel disappointed or unsure if Alex hesitates.
- If Alex or Charlie discusses this situation with friends or trusted adults, they might have opinions or concerns about using poppers.

Assess

What are Alex's choices?

- Alex can decide not to use poppers and have an honest conversation with Charlie about why he feels this way.
- He can agree to try poppers to make Charlie happy.
- He can agree to try poppers but set clear boundaries about how they will proceed.
- He can seek advice from a trusted adult, friend, or healthcare provider before making a decision.

What factors or influences might affect Alex's decision?

- Knowledge about the potential side effects of poppers, like dizziness or passing out, might make Alex hesitant.
- Alex might feel pressure to align with Charlie's excitement or avoid disappointing him as he cares about Charlie and their relationship.
- Information he finds online or on social media about poppers may influence his understanding of risks and benefits.
- Attitudes within LGBTQ+ community about using poppers.
- Family values and attitudes around substance use.
- Alex's self-concept and personal feelings about trying substances or being in control during his first sexual experience.
- Physical environment - Access to protection (ex. condoms) and being in a safe space where he feels safe and comfortable with Charlie.
- Concerns that he may get in trouble with the law because it is an illegal substance.

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Who can help him make this choice?

- A trusted adult, such as a teacher, parent, or counsellor who can offer perspective and support.
- A healthcare provider who can provide accurate information about the effects and risks of poppers, or other safer ways to relax during sex.
- A close friend who Alex feels comfortable confiding in for advice.

Choose

What is the safest choice Alex can make?

- The safest choice is for Alex to avoid using poppers and communicate his concerns openly with Charlie. He can emphasize the importance of mutual comfort and safety and suggest they focus on building trust and taking things at a pace that feels right for both of them.

Evaluate

How would Alex's choice impact himself and others?

- Choosing not to use poppers would help Alex feel more in control and confident about the decision to have sex. It would also prioritize his physical safety.
- Choosing to use poppers might make Alex feel unsure about his relationship and cause strain moving forward
- If Alex chooses not to try poppers, Charlie might feel disappointed initially, but this could lead to a deeper conversation that strengthens their relationship and mutual understanding.

Who could Alex talk to about the choice he made?

- A trusted friend who understands Alex's concerns and can provide emotional support.
- A healthcare provider for accurate information and reassurance about the decision.
- Charlie, to ensure they are both on the same page and comfortable moving forward together.

TEACHER DISCUSSION GUIDE**LEARNING ACTIVITY 3****Scenario 6: Bailey and Ali: Is Consent Clear or Cloudy?**

Bailey and Ali have become close friends this year. They have several classes together, get along really well, and sometimes flirt casually. Lately, they've been snapping each other a lot.

One night, they're both at a party with their friends. The music is loud, and everyone is having fun. Bailey and Ali have each had a couple of drinks, and they're feeling more relaxed and playful. At one point, Ali kisses Bailey in front of everyone. Surprised but happy, Bailey kisses back.

A little later, Ali pulls Bailey into a quiet room away from the noise. Things start to heat up, and Ali begins to take off Bailey's shirt. Bailey pauses, realizing they've had more to drink than they thought. Suddenly, everything feels blurry and out of focus.

Bailey really likes Ali and is excited about where this could go, but at the same time, something doesn't feel right. They're not sure if either of them can make a clear decision with alcohol involved. Bailey starts to wonder: Does consent matter if they're both drunk? Would it be okay to stop things now, or would that ruin the moment?

Bailey feels torn between wanting to keep going and feeling unsure about whether it's the right time. What should Bailey do? How would you FACE this situation?

Feel

How might Bailey feel in this situation?

- How might Bailey feel in this situation?
- Bailey might feel excited to be spending time with Ali.
- Bailey might feel unsure about how to proceed, because they like Ali but the alcohol is making it hard to think clearly.
- Bailey may also feel relaxed and enjoying their time with Ali.
- Bailey might be feeling worried about how their choices might make Ali feel.
- Bailey might be concerned about using protection and practicing safer sex.

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Who else might have feelings about this situation?

- Ali, who might be excited in the moment but also unclear about how Bailey feels.
- Bailey and Ali's parent/guardian might have concerns about Bailey drinking and the decisions they will make under the influence of alcohol.
- Bailey and Ali's friends might have feelings if they found out, depending on their dynamics with both of them.

Assess

What are Bailey's choices?

- Bailey could accept Ali's advances and let things continue, despite feeling unsure.
- Bailey could pause and suggest taking a break, explaining that they don't feel clear-headed enough to make a decision right now.
- Bailey could ask Ali how they are feeling to see if they're on the same page.
- Bailey could decide to go back to the party and revisit the situation later when they're both sober.

What factors or influences might affect Bailey's decision?

- Wanting to get to know Ali.
- Peer and media influences around sex.
- Knowledge about substance use and the ability to consent.
- Wondering what others at the party might think.
- Family values or rules around substance use and/or sex.
- Feeling intoxicated after consuming alcohol and the effect that will have on decision-making.
- Knowledge of the risk of alcohol on inhibitions.
- Having access to protection (ex. condoms).
- Bailey's self-concept and values about alcohol, sex, and consent.

Choose

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What is the safest choice Bailey can make?

- The safest choice is for Bailey to pause and suggest that they wait until they're both sober before they continue. This ensures that any decisions they make are fully informed and mutually agreed upon.

Evaluate

How would Bailey's choice impact themselves and others?

- Bailey's choice to let things continue with Ali might result in themselves or Ali regretting their decision.
- Bailey's choice not to take things further might make Ali feel rejected.
- Bailey's choice not to take things further with Ali might make them think more about substance use and consent. It could also show that Bailey respects them and values their connection, possibly strengthening their bond.

Who might Bailey talk to about the choice they made?

- Bailey could talk to Ali.
- Bailey could talk to a trusted friend.
- Bailey could talk to their parents/guardians or another trusted adult.

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Scenario 7: Maria and Max: Consent and Complicated Boundaries

Maria is 14 years old and plays on the Grade 9 soccer team. Last night, she and her teammates went to a field party where many high school students were hanging out. People were drinking and vaping and Maria joined in. Max, the assistant coach, was there too. Max is 18 years old and graduated from high school last year; he started helping coach Maria’s team this year.

Max has been giving Maria extra help with soccer on the weekends, and lately, they’ve been chatting a lot on social media. At the field party, Maria and Max were flirting, and they ended up in his truck, kissing. Max asked Maria if she wanted to have sex, and she agreed. Maria has been on birth control for six months, and they used a condom.

The next morning at home, Maria started second-guessing her decision to have sex with Max. It felt exciting at the time, but now she’s thinking about how he’s older than her and also her coach. Later, Max sent her a message: “*You wanna hang out tonight?*”. She thinks he might want to have sex again.

What should Maria do? How would you FACE this situation?

Feel

How do you think Maria might feel in this situation?

- Maria might feel uneasy about having sex with Max, because there is a significant age difference and he is her coach.
- Maria might feel worried. Since Maria is 14 and Max is 18, she may be worried about whether she's old enough to consent to having sex with an older person.
 - Note: 14 or 15-year-olds can consent to sexual activity as long as their partner is less than five years older than them. This is only the case if the relationship does not involve a position of trust, authority or exploitation.
- Maria might feel excited about hanging out with Max, and she might think it is cooler that he is older than her.

Who else might have feelings about this situation?

- Max may have mixed feelings, especially if he has developed interest in Maria. He might feel conflicted about being older than her and the ethical implications

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of being her coach. He may be anxious about breaking the law of consent.

- Her parent/guardian/trusted adult might be concerned if they found out, especially given the power dynamics with Max being her assistant coach.
- Her teammates or other coaches might be concerned that the assistant coach is having a relationship with a student.
- The school administration could be concerned about Max's age and position of trust as a coach. Since Max is in a position of authority, their sexual relationship is against the law and may also violate policies within the school.

Assess

What are Maria's choices?

- She could agree to see Max again and continue seeing him as long as they don't let other people find out.
- She could agree to meet with Max tonight (or message him) to let him know she doesn't think it's a good idea to keep seeing each other, explaining that she's not comfortable with the age difference and the power imbalance of him being her coach.
- She could ghost Max and avoid him at practice so it's clear she doesn't want to see him again.
- She could talk to a trusted adult, counsellor, other coach, friend, or other support figure for advice and support moving forward.
- She could speak to the head coach or school administration, especially if she feels Max did something wrong and now she may be penalized on the team.

What factors or influences might affect Maria's decision?

- Feelings she has for Max, especially if she is emotionally attached to him.
- Wanting to make a good impression/seem fun and easygoing.
- Worrying about offending Max/hurting his feelings.
- She used appropriate protection, so she is not worried about pregnancy or STIs.
- Maria's self-concept and values about sex and her relationship with Max.
- Knowledge about the laws of having sex as a minor with someone in a position of power
 - *Note: In this scenario, their sexual relationship is against the law because he is in a position of power.*
- Wondering what her friends or family might think.
- Social or media influences about sex and relationships.

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- Family values or rules about sex.
- Worried about getting playing time during games or being treated differently at practices if she says she no longer wants to see him.

Choose

What is the safest choice Maria can make?

- Talk to Max and call things off, since there is a clear power imbalance according to the law, even though technically she can consent to sex with the age difference.
- Take some time to think about it and wait to tell Max,
- Talk to a trusted adult or friend about her feelings.

How can Maria communicate her choice to Max?

- She can set up a time and place that is neutral and where she feels comfortable, or message him. She could tell him she is not comfortable continuing to have a sexual relationship with him and set clear boundaries. It's important for her to express her feelings without fear of his reaction.

Evaluate

How would Maria's choice impact herself and others?

- If she chooses to take a step back, it could help her regain a sense of control over the situation, feel empowered, and prioritize her emotional health. She might also experience relief from the confusion and stress. However, she may get treated unfairly by Max during practices/games in the future.
- Max might feel rejected or confused by Maria's decision, especially if he has developed feelings for her. However, his role as her coach makes it inappropriate for them to continue any romantic or sexual relationship, and Maria's decision could help him understand the boundaries he should have maintained.
- If Maria communicates her feelings and steps away from the situation, her friends, family, and teammates will likely support her choice.

TEACHER DISCUSSION GUIDE**Scenario 8: Ari and Taylor: Navigating Nerves**

Ari and Taylor have been dating for about six months, and things have been going great. This weekend, they're hanging out at Taylor's house while Taylor's parents are away. They're planning on watching a movie and having a good time together.

As the night goes on, they start making out and Taylor asks Ari if they want to have sex. Ari feels nervous and isn't sure they're ready, but doesn't want things to get awkward. Taylor suggests having a few drinks first, saying it might help Ari relax. Now Ari feels torn—on one hand, they don't want to disappoint Taylor, but they also know alcohol might lead them to make a decision they're not ready to make.

What should Ari do? How would you FACE this situation?

Feel

How might Ari feel in this situation? Why might they feel this way?

- Ari might feel conflicted because they care about Taylor and their relationship, and wants to have sex eventually, but doesn't feel ready
- Ari might feel nervous and worried about how Taylor would respond if they don't agree to a drink or have sex.
- Ari might feel pressured by Taylor to have sex even though they don't feel ready yet.
- Ari might be worried about using protection (to prevent unwanted pregnancy or STIs).

Who else might have feelings about this situation?

- Taylor might feel excited to take this next step in their relationship, but also frustrated or disappointed if Ari doesn't want to have sex yet.
- Ari's friends and parent/guardian/trusted adult might be concerned if they learn they felt pressured or made a decision they weren't comfortable with.

TEACHER DISCUSSION GUIDE**Assess**

What are Ari's choices?

- Ari could agree to have a few drinks and the possibility of having sex.
- Ari could decline to have the drinks but go ahead with having sex.
- Ari could decline the drinks and tell Taylor that they are unsure about having sex.
- Ari could ask about safer sex practices.

What factors or influences might affect Ari's decision?

- Ari wanting to make Taylor happy.
- Fear that Taylor might be angry or end the relationship if they don't have sex.
- Peer and media influences around sex, feeling like they should want to have sex.
- Family values or rules about sex and substance use.
- Ari's desire to try new things and be adventurous.
- Ari's own self-concept and values about substance use, sex, and waiting to have sex until they feel ready.
- Knowledge about the risk of alcohol and the ability to consent.
- Wondering what their friends or family might think.
- Access to safer sex practices (e.g., condoms, contraception)

Choose

What is the safest choice Ari can make?

- Decline the drinks and tell Taylor that they are unsure about having sex, and that they would like to wait.

How does Ari's choice focus on what is important to them?

- Prioritizing their own feelings and boundaries ensures they make decisions that align with their readiness and values.

TEACHER DISCUSSION GUIDE**Evaluate**

How could Ari's choice impact themselves and others?

- Ari's choice to accept the drinks may make Taylor happy and may make them feel less anxious.
- Ari's choice to have sex might make them feel anxious or upset the next day.
- Ari's choice to refuse the drinks may upset Taylor.
- Ari's choice to refuse the drinks and talk to Taylor about their feelings may improve their communication and relationship.

Who could Ari talk to about the choice they made?

- Ari could talk to Taylor about how they are feeling
- Ari could talk to a trusted friend, their parents or guardians, or another trusted adult about their relationship.

TEACHER DISCUSSION GUIDE

LEARNING ACTIVITY 4

Scenario 9: Jenna's Night: Piecing it Together

Jenna went to a high school party last night with some older friends from her theater group. There were a lot of people there, including kids from the other highschool in town. Jenna isn't old enough to buy alcohol, but some of the older kids brought drinks they got using fake IDs.

When Jenna arrived, someone handed her a cooler. She didn't think much of it and started drinking. After finishing her first cooler, she felt a little buzzed. Partway through her second drink, she started feeling very drunk. Everything after that became blurry.

The next morning, Jenna woke up in her bed, still wearing the clothes from the night before. She felt immediately unsettled—her t-shirt was on inside out, and she had no memory of how she got home. Jenna also had a strange feeling that something might have happened at the party, like she may have been involved in some kind of sexual activity.

Jenna feels confused, scared, and embarrassed about not being able to remember what happened. She wonders if someone might have slipped something into her drink, but she's not sure what to do next.

What should Jenna do? How would you FACE this situation?

Feel

How do you think Jenna might feel in this situation?

- Jenna might feel confused about why she can't remember what happened the night before
- Jenna might feel scared that someone might have done something to her when she was intoxicated.
- Jenna might feel unsure about what to do next and if she should tell anyone what happened.
- Jenna may feel embarrassed that she may have engaged in sexual activity. She may feel like it was her fault because she went to a party and was drinking.

TEACHER DISCUSSION GUIDE

Who else might have feelings about this situation?

- Jenna's parent/guardian might feel worried or upset if they found out what happened.
- Jenna's friends at the party might feel concerned or even guilty for not looking out for her.

Assess

What are Jenna's choices?

- Jenna could keep this experience to herself and try to forget about it.
- Jenna could talk to a trusted adult, such as a parent/guardian, teacher, healthcare professional, or guidance counsellor, about what happened.
- Jenna could call 911 or have a trusted friend or adult take her to the emergency room to check for any potential health concerns (e.g., STIs, pregnancy, or injuries).
 - *Note: If there was an assault, a doctor or nurse may be able to take evidence from her body, so it is important for her not to shower, bathe, brush her teeth or hair, or change her clothes beforehand.*
- Jenna could try to reach out to someone from the party to piece together what happened.

What factors or influences might affect her decision?

- Whether or not Jenna has a person that she trusts to talk to.
- Worrying that she'll get in trouble for drinking from her parents/guardian.
- Concerns about being dismissed, judged, or blamed by anyone who finds out about it.
- Knowledge of date rape drugs.
- Knowledge of signs of sexual assault (clothes on wrong, impaired memory) and what to do if she suspects she has been assaulted (go to emergency, don't shower or change beforehand).
- Media and peer attitudes regarding sexual violence.
- Her self-concept and her own beliefs about sexual violence
- Family values about substance use and sexual violence.
- Knowledge and presence of community resources/supports for victims of sexual violence.
- Concerns about health, safety, or legal issues influence her decision to seek help.

TEACHER DISCUSSION GUIDE

- Concerns about becoming pregnant or getting an STI.

Who can help Jenna make this choice?

- Jenna's parent/guardian/trusted adult.
- A medical professional.
- A close friend who can offer emotional support.

Choose

What is the safest choice Jenna can make?

- The safest choice is for Jenna to talk to a trusted adult or healthcare provider immediately. This will help her ensure her physical safety, address any potential health risks, and figure out the best next steps to take.

Evaluate

How would Jenna's choice impact herself and others?

- Jenna's choice to keep the incident to herself might make her feel isolated and distressed. It might prevent her from getting support and/or necessary medical attention.
- Jenna's choice to talk to a trusted adult might make her feel less alone and allow her to access resources to help further (e.g., medical attention, counselling).
- Trusted adults or friends who care about Jenna would likely feel relieved to be able to help her. If wrongdoing occurred, Jenna's actions could help hold the responsible parties accountable and prevent similar situations in the future.